

School Accountability Report Card Reported Using Data from the 2017—18 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.



Joe Herzog, Executive Director

Principal, Ivy Academia

About Our School

Welcome to the 2018-2019 school year at Ivy Academia!

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 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 same 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

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E-mail: herzogj@ivyacademia.com

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)		School Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified	School Name	Ivy Academia
Phone Number	(213) 241-1000	Street	7353 Valley Circle Boulevard
Superintendent	Austin Beutner	City, State, Zip	West Hills, Ca, 91304-6706
E-mail Address	austin.beutner@lausd.net	Phone Number	818-716-0771
Web Site	www.lausd.net	Principal	Joe Herzog, Executive Director
		E-mail Address	herzogj@ivyacademia.com
		Web Site	http://www.ivyacademia.com
		County-District-School (CDS) Code	19647330106351

Last updated: 12/6/2018

School Description and Mission Statement (School Year 2018—19)

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.

Goals and Philosophy

Mission Statement

Supported by an active and unified community, Ivy Academia educates and empowers its students with real-life entrepreneurial skills necessary to succeed in the 21st century. The Charter seeks to support this entrepreneurial approach through preparing students for college, leadership, and life through innovative instruction, a rigorous curriculum, and the use of cutting-edge technology. Ivy Academia is committed to the education, development, and socioeconomic success of all students.

The mission is achieved in a student-centered environment that fosters life-long learning, cross-cultural competency, social responsibility, and academic excellence. Using critical pedagogy, these family community, and school elements are aligned to foster these values.

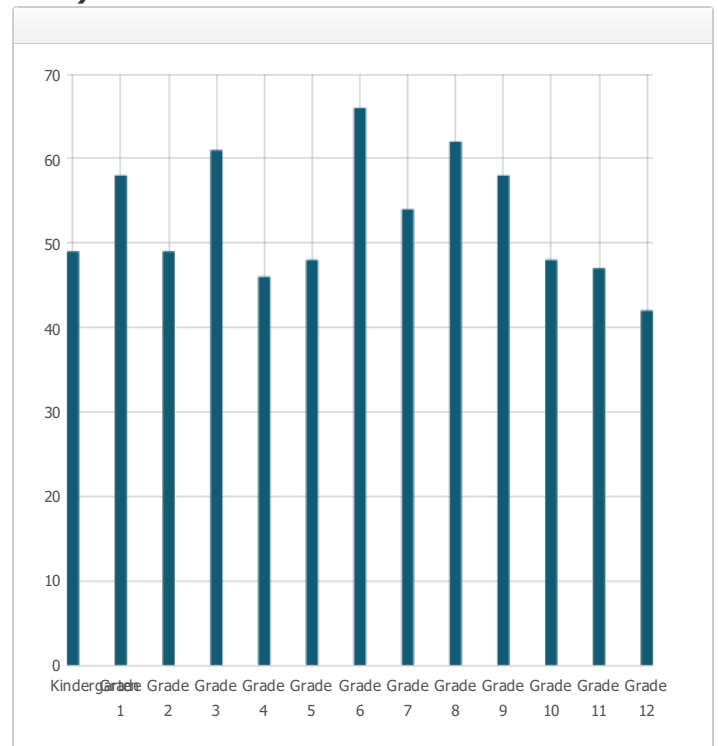
Vision Statement

Ivy Academia seeks to create a progressive, entrepreneurial education that encompasses 21st century skills. Through the cultivation of these skills, Ivy pupils will be successful in college and return to revitalize their home communities with college degrees as professional entrepreneurs. Graduates will be self-confident, self-disciplined, successful, proactive leaders who will excel in high school, college, and beyond.

Our mission and vision statements are in line with current research and educational practices. The Charter's underlying philosophy engenders the belief that all students can learn when they feel connected to a community. Our vision encourages parents to partner with faculty to create an atmosphere where all students can and will learn.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	49
Grade 1	58
Grade 2	49
Grade 3	61
Grade 4	46
Grade 5	48
Grade 6	66
Grade 7	54
Grade 8	62
Grade 9	58
Grade 10	48
Grade 11	47
Grade 12	42
Total Enrollment	688



Last updated: 12/6/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	7.8 %
American Indian or Alaska Native	0.6 %
Asian	6.0 %
Filipino	7.4 %
Hispanic or Latino	57.7 %
Native Hawaiian or Pacific Islander	0.1 %
White	16.0 %
Two or More Races	3.9 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.3 %
English Learners	13.7 %
Students with Disabilities	11.8 %
Foster Youth	0.4 %

A. Conditions of Learning

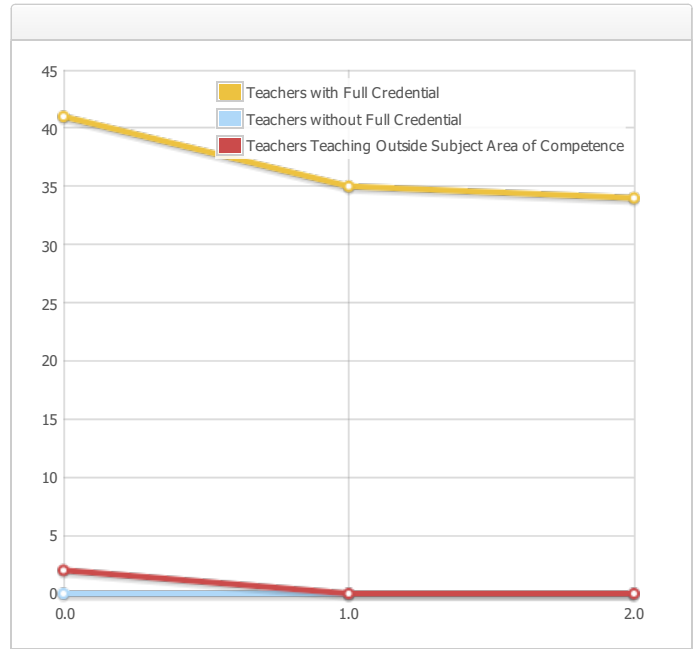
State Priority: Basic

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

Teacher Credentials

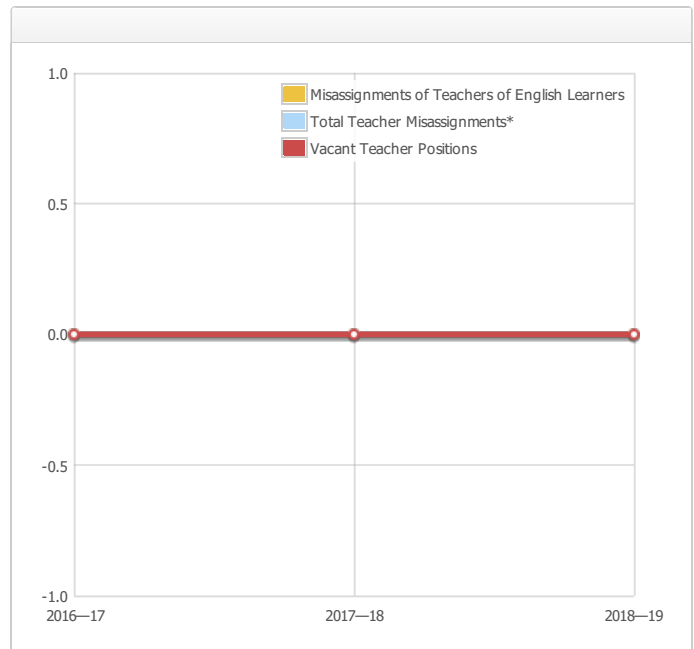
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	41	35	34	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	



Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 12/3/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Amplify Core Knowledge Language Arts 6: McGraw Hill StudySync 7-9: Holt 10-11: Prentice Hall 12: McGraw Hill	Yes	0.0 %
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	0.0 %
Science	K-3: Amplify Core Knowledge Language Arts 4-5: McGraw Hill Inspire Science 6-8: McGraw Hill Science Bio/Chem: Holt	Yes	0.0 %
History-Social Science	K-5: Amplify Core Knowledge Language Arts 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	0.0 %
Foreign Language	SPN I/II/III: Prentice Hall AP SPN: Wiley	Yes	0.0 %
Health	Prentice Hall	Yes	0.0 %
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: 12/4/2018

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. Other half, including administrative offices, are overseen by Ivy's one classified maintenance employee. Facilities are cleaned nightly and are in good repair. No improvements are planned.

Last updated: 12/3/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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: December 2018

Overall Rating	Good
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Last updated: 12/3/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	51.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	32.0%	30.0%	32.0%	37.0%	38.0%

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: 12/3/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	380	377	99.21%	51.06%
Male	202	199	98.51%	44.44%
Female	178	178	100.00%	58.43%
Black or African American	30	30	100.00%	43.33%
American Indian or Alaska Native	--	--	--	
Asian	29	29	100.00%	79.31%
Filipino	29	29	100.00%	79.31%
Hispanic or Latino	210	209	99.52%	41.83%
Native Hawaiian or Pacific Islander	--	--	--	
White	54	52	96.30%	69.23%
Two or More Races	19	19	100.00%	31.58%
Socioeconomically Disadvantaged	274	271	98.91%	45.19%
English Learners	101	101	100.00%	39.00%
Students with Disabilities	44	43	97.73%	13.95%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 12/3/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	380	377	99.21%	32.18%
Male	202	199	98.51%	32.16%
Female	178	178	100.00%	32.20%
Black or African American	30	30	100.00%	20.00%
American Indian or Alaska Native	--	--	--	
Asian	29	29	100.00%	58.62%
Filipino	29	29	100.00%	55.17%
Hispanic or Latino	210	209	99.52%	21.53%
Native Hawaiian or Pacific Islander	--	--	--	
White	54	52	96.30%	54.90%
Two or More Races	19	19	100.00%	26.32%
Socioeconomically Disadvantaged	274	271	98.91%	26.57%
English Learners	101	101	100.00%	21.78%
Students with Disabilities	44	43	97.73%	6.98%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 12/3/2018

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 12/3/2018

Career Technical Education (CTE) Programs (School Year 2017–18)

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: 12/3/2018

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/3/2018

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	27.9%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	97.3%

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 2017—18)

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	21.7%	39.1%	13.0%
7	23.2%	26.8%	25.0%
9	24.1%	20.7%	24.1%

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.

Last updated: 12/3/2018

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 2018—19)

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 school-based 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

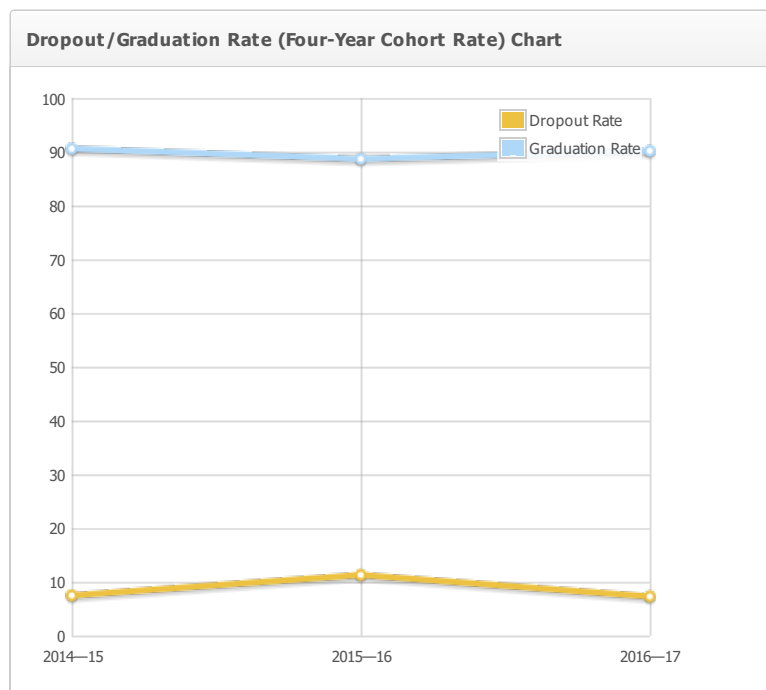
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	7.5%	11.3%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	90.6%	88.7%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	7.3%	10.8%	9.1%
Graduation Rate	90.2%	79.7%	82.7%



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

Last updated: 12/3/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	97.4%	88.5%	88.7%
Black or African American	100.0%	85.3%	82.2%
American Indian or Alaska Native	0.0%	79.8%	82.8%
Asian	100.0%	91.6%	94.9%
Filipino	50.0%	90.8%	93.5%
Hispanic or Latino	100.0%	88.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	93.1%	88.6%
White	100.0%	87.8%	92.1%
Two or More Races	0.0%	89.5%	91.2%
Socioeconomically Disadvantaged	100.0%	86.8%	88.6%
English Learners	0.0%	43.1%	56.7%
Students with Disabilities	85.7%	61.6%	67.1%
Foster Youth	0.0%	84.7%	74.1%

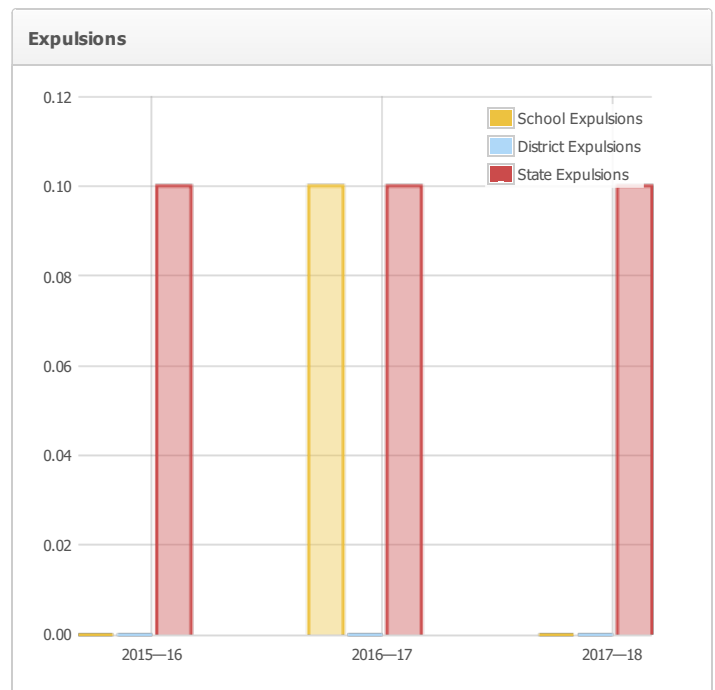
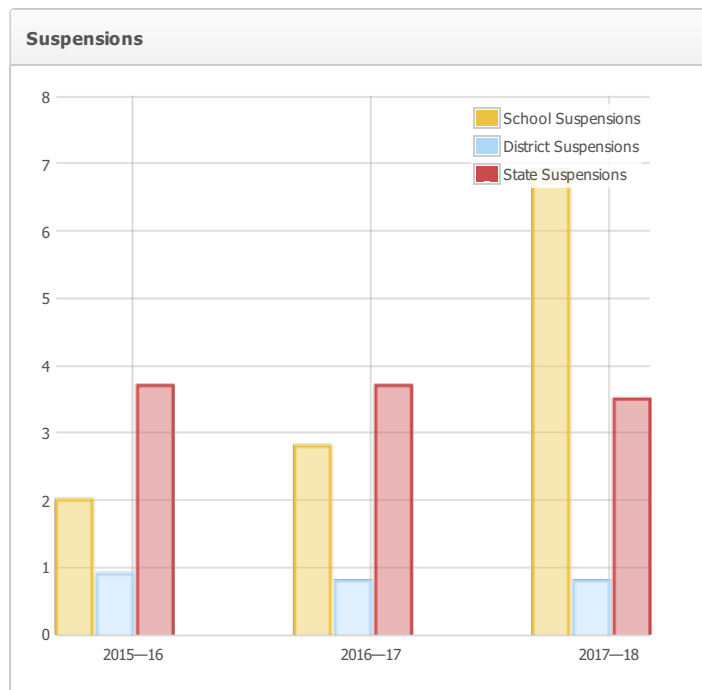
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.0%	2.8%	6.9%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/3/2018

School Safety Plan (School Year 2018—19)

Ivy Academia 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 March 2018 and is reviewed each year, when the Wellness Committee, consisting of parents, students, and staff, meets in October of each school year. In addition to the above mentioned emergency response plan, Ivy Academia 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 level of discipline, suspension, expulsion, and the expulsion process.
- 4) Complaint procedure and policy.

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

Last updated: 12/4/2018

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	1	2	
1	22.0		3	
2	24.0		2	
3	22.0		2	
4	20.0	16	8	
5	25.0		24	
6	22.0	6	12	
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	3	1	
1	24.0		2	
2	23.0		3	
3	25.0		2	
4	26.0		16	
5	21.0	8	16	
6	28.0		20	2
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		2	
1	19.0	3		
2	25.0		2	
3	20.0	1	2	
4	23.0		14	
5	24.0		14	
6	25.0	3	12	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.

Last updated: 12/3/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	13	7	
Mathematics	20.0	14	6	
Science	23.0	7	9	
Social Science	22.0	9	8	

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	15	6	
Mathematics	19.0	11	10	
Science	20.0	9	8	
Social Science	19.0	13	7	

* 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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	13	5	
Mathematics	18.0	14	5	
Science	18.0	13	3	
Social Science	17.0	15	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.

Last updated: 12/3/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	663.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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: 12/3/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9996.9	\$2889.9	\$7107.0	\$53062.4
District	N/A	N/A	\$7543.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	5.8%	5.0%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	13.7%	32.9%

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

As a Title I school-wide school, Ivy Academia allocates additional funding to enhance students' academic achievement. In 2017-2018, 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 (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: 12/4/2018

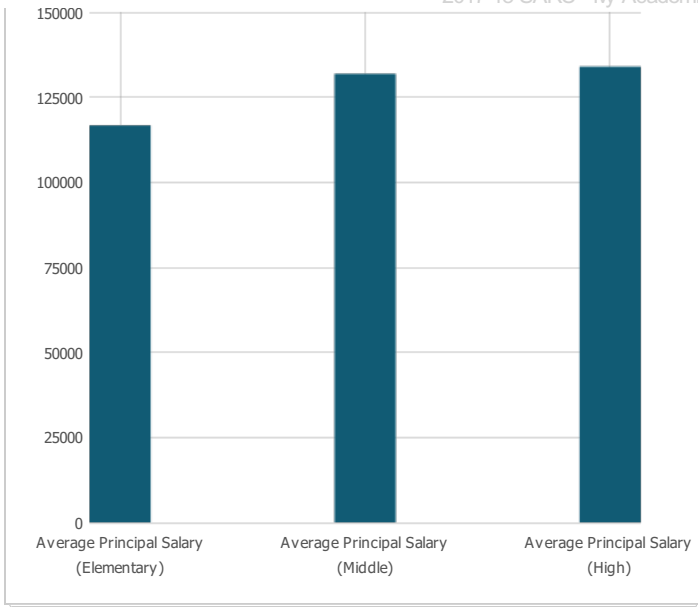
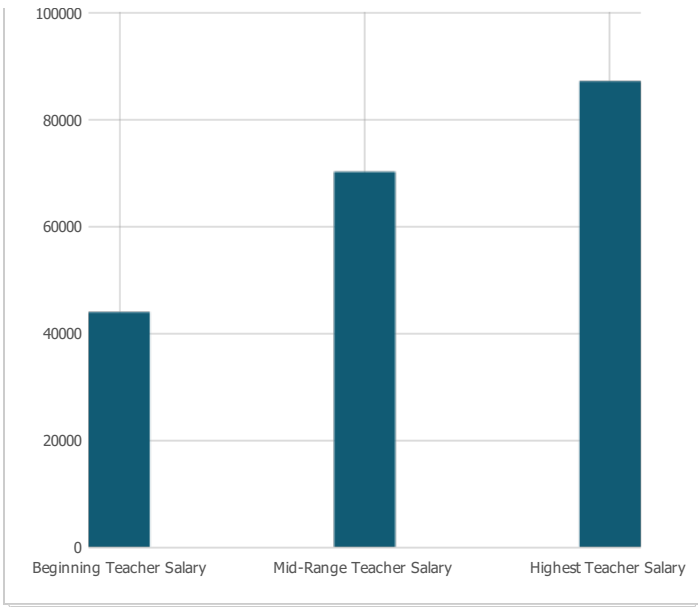
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 12/3/2018

Advanced Placement (AP) Courses (School Year 2017—18)

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	2	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	9	7.6%

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

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

Last updated: 12/3/2018

Professional Development

All teachers participate in bi-weekly professional development (PD) sessions. Topics include: instructional strategies, content specific topics (i.e. state standards), test preparation (i.e. NWEA, SBAC, CAASPP, and EADMS/IO), curriculum development, and school culture.

In addition to school-wide PD, core subject areas share common prep/planning times to allow for further discussion of curriculum, content and instructional strategies. Curriculum Council (instructional leaders consisting of faculty and administration) head these discussions and develop specific areas to address in these professional development meetings. Content areas are also granted time to explore these areas in and out of trainings or extended meeting times; Ivy also provides substitute teachers for teams to step out of the classroom to develop and refine instructional pedagogy.

Administrators also provide formal and informal classroom observations as part of professional development. A rubric has been created to assess classroom objectives, but observations also allow for individualized feedback for teacher development.

Finally, teachers begin the school year two days prior to the first day of school by attending a targeted PD program on campus. Additional days are also set aside throughout the year to review student data and for other school-wide PD opportunities.

Last updated: 12/4/2018