

# Lakeside Union Alternative Education "DREAM Academy"

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



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

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<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>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	37 68189 6107742

## 2025-26 District Contact Information

<b>District Name</b>	Lakeside Union Elementary School District
<b>Phone Number</b>	(619) 390-2600
<b>Superintendent</b>	Scott Goergens
<b>Email Address</b>	sgoergens@lsusd.net
<b>District Website</b>	<a href="http://www.lsusd.net">www.lsusd.net</a>

## 2025-26 School Description and Mission Statement

DREAM Academy is a TK-8 grade school located in Lakeside, CA. We have two separate educational programs. We have an independent study program and an in-person five-day-a-week project-based learning program. 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. 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 in our homeschool program. This program is 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 two times a week. In-person days are enrichment days where students engage in explorations in art, legos, physical education, and agriculture.

DREAM Academy's in-person, five-day-a-week project-based learning program provides our students with an immersive and dynamic educational experience. The carefully designed curriculum and hands-on projects engage students in a way that fosters critical thinking, collaboration, and practical application of knowledge. This program delivers academic excellence and nurtures a passion for learning, encouraging students to explore their interests and develop essential life skills. The dedicated team of educators at DREAM Academy play a pivotal role in creating a supportive and stimulating environment where students thrive academically and personally. All this is done through the lens of DREAM: Design, Research, Engineering, Agriculture, and Mechanics.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	23
Grade 1	15
Grade 2	14
Grade 3	15
Grade 4	15
Grade 5	14
Grade 6	20
Grade 7	11
Grade 8	11
Total Enrollment	138

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
Black or African American	2.2
Filipino	0.7
Hispanic or Latino	32.6
Two or More Races	13
White	51.4
English Learners	3.6
Socioeconomically Disadvantaged	39.1
Students with Disabilities	16.7

A. Conditions of Learning

State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.9	100	217.3	90.52	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.8	0.77	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	1.1	0.5	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	5.7	2.4	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	13.9	5.81	15831.9	5.67
<b>Total Teaching Positions</b>	2.9	100	240	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.4	71.35	215.9	89.2	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.8	0.36	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	7.5	3.11	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.9	28.37	7.4	3.09	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	10.2	4.23	14303.8	5.15
<b>Total Teaching Positions</b>	3.4	100	242	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.9	85.07	219.8	87.69	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.6	0.26	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.5	10.66	14.6	5.85	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.1	4.05	7.2	2.88	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	8.3	3.32	13705.8	4.91
<b>Total Teaching Positions</b>	4.6	100	250.7	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0.5
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0.5

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0.9	0.1
<b>Total Out-of-Field Teachers</b>	0.00	0.9	0.1

## Class Assignments

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

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

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

DREAM Academy is home to LUSD's independent study program. Using the K12 curriculum platform, our teachers partner with parents to empower them to serve as learning coaches as students work their way through the K12 curriculum. In addition to a 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 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 have 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.

Students in our in-person five day a week program do not use the online K12 curriculum but are provided with grade-level standards-based instructional materials in all core subjects.

Year and month in which the data were collected

11/2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K12 (Homeschool), Imagine Learning, EL Education, Hegarty, UFli	0
<b>Mathematics</b>	K12 (Homeschool)), Amplify, Everyday Math	0
<b>Science</b>	K12 (Homeschool) Generation Genius, Amplify (2022), OpenSciEd (2021), Mosa Mack, Mystery Science	0
<b>History-Social Science</b>	TCI Social Studies Alive (K-5) - Adopted 2024 TCI History Alive (6-8) - Adopted 2024	0

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

## 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. 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. 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 accommodate the older students, grades 6-8, we have a self-contained bathroom trailer with two bathrooms.

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

12/1/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: 5: 4 Ceiling tile cracked 10 Storage too high to the ceiling remove items LOUNGE:
<b>Interior:</b> Interior Surfaces		X		1: 4. Floor tiles are broken 10 Ribbons hanging from ceiling fire danger 4: 4 Splash Guard needs securing 12 eave rot 5: 4 Ceiling tile cracked 10 Storage too high to the ceiling remove items 6: 4. Splash Guard loose 12 Eaves have some root rot
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			COVERED LUNCH AREA: 14. TRIP HAZARDS. STORAGE (SPEECH ROOM): 5 Storage needs to be organized and not block window
<b>Electrical</b>	X			4: 7 Electrical panels left open 7 labels need to be redone
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			3: 9 Drinking fountain on too high needs to be lower for water damage
<b>Safety:</b> Fire Safety, Hazardous Materials	X			1: 4. Floor tiles are broken 10 Ribbons hanging from ceiling fire danger 5: 4 Ceiling tile cracked 10 Storage too high to the ceiling remove items
<b>Structural:</b> Structural Damage, Roofs	X			4: 4 Splash Guard needs securing 12 eave rot 6: 4. Splash Guard loose 12 Eaves have some root rot
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			COVERED LUNCH AREA: 14. TRIP HAZARDS.



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:

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
<p>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.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.</p>						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	57	41	44	48	47	48
Mathematics (grades 3-8 and 11)	49	31	33	35	35	37



2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	83	79	95.18	4.82	40.51
Female	41	39	95.12	4.88	38.46
Male	42	40	95.24	4.76	42.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	29	26	89.66	10.34	34.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	43	97.73	2.27	39.53
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	38	90.48	9.52	39.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	31.25

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	83	78	93.98	6.02	30.77
Female	41	38	92.68	7.32	26.32
Male	42	40	95.24	4.76	35.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	29	26	89.66	10.34	11.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	42	95.45	4.55	38.10
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	37	88.10	11.90	32.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	12.50

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	60	31.82	37.22	34.95	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	22	100.00	0.00	31.82
Female	15	15	100.00	0.00	26.67
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	41.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

**B. Pupil Outcomes**

**State Priority: Other Pupil Outcomes**

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

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	73	73	73	73	73
Grade 7	79	93	93	93	93

**C. Engagement**

**State Priority: Parental Involvement**

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

2025-26 Opportunities for Parental Involvement
<p>In DREAM Academy's Independent study program, 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.</p> <p>On-campus and school-wide involvement include but are not limited to:</p> <ul style="list-style-type: none"><li>-School Site Council (filled by an election).</li><li>-PTA</li><li>-Trimester Exhibitions</li><li>-Field trips</li><li>-Social Event Coordination</li><li>-Family Lunch days</li><li>-Volunteers (Garden, in the classroom, community building events)</li><li>-Parent Continuous improvement meetings</li><li>-Parent Surveys</li></ul> <p>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!</p>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	148	147	6	4.1
Female	71	70	3	4.3
Male	77	77	3	3.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	5	10.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	0	0.0
White	78	77	1	1.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	67	66	6	9.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	29	0	0.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	1	0	2.33	3.04	2.21	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

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

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



2025-26 School Safety Plan

The CSSP was reviewed with staff on 8/13/25 and 10/1/2024. The plan was reviewed and approved by the SSC on 11/20/25 and approved by the Board on 10/9/2025. 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.

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

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

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

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

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1	1	
1	8	2		
2	7	2		
3	8	2		
4	8	2		
5	7	2		
6	10	2		

### 2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14740	695	14045	109540
District	N/A	N/A	11926	\$97,046
Percent Difference - School Site and District	N/A	N/A	16.3	15.2
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	26.4	15.1

Fiscal Year 2024-25 Types of Services Funded

Site funds are dedicated to ensuring students achieve mastery of the Common Core State Standards. These funds support the purchase of books for home use and instructional materials that enhance in-person learning experiences.

Title I Funds are utilized to provide students with essential books, supplies, and materials that support academic achievement. These funds also facilitate targeted interventions for students who need additional assistance.

Unrestricted Funding supports professional development for teachers and unique homeschool resources, guiding parents in understanding grade-level content standards. This funding also provides strategies and materials to help parents effectively teach one-on-one at home. Additionally, unrestricted funds are used for Social Emotional Learning (SEL) resources and materials, benefiting students across all programs. Project-Based Learning (PBL) initiatives are supported through both unrestricted and Local Control and Accountability Plan (LCAP) base funds. These funds allow for field trips and presentations that align with and enhance PBL lessons, making learning more dynamic and engaging. Students are also given opportunities to explore engineering concepts through LEGO activities and curriculum funded by school resources. Teachers receive

## Fiscal Year 2024-25 Types of Services Funded

dedicated time for professional development and PBL planning, ensuring the successful implementation of these lessons.

Site funds further support community-building events, fostering strong relationships and a positive campus culture, which are integral to the overall success of our students and staff.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,750	\$61,516
Mid-Range Teacher Salary	\$87,416	\$95,479
Highest Teacher Salary	\$131,095	\$125,208
Average Principal Salary (Elementary)	\$133,949	\$152,668
Average Principal Salary (Middle)	\$141,682	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$244,643	\$242,781
Percent of Budget for Teacher Salaries	31.76%	29.76%
Percent of Budget for Administrative Salaries	4.38%	5.74%

## Professional Development

As a new program 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 and project-based learning school to meet the diverse 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. DREAM Academy is committed to continuous improvement through ongoing, high-quality professional development. School leadership and teachers participate in visits to established Project-Based Learning (PBL) schools to observe effective instructional practices, student engagement strategies, and authentic assessment in action. In addition, staff engage in Guided Language Acquisition Design (GLAD) training to strengthen instructional strategies that support English learners and academic language development. Learning from PBL site visits and GLAD training is used to inform collaborative planning, coaching, and instructional practices, ensuring rigorous, standards-aligned learning experiences for all students.

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.

Professional Development

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	