Odyssey Learning Center

Address: **7150 Santa Juanita Ave. Orangevale, CA 95662**   **Phone:** 916-988-0258
Principal: Lovina Robinson   **Grade Span:** K-12 (5-22)

This executive summary of the school accountability report card (SARC) is intended to provide parents and community members with a quick snapshot of information to individual public schools. Most data presented in this report are reported for the 2016-2017 school year. School finances and school completion data are reported for the 2016-2017 school year. Contact information, facilities, curriculum, and instructional materials, and select teacher data are reported for the 2016-2017 school year. For additional information about the school, parents, and community members should review the entire SARC or contact the school principal.

➢ For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

➢ For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

Odyssey Learning Center, an accredited non-profit school, serves children with autism spectrum disorder. Our mission: "We are committed to enhancing the lives of children with autism, using a collaborative approach to educate and nurture then in their journey towards independence with integrity and dignity." Odyssey utilizes a multi-dimensional teaching approach for independent living, communication, academic, and vocational skills training with a supportive, structured learning environment. All classrooms are staffed with a credentialed special education teacher, trained to work with students who have autism, and one trained educational aide to support every 2 students. With the 1:2 staff to student ratio, each of the 10 classrooms can have five or more staff working with the special education teacher.

District Contact Information (School Year 2016–17)

District Name	San Juan Unified School District
Phone Number	916-971-7700
Superintendent	Kent Kern
E-mail Address	kkern@sanjuan.edu
Web Site	www.sanjuan.edu

School Contact Information (School Year 2016–17)

School Name	Odyssey Learning Center
Street	7150 Santa Juanita Ave.
City, State, Zip	Orangevale, CA, 95662
Phone Number	916-988-0258
Principal	Lovina Robinson
E-mail Address	lovinarobinson@odysseylearningcenter.org
Web Site	Odysseylearningcenter.org
County-District-School (CDS) Code	34-67447-6914246

School Description and Mission Statement (School Year 2016–17)

Odyssey Learning Center offers programs for children with autism spectrum disorder (ASD) or autistic like symptoms. The main office and school site are located on five acres in rural Orangevale, approximately twenty miles northeast of Sacramento, CA. We utilize a multi-dimensional teaching approach for academic, communication, independent living and vocational skill training within a supportive, structured learning environment. "Odyssey Learning Center will embrace the uniqueness of autism while providing meaningful opportunities to learn, communicate, create, and socialize across culturally driven environments."

Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	

Ungraded Elementary	28
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Ungraded Secondary/Adult	53
Total Enrollment	81

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	17%
American Indian or Alaska Native	5%
Asian	7.4%
Filipino	3.7%
Hispanic or Latino	25%
Native Hawaiian or Pacific Islander	1.2%
White	52%
Two or More Races	5%
Socioeconomically Disadvantaged	24%
English Learners	9%
Students with Disabilities	100%
Foster Youth	6.2%

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 common core aligned instructional materials; and

- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2014–15	School 2015–16	School 2016–17	District 2016–17
With Full Credential	8	8	8	NA
Without Full Credential	0	0	0	NA
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	NA

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	2	2

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

* All of Odyssey teachers are credentialed to work ELL students. The moderate to severe credential that our teachers are required to have fulfill the ELL criteria.

**Quality, Currency, Availability of Textbooks and Instructional Materials
(School Year 2016–17)**

*Year and month in which the data were collected:*____ December 2017 ____

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ULS	No	100%
Mathematics	ULS	No	100%
Science	ULS	No	100%
History-Social Science	ULS	No	100%
Foreign Language	ULS	No	100%
Health	ULS	No	100%
Visual and Performing Arts	ULS	No	100%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	100%

Note: Cells with N/A values do not require data.
*ULS (Unique Learning System) is the program each classroom from K-12th grade uses to meet common core requirements at student levels.

School Facility Conditions and Planned Improvements

- *Odyssey Learning Center school facilities are in good to exemplary conditions.*
- *There are no known major or structural defects to the grounds or buildings.*
- *The classroom buildings are all in exemplary condition on both the interior and exterior.*
- *The front Administration building and the Transportation/Maintenance buildings both have superficial weathering to the siding and trim, of which both are in the current repair process.*
- *All campus structures received annual roof maintenance during the summer of 2017 to ensure roof longevity and protect against possible water damage.*
- *Odyssey is currently in the discussion/planning stages of structural and design remodels to the Administration building and the Transportation/Maintenance building. Both of these projects would utilize the current foundation footprint and consist of the redesign and partial rebuild of the structures. Odyssey's swimming pool was just re-plastered and was brought into all state commercial standards.*
- *Odyssey Learning Center has also remodeled a big room and has provided OT equipment in the room. In addition, there are two small offices for the OT department*

School Facility Good Repair Status

Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report: 1/2018

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

Overall Facility Rate

Year and month of the most recent FIT report: 1/2018

Overall Rating	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 [CAA] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

CAA Test Results in English Language Arts/Literacy (ELA) and Mathematics
Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/ Literacy (grades 3-8 and 11)	*Data at Individual Districts	*Data at individual Districts	NA	NA	48%	48%
Mathematics (grades 3-8 and 11)	*Data at individual Districts	*Data at individual Districts	NA	NA	36%	37%

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
*We are a service provider with 19 school districts and do not receive test results from the school districts due to the impossible task of segregating the date for individual students at Odyssey

CAA Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Male	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Female	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Black or African American	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
American Indian or Alaska Native	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Asian	Data at Individual	Data at Individual	Data at Individual	Data at Individual

	Districts	Districts	Districts	Districts
Filipino	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Hispanic or Latino	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Native Hawaiian or Pacific Islander	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
White	Data Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Two or More Races	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Socioeconomically Disadvantaged	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
English Learners	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Students with Disabilities	100%	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Students Receiving Migrant Education Services	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Foster Youth	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts

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 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.

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.

Mathematics

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Male	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Female	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Black or African American	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
American Indian or Alaska Native	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Asian	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Filipino	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Hispanic or Latino	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Native Hawaiian or Pacific Islander	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts

White	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Two or More Races	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Socioeconomically Disadvantaged	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
English Learners	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Students with Disabilities	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Students Receiving Migrant Education Services	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Foster Youth	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts

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 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.

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.

CAA Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Science (grades 5, 8, and 10)	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAA Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2016–17)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Male	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Female	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Black or African American	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
American Indian or Alaska Native	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Asian	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts

Filipino	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Hispanic or Latino	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Native Hawaiian or Pacific Islander	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
White	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Two or More Races	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Socioeconomically Disadvantaged	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
English Learners	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Students with Disabilities	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Students Receiving Migrant Education Services	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts
Foster Youth	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts	Data at Individual Districts

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.
*Data for student scores is kept at each individual district office

Career Technical Education Programs (School Year 2016–17)

- *Students at Odyssey participate in outings with staff in the community. Depending on their individual goals, students practice independent living skills such as grocery shopping, purchasing snacks, and practice paying using the "dollar" up system*
- *Adult students at Odyssey work on vocational goals. These goals include wiping tables, vacuuming, running errands with staff, filing, typing, food preparation and other vocational task such as practicing hanging clothes on a clothes rack.*
- *These vocational tasks and community outings are embedded in the program and most all students can have an opportunity to do tasks outside of the school community.*
- *Our studen's transition to the adult day programs with skills and many can find jobs for Goodwill, PRIDE, and the like. We believe it is important to set up our students to succeed as adults with the least amount of assistance as possible.*
- *When the student reaches 14 years of age, the IEP team develops a transition plan with specific goals linked to career, education, and training based on individual student interest and abilities. This plan outlines all goals that will assist students in career and vocational interests and are tailored to fit the individual student. They are developed to help the student reach his or her maximum potential.*
- *Additionally, students ages 17-22 participate in a workability program wherein they gain experience in the public library, pizza restaurants, and professional offices. Student progress is measured daily by charting and observation. Other measures of achievement are quarterly updates and the IEP.*
- *The age of 22 marks the end of the student's stay at Odyssey. Prior to this age, every effort is made to collaborate with the student's district representatives and the program receiving the student after graduation (usually ALTA). Odyssey works with ALTA to ensure a smooth transition into adulthood.*

Career Technical Education Participation (School Year 2016–17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	35
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	*0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	*0%

Students at Odyssey participate in Community Based Instruction and students at the high school and transition level gain work experience at Goodwill Industries and PRIDE

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 2016–17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	>10%	>10%	>10%
7	>10%	>10%	>10%
9	>10%	>10%	>10%

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016–17)

The school has included parents and the parents have created a Parent Action Committee (PAC). The committee helps with fund raising events for the school, including Galas and the Secret Santa. We encourage parent involvement and appreciate the support of our families.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Dropout Rate	*N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	*N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Students at Odyssey Learning Center do not receive a high school diploma; they are on a non diploma/certificate of completion track. However Odyssey does have a graduation ceremony at age 22 for students transitioning to an adult day program.

State Priority: School Climate

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

- Pupil suspension rates;

- Pupil expulsion rates; and

- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	0	0	0	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0	0	0	0

*We do not expel or suspend students. Students are transitioned back to a least restrictive environment based on an IEP team meeting and a decision being made as a team. Students can have a 20 day but they

School Safety Plan (School Year 2016–17)

We have a school safety plan in place and the plan was last reviewed on April 22nd 2016. The plan that was discussed was lock down procedures, evacuation procedures, phone threat procedures, communication flow chart, natural disaster procedures, and fire procedures.

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)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-3	8	1			8	1			8	1		
4-6	8	1			8	1			8	2		
Other	10	8			10	8			10	8		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	10	NA	NA	10	9	NA	NA	10	9		

Mathematics	10	10	NA	NA	10	9	NA	NA	10	9		
Science	10	10	NA	NA	10	9	NA	NA	10	9		
Social Science	10	10	NA	NA	10	9	NA	NA	10	9		

* 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.

Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Behaviorist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	3	N/A
Resource Specialist (non-teaching)	0	N/A
Other	3	N/A

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	$54,000.00
District	N/A	N/A	N/A	$59,708.00
Percent Difference – School Site and District	N/A	N/A	$16,921.00	$5,708.00
State	N/A	N/A	$6,574.00	$79,288.00
Percent Difference – School Site and State	N/A	N/A	38%	68%

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

Types of Services Funded (Fiscal Year 2016–17)

Types of services embedded in the program are OT, and Speech as well as community based instruction. Additionally, some students have APE and PT or Music as services on the IEP. We follow the IEP and the districts we contract with provide additional services that are on the IEP.

Professional Development

*Use this space to share information on the annual number of days provided for professional development and continuous professional growth **for the school years 2017–18, 2016–17, and 2015–16**. Questions that may be answered include:*

What are the primary/major areas of focus for staff development and specifically how were they selected? Staff development was based on learning the program ULS (Unique Learning System). Staff would benefit most from learning the ULS system. Safety Care and CPR/First Aid are also areas of staff development that we focus on due to student population.

What are the methods by which professional development is delivered? The trainings are conducted after school, on the weekends and in person, as well as trainings at PCOE and SCOE

How are teachers supported during implementation? Teachers are supported through in-class coaching, staff meetings, and teacher principal meetings

In addition, teachers and all staff are given training in the following areas during our In-Service days
*Student Behavior
*Non-contingent reinforcement
*BTSA
*Writing IEP goals
*OT-Brush and Joint Compression