

## Input Section 2: 2025-26 School Contact Information



**TAYLION**  
ACADEMY | HOMESCHOOL

School Name	Taylion High Desert Academy
Street	11336 Bartlett Ave. St 9
City, State, Zip	Adelanto, CA 92301-1948
Phone Number	760-951-5501
Principal	Brenda Congo
Email Address	brenda.congo@taylion.com
School Website	<a href="http://www.taylion.com">www.taylion.com</a>
County-District-School (CDS) Code	36675870128462

## Input Section 3: 2025-26 District Contact Information

**These fields should be reviewed and updated by the LEA/School. Provide current contact information.**

District Name	Taylion High Desert Academy
Phone Number	(760) 246-8691
Superintendent	Dr. Terry Walker
Email Address	<a href="mailto:terry_walker@aesd.net">terry_walker@aesd.net</a>
District Website Address	<a href="http://www.aesd.net/">https://www.aesd.net/</a>

## Input Section 4: 2025-26 School Overview

Use this space to provide information about the school, its program, and its goals.

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

Taylion High Desert Academy is a tuition-free public charter school that serves grades TK–12 Tailored to You - Online, In-Class, & At Home™ committed to providing a flexible, student-centered educational experience for families seeking an alternative school setting. Our programs are designed to meet the diverse needs of our students through personalized learning pathways and supportive academic environments.

Taylion offers Homeschool and Independent Studies programs that are online, in-class, and at home. These programs foster a collaborative partnership between families and educators, ensuring that each child receives individualized attention and guidance in their foundational years. Learners progress at their own pace while receiving consistent support from teachers and academic advisors.

Furthermore, High School students receive a comprehensive credit evaluation that serves as a personalized roadmap to graduation. This plan is closely monitored by teachers and counselors to ensure timely and successful completion. Students receive robust support for credit recovery, accelerated learning, and staying on track for graduation.

Taylion emphasizes student support while reaching their Next Big Step through college and career readiness learning, targeted resources, counseling, and enrichment opportunities. In addition, students benefit from social-emotional learning initiatives, academic interventions, and remediation services. All designed to nurture the whole child.

Our school culture is grounded in the Schoolwide Learning Outcomes of C.A.R.E., which guide students to become:

- Critical Thinkers - Think independently and reflect on learning and reasoning to promote intellectual, physical, and emotional growth. Identify, analyze, apply, and evaluate information and experiences to make informed perspectives. Apply acquired knowledge to resolve problems in conventional and innovative ways.
- Academic Achievers - Take initiative for the continuing acquisition of knowledge and follow through with plans and goals. Acquire and apply time management skills. Are prepared to be independent and collaborative to apply skills to the workforce.
- Responsible Citizens - Demonstrate knowledge, understanding, and respect of cultural diversity and the global world. Contribute to the improvement of life in their school and local community through leadership skills and participation in community projects. Demonstrate decision-making skills that reflect compassion, caring, and strong work ethic.
- Effective Communicators - Collaborate, work together, and maintain interpersonal relationships with diverse groups and settings. Effectively use technology to research, organize, communicate, and present information. Ask questions and engage in discussion to inform, defend, or clarify ideas.

At Taylion, we celebrate the unique journey of every student and remain deeply committed to helping each one achieve their personalized post-secondary goals. Our mission is to ensure that every graduate leaves Taylion prepared, confident, and inspired to thrive.

## Input Section 5: 2025-26 Opportunities for Parental Involvement

**Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.**

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

Taylion values and welcomes parental and guardian input and communication. Throughout the school year, parents and guardians are given surveys for timely and specific ideas and suggestions. Communication is constant with the distribution of newsletters, Remind emails and texts, plus social media postings of the many school activities provided.

In addition to consistently seeking out feedback from all parents and guardians, Taylion also offers a range of opportunities to include parent/guardians and their families. Events include a Back to School festival, student awards ceremonies, Trunk or Treat Activities, participation in the Adelanto Holiday Parade plus Community Volunteering in local activities such as Family Expo and local area cleanups. The Taylion homeschool program also organizes educational outings every one to two weeks that welcome parents/guardians. Lastly, Taylion focuses on connecting with parents to inform and educate as well as to request participation in the preparation of the CAASPP state assessments.

## Input Section 6: 2025-26 School Safety Plan

**This section should include information about the school's Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field).**

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

Taylion High Desert Academy has a comprehensive safety plan which includes Emergency Preparedness (earthquake, fire, and lockdown drills) and safety inspections. This safety plan is reviewed and updated annually during the spring. Staff is trained in these emergency procedures plus campus safety during a disaster.

With a focus on safety for all Taylion's students, teachers take annual mandated reporter training for child abuse. Additionally, Taylion recognizes the importance of Mental Health Support: Students and their families are provided with Care Solace - a program that connects families in emotional/mental distress with free or low-cost intervention. Our Taylion counselors also disperse SEL awareness for all grade levels to support various issues and needs. Additionally, once student work is reviewed, administrators can follow up on any concerns. Our SELPA also offers Taylion's SPED students mental health counseling and occupational therapy.

## Input Section 7: School Facility Conditions and Planned Improvements

This field should be reviewed and updated by the LEA/School. Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b). Please keep the narrative content to 2-3 paragraphs.

Taylion High Desert Academy consists of three physical learning centers each of which is maintained with students' safety and cleanliness as the top focus. The learning centers consist of classrooms, offices, storage rooms, and bathrooms all linked together per location. In order to enter each school, a safely buzzer is used for entrance permission. The learning centers receive deep cleaning two to three times per week, and the LEA is insistent on immediate repairs of any damage occurring at any of the areas.

Year and month of the most recent FIT report

06/07/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			<p>Taylion High Desert Academy 395 Offices: One of the office need additional vent, will be taken care of in next couple of weeks.</p> <p>Taylion High Desert Academy Amargosa Suite C/D Combined room: HVAC system needs replacement Suite F: HVAC system is loud and rattling.</p>
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			<p>Taylion High Desert Academy 395 Restrooms: Restroom vent needs to be cleaned. Occasionally they had sewage smell come out, that was taken care of.</p> <p>Taylion High Desert Academy Amargosa Storage Room E: Emergency Exit sign needs to be rewired, can use some decluttering.</p>
<b>Electrical</b>		X		<p>Taylion High Desert Academy 395 Break Room: Little cultter, however kitchen will be remodeled in couple of weeks. Too many extesnion cords. Contractor will take care of it soon.</p> <p>Taylion High Desert Academy Amargosa Front Desk E: Front door issue has been resoved, front door and Megnatic lock systmen replaced. One Electrical outlet needs replacement. Server Room:</p> <p>Taylion High Desert Academy Bartlett Site Offices: Suite 10 Office plug not working, Pest control done quarterly.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## Input Section 7: School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

These fields should be reviewed and updated by the LEA/School. Please make sure they match your most recent facilities inspection ratings.

Exemplary

Good

Fair

Poor

## Input Section 8: 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

#### Note:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science).

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

As a hybrid school including homeschooling, independent studies, and online programs, Taylion High Desert Academy is vigilant in providing not only necessary textbooks in all core course and electives, but also Chromebooks for all students. Each student's individual academic program is reviewed and required learning materials are distributed. As enrollment grows, Taylion is mindful of placing orders for Chromebooks and/or curricula if a shortage is anticipated. Additionally, leadership is aware of license renewals for all online programs and assessments (Bright Thinkers, Acellus, Apex, Exact Path, Study Island, etc.) so each student can begin classes immediately after registration.

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Extensive and expanding due to student enrollment growth and parental requests.	0
Mathematics	Extensive and expanding due to student enrollment growth and parental requests.	0
Science	Extensive and expanding due to student enrollment growth and parental requests.	0
History-Social Science	Extensive and expanding due to student enrollment growth and parental requests.	0
Foreign Language	Extensive and expanding due to student enrollment growth and parental requests.	0

Health	Extensive and expanding due to student enrollment growth and parental requests.	0
Visual and Performing Arts	Extensive and expanding due to student enrollment growth and parental requests.	0
Science Laboratory Equipment (grades 9-12)	N/A	NA

## Input Section 9: 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

**NOTE: The most recent data available from CDE is two years old; the 2023-24 year reference is correct. For comparison purposes, data for the same fiscal year is requested from the school.**

These fields will be populated by DTS with data provided by CDE as it becomes available:

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23,512	\$2,887	\$20,625	\$59,997
District	N/A	N/A	\$17,309	\$103,070
Percent Difference - School Site and District	N/A	N/A	17.5	-52.7
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	62.8	-46.5

## Input Section 10: 2024-25 Types of Services Funded

This field should be reviewed and updated by the LEA/School. Use this space to provide specific information about the types of programs and services available at the school that support and assist students. Please keep the narrative content to 2-3 paragraphs.

With a focus on student learning, Taylion has developed various services to support each student in ways that provide individual learning. Tutors are available both on site and online for all students per their needs. Taylion has established policies and procedures, including the development of a Multi-tiered System of Supports Team (MTSS) to assist with students who require further academic guidance. Special Education teachers are highly qualified and possess the credentials required to meet the needs of their students including providing the required accommodations and testing supports for all mandatory state assessments. Students identified as English Learners ("EL") are also provided in-class supports and accommodations based on specific student needs. Annual analysis of both ELPAC, CAASPP/CAST, and benchmark assessments (Edmentum's Exact Path/Study Island) assist in determining re-designation of English Learners. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English (RFEB).

College and career guidance is also provided for all students. In addition to a variety of CTE courses and Work Based Learning opportunities, Taylion's counselors offer student appointments for resume writing, FAFSA application support, and other senior projects. Taylion hosts on-campus College and Career Fairs with various vendors from colleges and professional pathways. Visits to surrounding colleges and universities are also arranged for all high school students to attend.

Student learning not only occurs in the classroom - instructional activities take place in other non-traditional settings. Taylion's Homeschool program organizes Friday events at both educational as well as recreational venues for academic and social growth opportunities. Additionally, Taylion's independent studies program provides art classes, Lego Club, and a student government/leadership program.

## Input Section 11: 2024-25 California Physical Fitness Test Percentage of Students Participating

This field should be reviewed and updated by the LEA/School.

Only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) should appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

You may send your PFT Participation Percentages to DTS using the spreadsheet provided by [clicking here](#). You may send your results to DTS by [clicking here](#).

For multiple school updates, DTS Coordinators may update data for all schools using the "[Update Data – All Locations](#)" link in the Coordinator Menu. You can review an overview of the link by [clicking here](#).

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	93	93	93	93
Grade 7	69	77	77	77	77
Grade 9	45	50	50	50	50

## Input Section 12: Professional Development

**This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.**

Taylion High Desert Academy regards professional development as an essential ingredient in its school improvement. Instructors and staff are provided with an assortment of weekly mini-trainings plus various weeks devoted to in depth sessions. Topics include school safety, overviews and deep dives into Taylion's online programs, homeless students presentations, Title IX, Workplace Violence, LBTGQ+ training, and other compliance topics, etc. For two years, Taylion has offered rigorous MTSS training and planning sessions for all teachers.

All new teachers participate in onboarding training that is comprised of an extensive teacher-training course and a comparable training course is provided for all members both of the enrollment and compliance team. Teachers needing to clear their credentials participate in an Induction program for first two years provided by the Center for Teacher Innovation (CTI) during which new teachers are paired with an experienced coaches matched to their specific credential needs. New teachers work with their coaches to focus on the California Standards for the Teaching Profession including classroom management, instructional strategies, and parent communication.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	9	15	15

## Input Section 13: Career Technical Education Programs (Grades 9-12 Only)

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### 2024-25 Career Technical Education Programs

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

**To complete this section, provide:**

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

Taylion has been focusing on supporting its students in college and career preparation and has offered several CTE courses during the past few years. Each year, the courses are reviewed and updated per the students' interest and success. Currently, Taylion offers an assortment of courses through an online CTE curriculum provided by Schools PLP.

**CTE Pathways Offered:**

- Business and Finance
- Marketing, Sales, & Services
- Education, Child Development

THE REMAINING SECTIONS ARE PROVIDED FOR REVIEW AND INCLUDE THE UPDATES FROM YOUR INPUT SECTIONS

# Taylion High Desert Academy

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2025-26 School Contact Information

School Name	Taylion High Desert Academy
Street	11336 Bartlett Ave. St 9
City, State, Zip	Adelanto, CA 92301-1948
Phone Number	760-951-5501
Principal	Brenda Congo
Email Address	brenda.congo@taylion.com
School Website	www.taylion.com
Grade Span	K-12
County-District-School (CDS) Code	36675870128462

## 2025-26 District Contact Information

District Name	Taylion High Desert Academy
Phone Number	(760) 246-8691
Superintendent	Dr. Terry Walker
Email Address	terry_walker@aesd.net
District Website	<a href="https://www.aesd.net/">https://www.aesd.net/</a>

## 2025-26 School Description and Mission Statement

Taylion High Desert Academy is a tuition-free public charter school that serves grades TK–12 Tailored to You - Online, In-Class, & At Home™ committed to providing a flexible, student-centered educational experience for families seeking an alternative school setting. Our programs are designed to meet the diverse needs of our students through personalized learning pathways and supportive academic environments.

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## 2025-26 School Description and Mission Statement

academic advisors.

Furthermore, High School students receive a comprehensive credit evaluation that serves as a personalized roadmap to graduation. This plan is closely monitored by teachers and counselors to ensure timely and successful completion. Students receive robust support for credit recovery, accelerated learning, and staying on track for graduation.

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- Responsible Citizens - Demonstrate knowledge, understanding, and respect of cultural diversity and the global world. Contribute to the improvement of life in their school and local community through leadership skills and participation in community projects. Demonstrate decision-making skills that reflect compassion, caring, and strong work ethic.
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At Taylion, we celebrate the unique journey of every student and remain deeply committed to helping each one achieve their personalized post-secondary goals. Our mission is to ensure that every graduate leaves Taylion prepared, confident, and inspired to thrive.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	39
Kindergarten	57
Grade 1	23
Grade 2	44
Grade 3	31
Grade 4	32
Grade 5	32
Grade 6	53
Grade 7	59
Grade 8	83
Grade 9	196
Grade 10	102
Grade 11	76
Grade 12	15
<b>Total Enrollment</b>	<b>803</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.2
Male	58.3
Non-Binary	0.3
American Indian or Alaska Native	1.3
Asian	0.4
Black or African American	20.4
Filipino	0.1
Hispanic or Latino	61.5
Native Hawaiian or Pacific Islander	0.1
Two or More Races	6.3
White	21.6
English Learners	5.3
Foster Youth	0.4
Homeless	4.5
Socioeconomically Disadvantaged	90.7
Students with Disabilities	18.4

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1	20.26	314.5	85.23	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	4.1	1.13	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.1	58.74	24.8	6.72	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.9	17.1	10.4	2.83	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.1	3.53	15	4.08	15831.9	5.67
<b>Total Teaching Positions</b>	5.3	100	369	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.5	18.11	301.3	80.1	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.3	1.54	4.9	1.32	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	26.6	7.07	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.7	14.11	8.1	2.17	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	12.8	66.14	35.1	9.33	14303.8	5.15
<b>Total Teaching Positions</b>	19.4	100	376.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.6	23.14	293.30	74.4	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	12.9	3.28	6213.80	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	.90	4.04	32.1	8.16	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.30	17.71	14	3.56	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	41.7	10.53	13705.8	4.91
<b>Total Teaching Positions</b>	24.5	100	394.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	.90
<b>Misassignments</b>	3.10	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	3.10	0	.90

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.90	2.7	4.30
<b>Total Out-of-Field Teachers</b>	0.90	2.7	4.30

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	78.1	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.9	1.5	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

As a hybrid school including homeschooling, independent studies, and online programs, Taylion High Desert Academy is vigilant in providing not only necessary textbooks in all core course and electives, but also Chromebooks for all students. Each student's individual academic program is reviewed and required learning materials are distributed. As enrollment grows, Taylion is mindful of placing orders for Chromebooks and/or curricula if a shortage is anticipated. Additionally, leadership is aware of license renewals for all online programs and assessments (Bright Thinkers, Acellus, Apex, Exact Path, Study Island, etc.) so each student can begin classes immediately after registration.

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Extensive and expanding due to student enrollment growth and parental requests.	0
Mathematics	Extensive and expanding due to student enrollment growth and parental requests.	0
Science	Extensive and expanding due to student enrollment growth and parental requests.	0
History-Social Science	Extensive and expanding due to student enrollment growth and parental requests.	0
Foreign Language	Extensive and expanding due to student enrollment growth and parental requests.	0
Health	Extensive and expanding due to student enrollment growth and parental requests.	0
Visual and Performing Arts	Extensive and expanding due to student enrollment growth and parental requests.	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Taylion High Desert Academy consists of three physical learning centers each of which is maintained with students' safety and cleanliness as the top focus. The learning centers consist of classrooms, offices, storage rooms, and bathrooms all linked together per location. In order to enter each school, a safely buzzer is used for entrance permission. The learning centers

## School Facility Conditions and Planned Improvements

receive deep cleaning two to three times per week, and the LEA is insistent on immediate repairs of any damage occurring at any of the areas.

Year and month of the most recent FIT report

06/07/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Taylion High Desert Academy 395 Offices: One of the office need additional vent, will be taken care of in next couple of weeks.  Taylion High Desert Academy Amargosa Suite C/D Combined room: HVAC system needs replacement Suite F: HVAC system is loud and rattling.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Taylion High Desert Academy 395 Restrooms: Restroom vent needs to be cleaned. Occasionally they had sewage smell come out, that was taken care of.  Taylion High Desert Academy Amargosa Storage Room E: Emergency Exit sign needs to be rewired, can use some decluttering.
<b>Electrical</b>		X		Taylion High Desert Academy 395 Break Room: Little clutter, however kitchen will be remodeled in couple of weeks. Too many extesnion cords. Contractor will take care of it soon.  Taylion High Desert Academy Amargosa Front Desk E: Front door issue has been resoved, front door and Megnatic lock systmen replaced.One Electrical outlet needs replacement. Server Room:  Taylion High Desert Academy Bartlett Site Offices: Suite 10 Office plug not working, Pest control done quarterly.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	15	20	22	24	47	48
<b>Mathematics</b> (grades 3-8 and 11)	5	10	12	15	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	717	683	95.26	4.74	19.53
<b>Female</b>	337	325	96.44	3.56	19.44
<b>Male</b>	379	358	94.46	5.54	19.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	132	122	92.42	7.58	22.13
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	384	370	96.35	3.65	17.89

<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	47	44	93.62	6.38	22.73
<b>White</b>	132	125	94.70	5.30	19.35
<b>English Learners</b>	44	42	95.45	4.55	2.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	29	25	86.21	13.79	16.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	549	520	94.72	5.28	17.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	145	134	92.41	7.59	4.55

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	720	685	95.14	4.86	9.53
<b>Female</b>	338	325	96.15	3.85	6.81
<b>Male</b>	381	360	94.49	5.51	11.98
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	133	122	91.73	8.27	8.26
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	384	370	96.35	3.65	7.86
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	48	45	93.75	6.25	8.89
<b>White</b>	132	125	94.70	5.30	14.52

<b>English Learners</b>	44	42	95.45	4.55	7.14
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	29	25	86.21	13.79	4.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	550	520	94.55	5.45	6.58
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	145	134	92.41	7.59	3.03

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	7.48	13.51	12.43	13.88	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	268	259	96.64	3.36	13.51
Female	132	131	99.24	0.76	10.69
Male	135	128	94.81	5.19	16.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	43	40	93.02	6.98	17.50
Filipino	--	--	--	--	--
Hispanic or Latino	151	147	97.35	2.65	10.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	20.00
White	47	46	97.87	2.13	15.22
English Learners	19	17	89.47	10.53	0.00
Foster Youth	0	0	0	0	0
Homeless	11	9	81.82	18.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	212	205	96.70	3.30	12.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	47	95.92	4.08	0.00

## 2024-25 Career Technical Education Programs

Taylion has been focusing on supporting its students in college and career preparation and has offered several CTE courses during the past few years. Each year, the courses are reviewed and updated per the students' interest and success. Currently, Taylion offers an assortment of courses through an online CTE curriculum provided by Schools PLP.

### CTE Pathways Offered:

- Business and Finance
- Marketing, Sales, & Services
- Education, Child Development

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	221
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	73%
Graduates Who Completed All Courses Required for UC/CSU Admission	6.15%

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	93	93	93	93
Grade 7	69	77	77	77	77
Grade 9	45	50	50	50	50

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

Taylion values and welcomes parental and guardian input and communication. Throughout the school year, parents and guardians are given surveys for timely and specific ideas and suggestions. Communication is constant with the distribution of newsletters, Remind emails and texts, plus social media postings of the many school activities provided.

In addition to consistently seeking out feedback from all parents and guardians, Taylion also offers a range of opportunities to include parent/guardians and their families. Events include a Back to School festival, student awards ceremonies, Trunk or Treat Activities, participation in the Adelanto Holiday Parade plus Community Volunteering in local activities such as Family Expo and local area cleanups. The Taylion homeschool program also organizes educational outings every one to two weeks that welcome parents/guardians. Lastly, Taylion focuses on connecting with parents to inform and educate as well as to request participation in the preparation of the CAASPP state assessments.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	28.4	38.8	46	28.4	38.8	46	8.2	8.9	8.0
Graduation Rate	40.9	37.8	43.3	40.9	37.8	43.3	86.2	86.4	87.5

## 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](https://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	167	82	49.1
Female	80	35	43.8
Male	70	30	42.9
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	29	11	37.9
Filipino	0	0	0
Hispanic or Latino	92	47	51.1
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	--	--	--
White	19	5	26.3
English Learners	15	8	53.3
Foster Youth	--	--	--
Homeless	21	8	38.1
Socioeconomically Disadvantaged	140	60	42.9
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	37	15	40.5

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1727	1505	273	18.1
Female	869	748	131	17.5
Male	855	754	141	18.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	3	27.3
Asian	13	12	1	8.3
Black or African American	347	283	50	17.7
Filipino	--	--	--	--
Hispanic or Latino	939	823	149	18.1
Native Hawaiian or Pacific Islander	13	--	--	--
Two or More Races	83	74	19	25.7
White	302	277	44	15.9
English Learners	118	106	16	15.1
Foster Youth	12	11	2	18.2
Homeless	66	59	11	18.6
Socioeconomically Disadvantaged	1356	1180	232	19.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	334	291	61	21.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.1%	0%	0%	8.07%	7.19%	7.32	3.6%	3.28%	2.94%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.1%	0%	0%	0.01%	0.01%	01.0%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Taylion High Desert Academy has a comprehensive safety plan which includes Emergency Preparedness (earthquake, fire, and lockdown drills) and safety inspections. This safety plan is reviewed and updated annually during the spring. Staff is trained in these emergency procedures plus campus safety during a disaster.

With a focus on safety for all Taylion's students, teachers take annual mandated reporter training for child abuse. Additionally, Taylion recognizes the importance of Mental Health Support: Students and their families are provided with Care Solace - a program that connects families in emotional/mental distress with free or low-cost intervention. Our Taylion counselors also disperse SEL awareness for all grade levels to support various issues and needs. Additionally, once student work is reviewed, administrators can follow up on any concerns. Our SELPA also offers Taylion's SPED students mental health counseling and occupational therapy.

## D. Other SARC Information **Information Required in the SARC**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	1	1	0	0
K	1	3	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	3	37	0	0
Other	15	10	0	2

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	8	0	0
1	1	9	0	0
2	1	2	0	0
3	1	4	0	0
4	1	6	0	0
5	1	4	0	0
6	2	4	0	0
Other	14	20	6	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK			0	0
K	1	12	0	0
1	1	6	0	0
2	4	23	0	0
3	3	9	0	0
4	1	1	0	0
5	3	11	0	0
6	3	33	0	0
Other		13	0	0

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	162	0	0
Mathematics	3	148	0	0
Science	3	88	0	0
Social Science	3	133	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	188	0	0
Mathematics	3	203	0	0
Science	3	124	0	0
Social Science	4	189	0	0

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	408	0	0
Mathematics	2	337	0	0
Science	2	247	0	0
Social Science	2	351	0	0

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	118.67

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	1
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	1
Other	5.5

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23,512	\$2,887	\$20,625	\$59,997
District	N/A	N/A	\$17,309	\$103,070
Percent Difference - School Site and District	N/A	N/A	17.5	-52.7
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	62.8	-46.5

## Fiscal Year 2024-25 Types of Services Funded

With a focus on student learning, Taylion has developed various services to support each student in ways that provide individual learning. Tutors are available both on site and online for all students per their needs. Taylion has established policies and procedures, including the development of a Multi-tiered System of Supports Team (MTSS) to assist with students who require further academic guidance. Special Education teachers are highly qualified and possess the credentials required to meet the needs of their students including providing the required accommodations and testing supports for all mandatory state assessments. Students identified as English Learners ("EL") are also provided in-class supports and accommodations based on specific student needs. Annual analysis of both ELPAC, CAASPP/CAST, and benchmark assessments (Edmentum's Exact Path/Study Island) assist in determining re-designation of English Learners. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English (RFEB).

College and career guidance is also provided for all students. In addition to a variety of CTE courses and Work Based Learning opportunities, Taylion's counselors offer student appointments for resume writing, FAFSA application support, and other senior projects. Taylion hosts on-campus College and Career Fairs with various vendors from colleges and professional pathways. Visits to surrounding colleges and universities are also arranged for all high school students to attend.

Student learning not only occurs in the classroom - instructional activities take place in other non-traditional settings. Taylion's Homeschool program organizes Friday events at both educational as well as recreational venues for academic and social growth opportunities. Additionally, Taylion's independent studies program provides art classes, Lego Club, and a student government/leadership program.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,496	\$61,597
Mid-Range Teacher Salary	\$93,649	\$98,902
Highest Teacher Salary	\$131,728	\$126,340
Average Principal Salary (Elementary)	\$153,388	\$158,383
Average Principal Salary (Middle)	\$159,388	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$254,678	\$288,332
Percent of Budget for Teacher Salaries	30.26%	31.29%
Percent of Budget for Administrative Salaries	5.06%	5.38%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1.6%
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	4
Foreign Language	2
Mathematics	2
Science	6
Social Science	5
<b>Total AP Courses Offered</b>	<b>23</b>

## Professional Development

Taylion High Desert Academy regards professional development as an essential ingredient in its school improvement. Instructors and staff are provided with an assortment of weekly mini-trainings plus various weeks devoted to in depth sessions. Topics include school safety, overviews and deep dives into Taylion's online programs, homeless students presentations, Title IX, Workplace Violence, LBTGQ+ training, and other compliance topics, etc. For two years, Taylion has offered rigorous MTSS training and planning sessions for all teachers.

All new teachers participate in onboarding training that is comprised of an extensive teacher-training course and a comparable training course is provided for all members both of the enrollment and compliance team. Teachers needing to clear their credentials participate in an Induction program for first two years provided by the Center for Teacher Innovation (CTI) during which new teachers are paired with an experienced coaches matched to their specific credential needs. New teachers work with their coaches to focus on the California Standards for the Teaching Profession including classroom management, instructional strategies, and parent communication.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	15	15