

# Lakeside Union Alternative Education "DREAM Academy"

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Lakeside Union Alternative Education "DREAM Academy"
<b>Street</b>	11838 Valle Vista Rd.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619)390-2634
<b>Principal</b>	Brooke Dexheimer
<b>Email Address</b>	bdexheimer@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/dream-academy/">https://www.lsusd.net/dream-academy/</a>
<b>County-District-School (CDS) Code</b>	37 68189 6107742

## 2022-23 District Contact Information

<b>District Name</b>	Lakeside Union Elementary School District
<b>Phone Number</b>	(619)390-2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	www.lsusd.net

## 2022-23 School Overview

DREAM Academy is a TK through 8th grade independent study school serving students in the San Diego area and is located in Lakeside, California. We offer the opportunity to be a part of an innovative school district when attending a traditional school is not the ideal option. DREAM Academy empowers students and their parents with independent learning tailored to meet our students' needs. Together, we build competence, critical thinking, creativity, and communication in all learners by providing unique learning opportunities structured at home and school in tutoring groups and small classes. DREAM Academy reflects Lakeside Union School District's commitment to academic excellence, a rich and varied curriculum, and innovative learning while focusing on our board goals of promoting academic achievement, socio-emotional well-being, and physical environments that support student learning.

DREAM Academy provides the ideal learning environment for our students who prefer learning at their own individual pace, and in small groups. We are not guided by bells, so students can create a schedule that will allow them to study at a time and pace that better fits their family's needs, while also participating in synchronous and asynchronous instruction. Additionally, DREAM Academy students have the opportunity to come to campus for in-person learning three times a week.

In-person days are enrichment days where students engage in project-based learning centered around design, research, engineering, agriculture, and mechanics.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	8
Grade 2	14
Grade 3	11
Grade 4	12
Grade 5	12
Grade 6	11
Grade 7	5
Grade 8	6
Total Enrollment	88

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	1.1
Asian	1.1
Black or African American	3.4
Filipino	4.5
Hispanic or Latino	31.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	17.0
White	40.9
English Learners	6.8
Foster Youth	2.3
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	35.2
Students with Disabilities	17.0

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	0.00	0.00	22.60	9.20	18854.30	6.86
<b>Total Teaching Positions</b>	<b>3.00</b>	<b>100.00</b>	<b>245.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	0.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

DREAM Academy is home to LUSD's independent study program. Using the Edgenuity curriculum platform, our teachers partner with parents to empower them to serve as learning coaches as students work their way through the Edgenuity curriculum. In addition to rigorous standards-based curriculum, students receive differentiated instruction, enrichment, and intervention, as well as project-based learning. DREAM Academy utilizes technology as a tool to promote critical thinking and discovery. The use of an online program makes learning accessible to each student seven days a week. Every teacher exemplifies best teaching practices as masters in our crafts, while staying committed to continual improvement and professional development. All TK-8th grade students are provided with a home Chromebook or iPad, pre-loaded with standards-based learning content and language arts and mathematics enrichment. At DREAM Academy, we work with each student and family to cultivate an awareness and respect for ourselves first and then other cultures, empowering students to see themselves as important contributors to our global society.

Year and month in which the data were collected

11/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity (2021)	Yes	0
Mathematics	Edgenuity (2021)	Yes	0
Science	Edgenuity (2021)	Yes	0
History-Social Science	Edgenuity (2021)	Yes	0

## School Facility Conditions and Planned Improvements

The school was built in the early 1960s and has seen several programs on campus in the last 15 years. Eucalyptus Hills became the designated site to house LUSD's TK program eight years ago. TK recently moved and DREAM Academy solely occupies the campus this year. The buildings and restrooms are clean and well-equipped. We have a small playground with new equipment added last year and a large grassy field that is completely fenced in. Some issues still need to be addressed, including the trip hazard posed by tree roots pushing the asphalt near the lunch area. The bathrooms are built for TK, and our school is TK-8 grade.

To determine the condition of our facilities, our district sent experts to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Eucalyptus Hills received an overall FIT score of good.

Year and month of the most recent FIT report

12/13/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	2: 4. WATER DAMAGE TO SINK SPLASH GUARD. 4: 4. FORMICA IS CHIPPING ON COUNTERTOP. WATER DAMAGE TO SINK COUNTERTOP.

## School Facility Conditions and Planned Improvements

			6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES. ADMIN: 4. CARPET IS WORN AT ENTRY. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. FOOD SERVICE: 4. LINOLEUM FLOORING IS CRACKING ALONG COVE BASE. GIRLS REST ROOM: 4. TWO STALL DOORS ARE BROKEN/WOBBLY. 8. TOILETS ARE NOT FLUSHING PROPERLY.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT.
<b>Electrical</b>	X		GIRLS REST ROOM: 4. TWO STALL DOORS ARE BROKEN/WOBBLY. 8. TOILETS ARE NOT FLUSHING PROPERLY.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. TWO STALL DOORS ARE BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. 7. LIGHT COVER IS MISSING AT ENTRY. 8. TOILETS ARE NOT FLUSHING PROPERLY.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES.
<b>Structural:</b> Structural Damage, Roofs	X		6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		COVERED LUNCH AREA: 14. TRIP HAZARDS. PARKING LOTS: 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAMS ALONG PULL THROUGH.

## 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	53	N/A	44	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	21	N/A	32	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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>	60	57	95.00	5.00	52.63
<b>Female</b>	30	29	96.67	3.33	62.07
<b>Male</b>	30	28	93.33	6.67	42.86
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	22	19	86.36	13.64	42.11
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	27	100.00	0.00	59.26
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	17	17	100.00	0.00	35.29
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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>	60	56	93.33	6.67	21.43
<b>Female</b>	30	28	93.33	6.67	21.43
<b>Male</b>	30	28	93.33	6.67	21.43
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	22	19	86.36	13.64	10.53
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	26	96.30	3.70	30.77
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	17	16	94.12	5.88	18.75
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	47.06	NT	31.33	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	17	17	100	0	47.06
<b>Female</b>	--	--	--	--	--
<b>Male</b>	11	11	100	0	45.45
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	--	--	--	--	--
Grade 7	--	--	--	--	--

## 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.

#### 2022-23 Opportunities for Parental Involvement

DREAM Academy is an Independent study program where the parents are the learning coaches, and the teachers are the support providers. Parents are our students' first teachers and a vital component of our academic success. Parent volunteers provide invaluable support to our teachers and students.

On-campus and school-wide involvement include, but are not limited to:

- School Site Council (filled by an election).
- Quarterly transformations
- Room Parents
- Field trips
- Social Event Coordination

Additionally, we keep our parents informed weekly about upcoming events, district updates, and school, and classroom news. We are always looking for new ways to partner with our DREAM Academy families!

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	127	114	13	11.4
Female	61	56	5	8.9
Male	66	58	8	13.8
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	1	100.0
Black or African American	3	3	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	43	42	3	7.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	19	19	5	26.3
White	56	44	4	9.1
English Learners	10	9	4	44.4
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	49	47	10	21.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	18	1	5.6

## 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.96	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.00	0.42	1.66	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2022-23 School Safety Plan

The safety of our students and staff is of utmost importance on our DREAM Academy campus. Secure gates, traffic flow, mandated visitor sign-in, lunch/recess rotations, drop-off, and pick-up procedures are all determined with school safety in mind. DREAM Academy partners with local fire and law officials to conduct simulations of safety and emergency protocols and for consultation as part of the School Safety plan. Our School Site Council annually reviews the School Safety Plan, which is a comprehensive plan that guides all school community members in the event of a school emergency. The School Safety Plan is revised and reviewed by the DREAM Academy Staff members at the beginning of each school year. Staff members and students practice the safety procedures outlined in the School Safety Plan to effectively and immediately respond to natural disasters, and threats. Safety has been a priority conversation with all community members this school year. We have monthly safety drills where we practice the procedures outlined in our safety plan.

## 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.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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
Other	11	1		

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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
Other	29	1	1	1

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	9	1		
1	8	1		
2	14	1		
3	11	1		
4	12	1		
5	12	1		
6	11	1		

## 2021-22 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	0

## 2021-22 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.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	4991	0	4991	62839
District	N/A	N/A	7813	\$77,299
Percent Difference - School Site and District	N/A	N/A	-44.1	-19.2
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-51.4	-27.0

## 2021-22 Types of Services Funded

Site funds are used to ensure quality in developing mastery of the Common Core State Standards, including access books used at home with the students, plus the instructional materials used in our in-person learning opportunities. Unrestricted funding is utilized for professional development and for our unique homeschool support resources as we guide parents in understanding grade-level content standards and supply and support with a wealth of ways to instruct one-on-one at home.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$49,706	\$51,591
Mid-Range Teacher Salary	\$73,960	\$79,620
Highest Teacher Salary	\$110,824	\$104,866
Average Principal Salary (Elementary)	\$114,233	\$131,473
Average Principal Salary (Middle)	\$134,089	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$211,442	\$205,661
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

As a new independent study school in our district, our professional development at the site level has been centered on collaboration to build the best new model of an independent study school to meet the wide variety of needs of our student population who have chosen this unique school. Teachers are developing their professional skills by sharing their expertise with other professionals in multiple settings within our school and district. We utilize our technology TOSA to train and support us in utilizing all student apps loaded onto the student iPads and Chromebooks. DREAM Academy teachers received SEL training from our multi-tiered system of support-coach to implement our MTSS system of supports and interventions by collecting data to ensure no student is overlooked or left behind. DREAM Academy teachers received professional development on administering the SEL screener to all students in TK-8th grade. Our professional development has also been centered on determining our strengths and limitations as we connect with and serve our students and their families, acknowledging that different teachers may connect with students in a powerful way even though that student is not on their class roster. Therefore, we have continued to partner in our learning to embrace a model that all DREAM Academy students are “our students.”

As we implement Project Based Learning(PBL) as our focus for in-person learning day, teachers receive professional development centered around PBL and have the opportunity to visit PBL schools to observe how an established program uses PBL.

Through our joint district-union Teacher Evaluation, staff is provided a teacher-growth model to reflect and build on their teaching. Through this process, instructional leaders support teachers through formal and informal observations, instructional walk-throughs, teacher/admin reflections, and PD support is provided in various layers to meet individual teacher needs. Additionally, our district is committed to weekly PLCs, allowing teachers to collaborate, analyze data, and plan instruction according to CCSS and student needs. Various formative & summative assessments and teacher observations drive our professional learning and collaborations.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10