

Ivy Academia

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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.

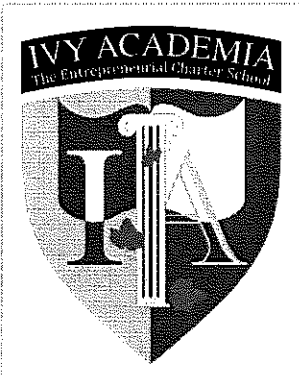
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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).

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.



Deirdra Brasch, Principal

Principal, Ivy Academia

About Our School

I am very excited to work in partnership with you and your children as your Executive Director. I look forward to the important task before us as we make every effort to ensure the best possible education for our hard-working Puma students. Ivy is a fabulous opportunity for students to gain critical entrepreneurial skills and is a wonderful place to learn and grow.

Our goal is to provide each student with challenging and rigorous curriculum that is rich in academic depth, complexity, and choice. We are very fortunate to be able to expand instructional time for students who need extra help while we simultaneously offer enrichment classes to satisfy every student's needs! Our teachers, and administrative team work hard to make sure that all classes are composed of students of varying abilities, backgrounds, and interests. All of our teachers are highly -qualified and well-trained in techniques necessary to individualize educational programs for their students that focus on career readiness, interpersonal and entrepreneurial skills. Because of the uniqueness of our students, some students will need their program enriched with more challenging activities while others will need additional support. Teachers at Ivy work together in grade level teams to meet student needs and to assure that all students are receiving grade level standards based instruction daily. All classes are taught in English, and all students are held to the high standards of excellence.

I continue to look forward to working with you and your child this school year. It promises to be a fantastic year filled with learning, exploring new ideas, and sharing good times with friends.

Sincerely,
Joe Herzog
Executive Director

Contact

Ivy Academia
7353 Valley Cir. Blvd.
West Hills, CA 91304-6706

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Ivy Academia
Street	7353 Valley Cir. Blvd.
City, State, Zip	West Hills, Ca, 91304-6706
Phone Number	818-716-0771
Principal	Deirdra Brasch, Principal
Email Address	braschd@ivyacademia.com
Website	http://ivyacademia.com
County-District-School (CDS) Code	19647330106351

Last updated: 1/29/2020

School Description and Mission Statement (School Year 2019—20)

Strategy for Transforming Los Angeles TK-12 Public Education

Ivy Academia, a non-profit charter, is leading reforms to transform public education to ensure that all students are prepared for college, leadership, and life. Ivy's innovative efforts are clearing the way to implement a small schools model for all schools, capitalizing on entrepreneurial spirit and raising awareness around the need for high quality, small public elementary, middle, and high schools.

Ivy Academia has been authorized by the Los Angeles Unified School District for the past fifteen years. It serves nearly 700 students at sites located in Woodland Hills and West Hills. Ivy provides students in the Valley an alternative choice, focused on developing entrepreneurial skills for their public school education.

Mission Statement

Supported by an active and unified community, Ivy Academia educates and empowers our students with rigorous academics and real-life entrepreneurial skills necessary to succeed in the 21st century.

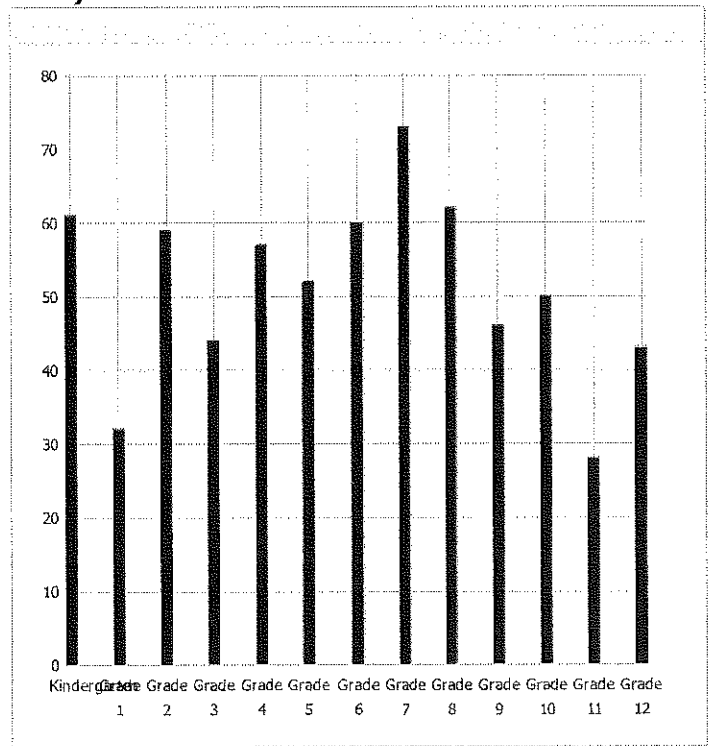
Vision Statement

Ivy Academia will be the model of entrepreneurial education nationwide.

Last updated: 1/29/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	61
Grade 1	32
Grade 2	59
Grade 3	44
Grade 4	57
Grade 5	52
Grade 6	60
Grade 7	73
Grade 8	62
Grade 9	46
Grade 10	50
Grade 11	28
Grade 12	43
Total Enrollment	667



Last updated: 1/29/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	8.20 %
American Indian or Alaska Native	0.30 %
Asian	5.20 %
Filipino	7.80 %
Hispanic or Latino	58.20 %
Native Hawaiian or Pacific Islander	0.30 %
White	14.20 %
Two or More Races	5.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.90 %
English Learners	15.60 %
Students with Disabilities	10.50 %
Foster Youth	0.60 %
Homeless	0.00 %

A. Conditions of Learning

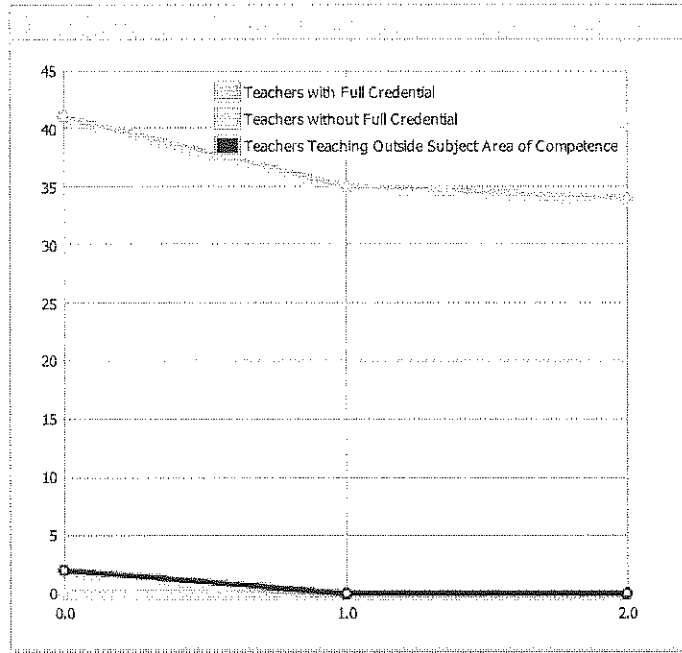
State Priority: Basic

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

Teacher Credentials

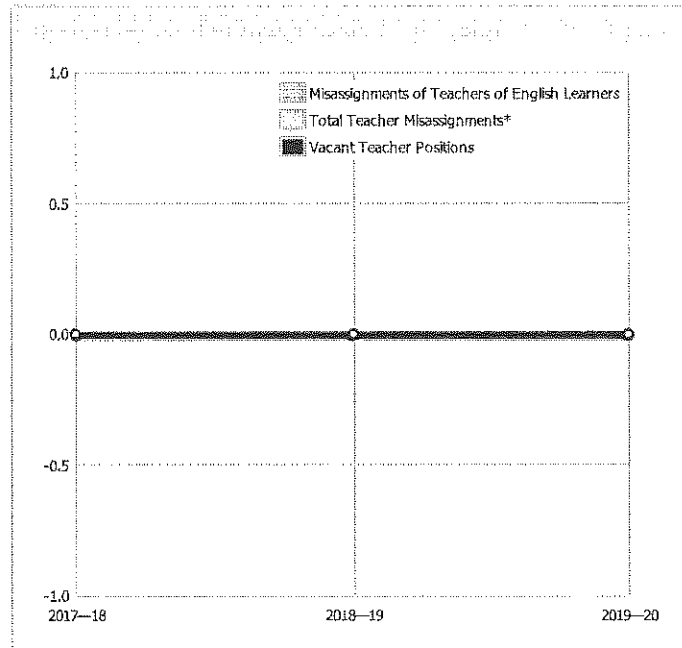
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	41	35	34	33
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0



Last updated: 1/29/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts K-5: Benchmark Advance-Benchmark Education Company 6-12: Collections- Houghton Mifflin Harcourt	Yes	0.00 %
Mathematics	Mathematics K-5: McGraw Hill My Math 6-8: McGraw Hill, Glencoe Math CA Alg I/II, Geom: Big Ideas (Pre) Calc: Pearson Statistics: WH Freeman & Co.	Yes	0.00 %
Science	Science K-3: Amplify Core Knowledge Language Arts 4-5: McGraw Hill Inspire Science 6-8: McGraw Hill Science Bio/Chem: Holt	Yes	0.00 %
History-Social Science	History-Social Science K-2: Scott Foresman 3-5: Harcourt Brace 6-8: TCI World: Holt AP World: Glencoe MH US: McDougal Littell APUSH: Wadsworth Cengage Govt: Glencoe MH AP Govt: Carnegie	Yes	0.00 %
Foreign Language	Foreign Language SPN I/II/III: Prentice Hall AP SPN: Wiley	Yes	0.00 %
Health	Health Prentice Hall	Yes	0.00 %
Visual and Performing Arts	APEX	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/29/2020

School Facility Conditions and Planned Improvements

Ivy Academia educates students at two different facilities. TK-5 are housed at Taft Charter High School, under Proposition 39. Students in grades 6-12 attend classes at Shomrei Torah Synagogue, a rental used to accommodate both the secondary program and administrative offices.

K-5: Classrooms and school space is maintained by LAUSD's Maintenance and Grounds Department. Facilities are cleaned nightly and are in good repair. No improvements are planned.

6-12: Half of school space is maintained by Shomrei Torah maintenance crew. The other half, including administrative offices, are overseen by Ivy's classified maintenance employee. Facilities are cleaned nightly and are in good repair. No improvements are planned.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Good
----------------	------

Last updated: 1/29/2020

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, which 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); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	51.0%	44.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	32.0%	26.0%	32.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/29/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	371	368	99.19%	0.81%	44.02%
Male	190	187	98.42%	1.58%	39.57%
Female	181	181	100.00%	0.00%	48.62%
Black or African American	34	34	100.00%	0.00%	35.29%
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100%	0.00%	73.91%
Filipino	30	30	100.00%	0.00%	76.67%
Hispanic or Latino	206	205	99.51%	0.49%	33.17%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	48	96.00%	4.00%	62.50%
Two or More Races	24	24	100.00%	0.00%	41.67%
Socioeconomically Disadvantaged	279	279	100.00%	0.00%	39.78%
English Learners	97	97	100.00%	0.00%	24.74%
Students with Disabilities	43	43	100.00%	0.00%	20.93%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	371	368	99.19%	0.81%	25.82%
Male	190	187	98.42%	1.58%	28.34%
Female	181	181	100.00%	0.00%	23.20%
Black or African American	34	34	100.00%	0.00%	14.71%
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100%	0.00%	52.17%
Filipino	30	30	100.00%	0.00%	56.67%
Hispanic or Latino	206	205	99.51%	0.49%	17.07%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	48	96.00%	4.00%	45.83%
Two or More Races	24	24	100.00%	0.00%	16.67%
Socioeconomically Disadvantaged	279	279	100.00%	0.00%	20.43%
English Learners	97	97	100.00%	0.00%	19.59%
Students with Disabilities	43	43	100.00%	0.00%	6.98%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/29/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/29/2020

Career Technical Education (CTE) Programs (School Year 2018–19)

Ivy Academia does not offer Career Technical Education courses at this time. Next year, the secondary school intends to offer courses in Arts, Media & Entertainment as well as Computer and Information Technology.

Last updated: 1/29/2020

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/29/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	2.00%

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

California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.20%	25.00%	17.30%
7	20.80%	30.60%	18.10%
9	9.50%	33.30%	26.20%

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Ivy Academia recognizes that, when parents and students form strong partnerships, the student's potential for educational success improves significantly. Parents learn the scope of their school's instructional program and set high expectations for their children. As a result, schools can better focus on student growth and success. Ivy Academia supports a variety of parent involvement programs that enable the school to involve the parents in a broad range of roles.

Ivy provides parents with strategies and techniques for assisting their children with learning activities through parent meetings and trainings. Ivy hosts schoolbased organizations like the parent leadership group, School Site Council, and the English Language Acquisition Committee. Ivy prepares parents to actively participate in school decision-making and develops their leadership skills through opportunities like working collaboratively on the charter, LCAP and WASC.

Parents/guardians will actively participate in parent/teacher conferences, parent-involved activities and parent education opportunities. They will work on school projects, fundraising efforts and events, and coordinate these efforts with administration. They will complete and return all necessary school forms and documents in a timely manner. They will attend the annual Welcome to School meeting, E-Convention, Open House, Back-to-School Night, etc. Parents/guardians will volunteer by attending workshops, hosting activities, or by being involved with one or more of Ivy Academia's committees or teams, such as LCAP, facilities, fundraising, transportation, technology, social and parent education events, school beautification, in-class support as an education aide or outside research in support of special school projects.

State Priority: Pupil Engagement

Last updated: 1/29/2020

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

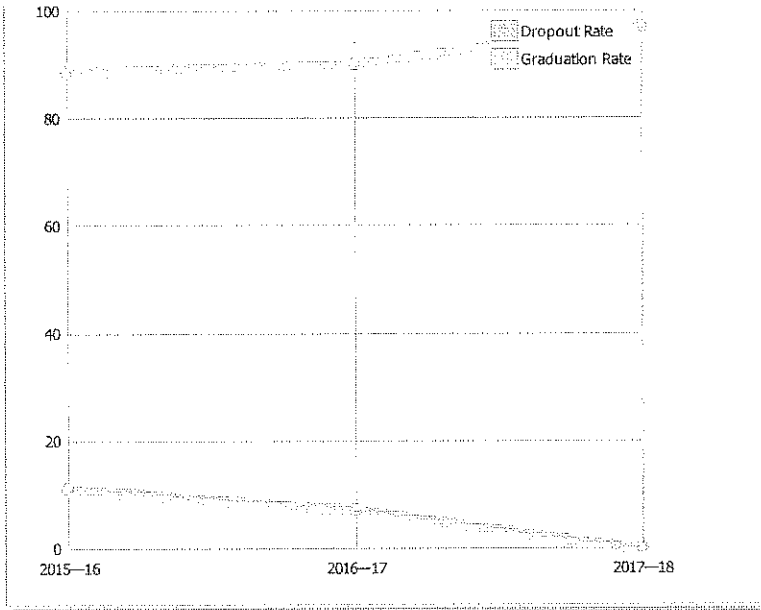
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	11.30%	13.70%	9.70%
Graduation Rate	88.70%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	7.30%	0.00%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	90.20%	97.10%	79.70%	96.00%	82.70%	83.00%

Dropout / Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.80%	6.90%	4.10%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.10%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/29/2020

School Safety Plan (School Year 2019—20)

Ivy Academics has established a comprehensive emergency response plan designed to respond to all anticipated emergency situations that may arise, whether natural or man-made events. The plan was last revised in February 2019 and is reviewed each year, when the Wellness Committee, consisting of parents, students, and staff, meets throughout the year. In addition to the above mentioned emergency response plan, Ivy Academics has the following policies, and procedures to ensure safety and security on campus:

- 1) Expectations for student conduct, behavior, and dress code, as outlined in the Student/Parent Handbook.
- 2) Discrimination and harassment policy.
- 3) Disciplinary procedures including levels of discipline, suspension, expulsion, and the expulsion process.
- 4) Complaint procedure and policy.
- 5) School Wellness Policy.
- 6) Visitors Policy.

Ivy Academics has a security staff, as well as onsite monitors and deans to enforce discipline and maintain safety on campus.

Last updated: 1/30/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K	24.50	0	2	
1	20.30	2	1	
2	23.50	0	2	
3	19.70	2	1	
4	24.00	0	2	
5	23.50	0	2	
6	21.30	0	1	0
Other**		0		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K	25.00		2	
1	19.00	3		
2	25.00		2	
3	20.00	1	2	
4	23.00			
5	24.00			
6	25.00	3		1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K	20.00	1	2	
1	20.00	2		
2	20.00	3		
3	22.00		2	
4	19.00			
5	20.00		6	1
6	20.00		6	1
Other**				

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	19.00	10	6	
Mathematics	19.00	11	5	
Science	20.00	11	4	
Social Science	19.00	11	3	

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	18.00	10	0	
Mathematics	18.00	6	5	
Science	18.00	4	3	
Social Science	17.00	3	2	

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	20.00	14		
Mathematics	20.00	16		
Science	21.00	13		
Social Science	20.00	10		

* Number of classes indicates how many classrooms 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.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	667.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/29/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Last updated: 1/29/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11148.73	\$1823.90	\$9324.80	\$74789.00
District	N/A	N/A	\$93248.80	\$74789.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	170.20%	--

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

Last updated: 1/29/2020

Types of Services Funded (Fiscal Year 2018—19)

As a Title I school-wide school, Ivy Academia allocates additional funding to enhance students' academic achievement. In 2018-2019, Ivy was able to fund the following programs and services:

- 1) After-school tutoring for students identified as academically at-risk.
- 2) Supplemental materials/software dedicated to tracking student achievement.
- 3) Increased professional development for teachers, staff, and administrators (see Professional Development).
- 4) Intervention and support classes for low-achieving students in core academic areas.
- 5) Increased access to technology (one to one Google Chromebooks).

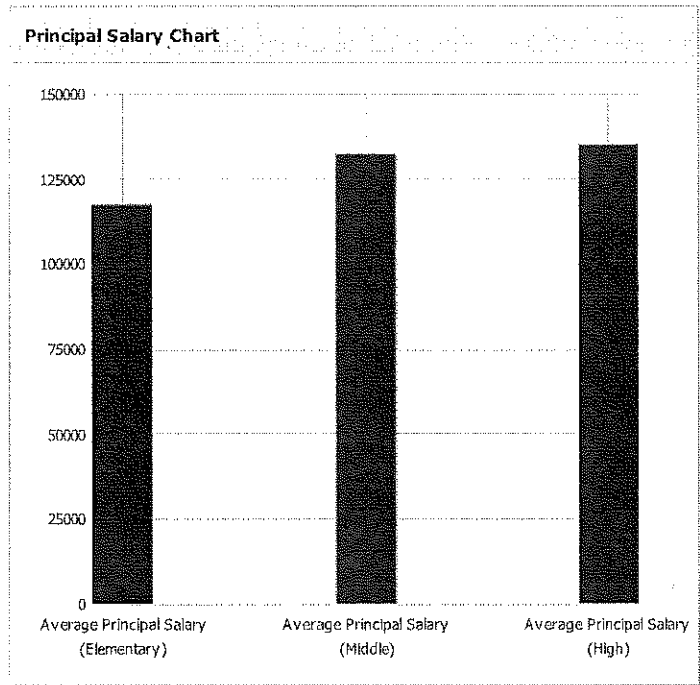
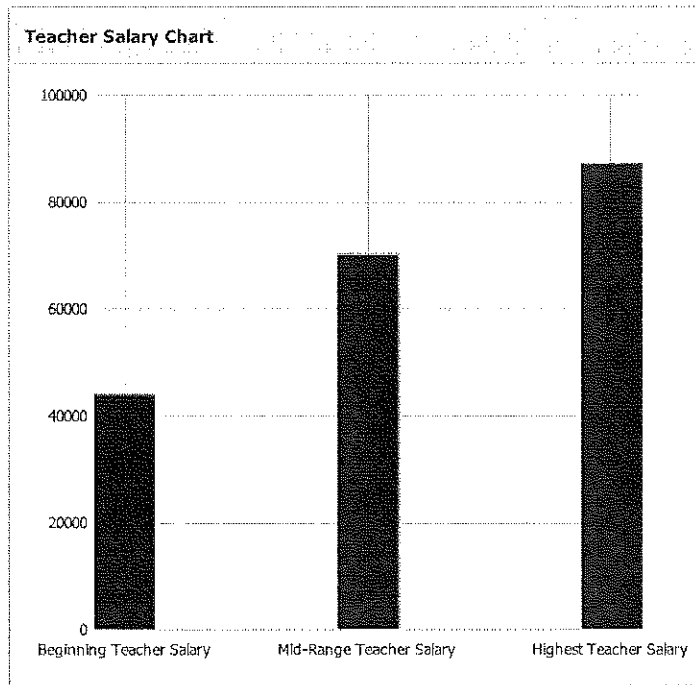
Additionally, through other funding sources, Ivy Academia is able to employ a full-time counselor and provide opportunities for students to explore colleges and careers through college visits, and additional counseling services.

Last updated: 1/29/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/csl/>.



Last updated: 1/29/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	8	4.80%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/29/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	23	31	30