

**Learning by Design Charter**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 7019 South Van Ness Ave.  
Los Angeles, CA , 90047-1659

**Principal:** Charla Austin-Harris

**Phone:** 323-903-5712

**Grade Span:**

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 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.

## About This School

### Charla Austin-Harris

Principal, Learning by Design Charter

### About Our School

Charla Harris, Executive Director

charris@lbschools.org

### Contact

Learning by Design Charter  
 7019 South Van Ness Ave.  
 Los Angeles, CA 90047-1659

Phone: [323-903-5712](tel:323-903-5712)

Email: [info@lbschools.org](mailto:info@lbschools.org)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	
<b>Superintendent</b>	Carvalho, Alberto
<b>Email Address</b>	<a href="mailto:alberto.carvalho@lausd.net">alberto.carvalho@lausd.net</a>
<b>Website</b>	<a href="http://www.learningbydesignschools.org">www.learningbydesignschools.org</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Learning by Design Charter
<b>Street</b>	7019 South Van Ness Ave.
<b>City, State, Zip</b>	Los Angeles, CA , 90047-1659
<b>Phone Number</b>	323-903-5712
<b>Principal</b>	Charla Austin-Harris
<b>Email Address</b>	<a href="mailto:charris@lbschools.org">charris@lbschools.org</a>
<b>Website</b>	<a href="http://www.learningbydesignschools.org">www.learningbydesignschools.org</a>
<b>County-District-School (CDS) Code</b>	19647330137513

Last updated: 2/1/23

**School Description and Mission Statement (School Year 2022–23)**

## Vision

Learning by Design Charter School envisions establishing a "school of the future" where innovative and authentic learning opportunities are the norm, not the exception. We envision a school that dramatically shifts the old paradigm of schools created more than 100 years ago during the industrial revolution and instead embraces Re-imagining, Re-thinking, and Re-designing school to meet the needs of today's children and the world's rapidly changing global and tech-based economy.

## Mission

Learning by Design, a new TK/K-5 charter school in South Los Angeles, is designed to foster educational equity and cultivate diverse students becoming thoughtful and courageous change makers and problem solvers of tomorrow, through a dynamic 21st Century learning experience with an emphasis on personalized and experiential/hands-on learning.

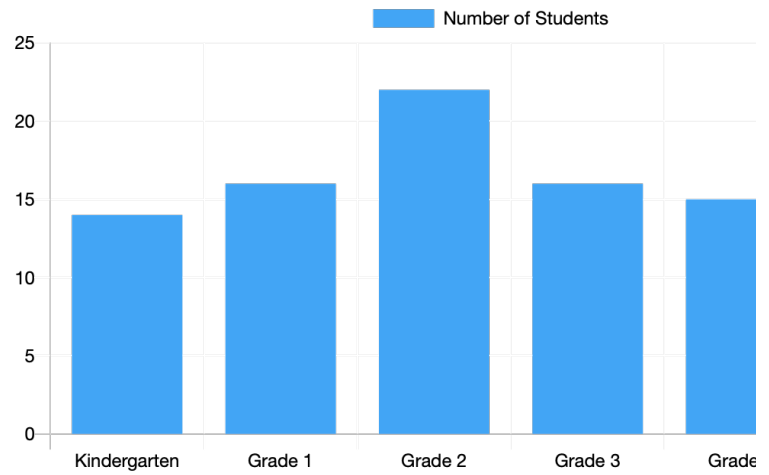
- **What makes the school unique?** LbD is a Project-based and Personalized Learning school that offers an authentic learning experience for all students. This includes community-based projects, travel, the Arts and more.
- **What are the school's goals, as expressed in the single school plan?** The goals are to provide a rigorous and engaging learning environment that prepares students for the 21<sup>st</sup> century. This includes developing their literacy in technology via coding and robotics and AI along with reading, writing, math, as well as developing their socio-emotional intelligence.
- **What are the school's progress indicators?** We track academic progress using NWEA and IXL and well as our own internal running records. We also track behavioral and discipline data.
- **How often are the progress indicators monitored?** Weekly at staff and leadership meetings.
- **What schoolwide programs exist at the school?** Art, Music, Dance, Innovation & Design and &, Projects, Garden, and Restorative Practices.

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*Last updated: 2/1/23*

**Student Enrollment by Grade Level (School Year 2021–22)**

Grade Level	Number of Students
Kindergarten	14
Grade 1	16
Grade 2	22
Grade 3	16
Grade 4	15
Grade 5	24
Total Enrollment	107



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 2/1/23

**Student Enrollment by Student Group (School Year 2021–22)**

Student Group	Percent of Total Enrollment
Female	48.60%
Male	51.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	66.40%
Filipino	0.00%
Hispanic or Latino	31.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.90%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.40%
Foster Youth	0.00%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disadvantaged	83.20%
Students with Disabilities	6.50%

## 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 Preparation and Placement (School Year 2020–21)

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)	5.00	83.33	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	16.67	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	6.00	100.00	27194.20	100.00	274759.10	100.00

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.

Last updated: 2/1/23

### Teacher Preparation and Placement (School Year 2021–22)

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						
Total Teaching Positions						

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.

Last updated: 2/1/23

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

*Last updated: 1/11/23*

**Class Assignments**

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.20	

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

*Last updated: 1/11/23*

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: November 2022 2022-23

In November 2022, the Los Angeles County of Education (LACOE) performed a Williams Audit at Learning by Design Charter School. The school received a **Notice of Sufficiency of Instructional Materials**, which informed the school that LACOE determined a sufficiency of Instructional Materials exists in each of the specified classes visited during the review.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> <li>• Readers and Writers Workshop/Units of Study in Reading (Grades K-2)</li> <li>• Readers and Writers Workshop/Units of Study for Teaching Reading (Grades 3-5)</li> <li>• Readers and Writers Workshop/Units of Study in Opinion, Information, and Narrative Writing (TK-5)</li> <li>• Lexia Core5 Reading (TK-5)</li> <li>• Little Leveled Readers, Level A-D</li> <li>• Scholastic Guided Level, E-Z</li> <li>• IXL</li> <li>• Fountas and Pinell</li> </ul>		0%
Mathematics	<ul style="list-style-type: none"> <li>• New Perspectives Math/Project-Based Math</li> <li>• IXL</li> <li>• Eureka Math</li> </ul>		0%
Science	<ul style="list-style-type: none"> <li>• Nancy Larson Science</li> <li>• Amplify Science</li> <li>• Scholastic News</li> </ul>		0%
History-Social Science	<ul style="list-style-type: none"> <li>• TCI, Social Studies Alive!</li> <li>• Scholastic News</li> </ul>		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/1/23



### School Facility Conditions and Planned Improvements

?The LEA takes great efforts to ensure that all schools are clean, safe, and functional. For more information about the condition of this school's facilities, contact the Director of Facilities at 323-903-5712.

*Last updated: 2/1/23*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Available

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

### Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Good
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*Last updated: 2/1/23*

## 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.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	17%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	2%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 2/1/23*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	52	83.87	16.13	17.31
Female	31	25	80.65	19.35	12.00
Male	31	27	87.10	12.90	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	42	34	80.95	19.05	14.71
Filipino	0	0	0	0	0
Hispanic or Latino	13	11	84.62	15.38	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	36	83.72	16.28	19.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 2/1/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	51	82.26	17.74	1.96
Female	31	24	77.42	22.58	0.00
Male	31	27	87.10	12.90	3.70
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	42	33	78.57	21.43	3.03
Filipino	0	0	0	0	0
Hispanic or Latino	13	11	84.62	15.38	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	36	83.72	16.28	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 2/1/23

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

<b>Subject</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
Science (grades 5, 8, and high school)	NT	4.55	25.29		28.72	29.47

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

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: 2/1/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	22	84.62	15.38	4.55
Female	12	10	83.33	16.67	--
Male	14	12	85.71	14.29	8.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	16	13	81.25	18.75	7.69
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	16	84.21	15.79	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 2/1/23

**Career Technical Education (CTE) Programs (School Year 2021–22)**

N/A
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*Last updated: 2/1/23*

**Career Technical Education (CTE) Participation (School Year 2021–22)**

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

*Last updated: 2/1/23*

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	--

*Last updated: 2/1/23*

**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 2021–22)**

**Percentage of Students Participating in each of the five Fitness Components**

Grade	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
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 2/1/23*



## 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

#### Opportunities for Parental Involvement (School Year 2022–23)

- School Site Council
- ELAC
- Parent Teacher Organization
- Local School Wellness Policy
- Volunteering
- Contribution to LCAP Planning

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate				8.9%	8.1%	7.8%	8.9%	9.4%	7.8%
Graduation Rate				82.9%	83.5%	87.4%	84.2%	83.6%	87.0%

*Last updated: 2/1/23*

**Graduation Rate by Student Group (Four-Year Cohort Rate)  
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

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

Last updated: 2/1/23

**Chronic Absenteeism by Student Group**  
**(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	133	124	2	1.6
Female	67	61	2	3.3
Male	66	63	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	81	75	2	2.7
Filipino	0	0	0	0.0
Hispanic or Latino	39	36	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	0	0	0	0.0
English Learners	15	15	0	0.0
Foster Youth	1	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	110	105	2	1.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	9	8	0	0.0

Last updated: 2/1/23

**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 for School Year 2019–20 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	3.33%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: 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.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.44%	0.75%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

Note: 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.

*Last updated: 2/1/23*

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.75	0.00
Female	0.00	0.00
Male	1.52	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	1.23	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	0.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

*Last updated: 2/1/23*

**School Safety Plan (School Year 2022–23)**

Learning by Design Charter School's Safety Plan was reviewed, discussed and approved by the Board of Directors on November 14, 2022. It was also reviewed by local police agency and signed off as being appropriate.

*Last updated: 2/1/23*

### 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 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00		1	
1				
2				
3				
4				
5				
6				
Other**	31.00		2	2

\* 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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00		1	
1	23.00		1	
2				
3	18.00	1		
4	27.00		1	
5	23.00		1	
6				
Other**	22.00		1	

\* 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 2021–22**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	7.00	2		
1	16.00	1		
2	22.00		1	
3	16.00	1		
4	15.00	1		
5	24.00		1	
6				
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 (Secondary) (School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

\* 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 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

\* 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 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				



Social Science
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\* 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: 2/1/23*

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	.00

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 2/1/23*

**Student Support Services Staff (School Year 2021–22)**

We outsource to independent contractors or local agencies to provided student support services as needed.

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	0.00

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 2/1/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$0.00	--	--	--
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 2/1/23*

**Types of Services Funded (Fiscal Year 2021–22)**

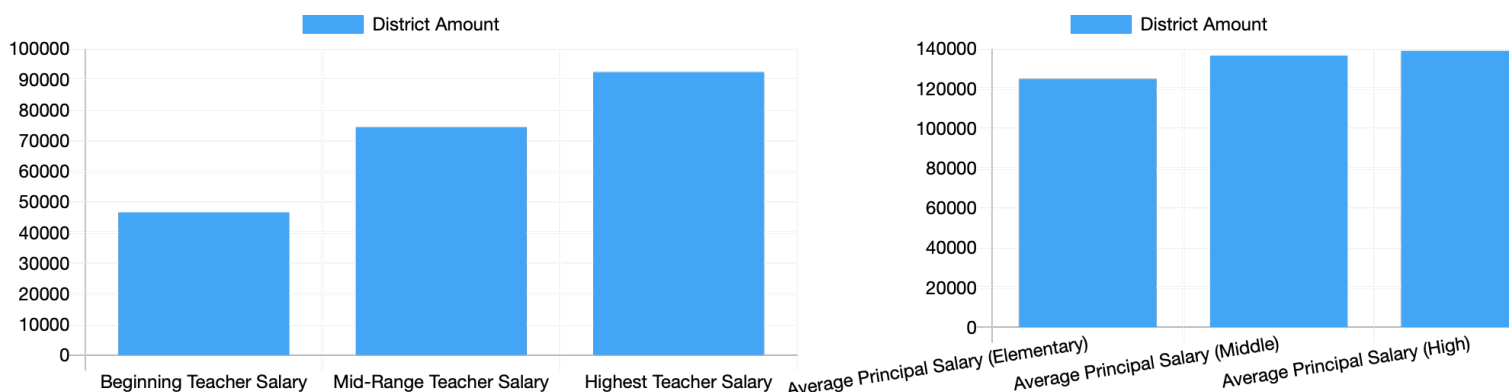
- Intervention (Math/ELA)
- Arts
- Sports
- Garden
- Innovation
- Technology
- Experiential Learning
- Travel Opportunities
- Field Trips
- Culinary Arts
- Chess
- Mental Health Support & Counseling
- Special Education

*Last updated: 2/1/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46587.00	\$51080.95
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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



*Last updated: 2/1/23*

**Advanced Placement (AP) Courses (School Year 2021–22)**

**Percent of Students in AP Courses**

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

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

*Last updated: 2/1/23*

**Professional Development**

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

*Last updated: 2/1/23*