

# School Accountability Report Card Reported Using Data from the 2019–2020 School Year

California Department of Education

## *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 2019-2020 school year. School finances and school completion data are reported for the 2019-2020 school year. Contact information, facilities, curriculum, and instructional materials, and select teacher data are reported for the 2019-2020 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

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

availability), the types of software programs available on a workstation, and the ability to print documents.

## 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 them 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 2019–20)

Entity	Contact Information
<b>District Name</b>	San Juan Unified School District
<b>Phone Number</b>	916-971-7700
<b>Superintendent</b>	Kent Kern
<b>Email Address</b>	kkern@sanjuan.edu
<b>Website</b>	www.sanjuan.edu

### School Contact Information (School Year 2018–19)

Entity	Contact Information
<b>School Name</b>	Odyssey Learning Center
<b>Street</b>	7150 Santa Juanita Ave
<b>City, State, Zip</b>	Orangevale, CA, 95722
<b>Phone Number</b>	916-988-0258 ext 209
<b>Principal</b>	Lovina Robinson
<b>Email Address</b>	lovinarobinson@odysseylearningcenter.org
<b>Website</b>	www.odysseylearnincenter.org
<b>County-District-School (CDS) Code</b>	34-67447-6914246

### School Description and Mission Statement (School Year 2019–20)

*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 2019–20)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Ungraded Elementary	38
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Ungraded Secondary	67
<b>Total Enrollment</b>	<b>105</b>

### Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	13%
American Indian or Alaska Native	1.33%
Asian	13%
Filipino	3%
Hispanic or Latino	23%
Native Hawaiian or Pacific Islander	.4%
White	38 %
Two or More Races	11%
Socioeconomically Disadvantaged	37%
English Learners	20%
Students with Disabilities	100%
Foster Youth	.09%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2016–17	School 2017–18	School 2018–19	School 2019-2020
With Full Credential	100%	100%	80%	33%
Without Full Credential	0%	0%	20%	67%
Teaching Outside Subject Area of Competence (with full credential)	0%	0%	0%	0%

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19	2019-2020
Misassignments of Teachers of English Learners	0%	0%	0%	0%
Total Teacher Misassignments*	0%	0%	0%	0%
Vacant Teacher Positions	0	0	1	1

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019–20)

*Year and month in which the data were collected: January 2020*

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Unique Learning System	Unique Learning System	Unique Learning System
Mathematics	Unique Learning System	Unique Learning System	Unique Learning System
Science	Unique Learning System	Unique Learning System	Unique Learning System
History-Social Science	Unique Learning System	Unique Learning System	Unique Learning System
Foreign Language	NA	NA	NA
Health	Unique Learning System	Unique Learning System	Unique Learning System
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

### 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
- Odyssey Learning Center has also remodeled the classrooms and put new carpet and flooring in each classroom
- Odyssey has installed new gates around the school to keep students and staff safe

### 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: 1/2020**

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

### Overall Facility Rate

**Year and month of the most recent FIT report: 1//2020**

**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 [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018- 2019	School 2019– 2020	District 2018– 19	District 2019– 20	State 2018– 19	State 2019– 20
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	NA	NA	NA	NA	NA	NA
<b>Mathematics (grades 3-8 and 11)</b>	NA	NA	NA	NA	NA	NA

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.



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	105	93	88%	NA
<b>Male</b>	92	82	89%	NA
<b>Female</b>	13	10	77%	NA
<b>Black or African American</b>	8	8	100%	N/A
<b>American Indian or Alaska Native</b>	1	1	100%	N/A
<b>Asian</b>	14	13	93%	N/A
<b>Filipino</b>	3	2	67%	N/A
<b>Hispanic or Latino</b>	23	21	91%	N/A
<b>Native Hawaiian or Pacific Islander</b>	2	2	100%	N/A
<b>White</b>	37	36	97%	N/A
<b>Two or More Races</b>	11	10	91%	N/A
<b>Socioeconomically Disadvantaged</b>	40	40	100%	N/A
<b>English Learners</b>	15	14	93%	N/A
<b>Students with Disabilities</b>	105	100	95%	N/A
<b>Students Receiving Migrant Education Services</b>	0	0	0	N/A
<b>Foster Youth</b>	1	1	100%	N/A

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-2019)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	105	93	88%	NA
<b>Male</b>	92	82	89%	NA
<b>Female</b>	13	10	77%	NA
<b>Black or African American</b>	8	8	100%	N/A
<b>American Indian or Alaska Native</b>	1	1	100%	N/A
<b>Asian</b>	14	13	93%	N/A
<b>Filipino</b>	3	2	67%	N/A
<b>Hispanic or Latino</b>	23	21	91%	N/A
<b>Native Hawaiian or Pacific Islander</b>	2	2	100%	N/A
<b>White</b>	37	36	97%	N/A
<b>Two or More Races</b>	11	10	91%	N/A
<b>Socioeconomically Disadvantaged</b>	40	40	100%	N/A
<b>English Learners</b>	15	14	93%	N/A
<b>Students with Disabilities</b>	105	100	95%	N/A
<b>Students Receiving Migrant Education Services</b>	0	0	0	N/A
<b>Foster Youth</b>	1	1	0%	N/A

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.

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

Subject	School 2018-2019	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

**Career Technical Education (CTE) Programs (School Year 2018-19)**

- *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 student’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 (CTE) Participation (School Year 2018–19)**

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

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

UC/CSU Course Measure	Percent
2019–20 Pupils Enrolled in Courses Required for UC/CSU Admission	0%
2018–19 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

**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 2018–19)**

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	0	0	0
7	0	0	0
9	0	0	0

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019–20)

The school has included parents and the parents have created a Parent Advisory Committee (PAC). The committee helps with fund raising events for the school, including GALA's 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 2018–19	School 2019–20	District 2018–19	District 2019–20	State 2018-19	State 2019-2020
Dropout Rate	NA	NA	NA	NA		12%
Graduation Rate	NA	NA	NA	NA	82%	81%

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

Indicator	School 2019–20	District 2019–20	State 2019–20
Dropout Rate	NA	NA	NA
Graduation Rate	NA	NA	NA

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2019–20 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements – Graduating Class of 2020  
(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
<b>All Students</b>	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA
<b>Asian</b>	NA	NA	NA
<b>Filipino</b>	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA
<b>White</b>	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA
<b>English Learners</b>	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA

**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**

<b>Rate</b>	<b>School 2017– 18</b>	<b>School 2018– 19</b>	<b>School 2019– 20</b>	<b>District 2017– 18</b>	<b>District 2018– 19</b>	<b>District 2019– 20</b>	<b>State 2017– 18</b>	<b>State 2018– 19</b>	<b>State 2019– 20</b>
<b>Suspensions</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Expulsions</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA

**School Safety Plan (School Year 2019–20)**

We have a school safety plan in place and the plan was last reviewed January 2019. The plan that was discussed was lock down procedures, evacuation procedures, phone threat procedures, communication flow chart, natural disaster procedures, fire procedures and our current program. We also discussed the current plan we are creating called CAP. Crisis Aversion Plan. We will be rolling that out here at Odyssey this year. In addition we are installing a gate at the front of the school that would require all visitors to check in at the gate to gain access to the campus.

## 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	1	1		
1	1	1		
2	2	1		
3	1	1		
4	2	1		
5	2	1		
6	2	1		
Other**	10			

\*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 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	10	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 2019-2020)**

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

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

\*\*“Other” category is for multi-grade level classes.

**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	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

\*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 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

\*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 2019–20)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*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 2019–20)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0	N/A
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	6	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	0	N/A

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	50,000
District	N/A	N/A	N/A	50,000
Percent Difference – School Site and District	N/A	N/A	N/A	50,000
State	N/A	N/A	N/A	77,000
Percent Difference – School Site and State	N/A	N/A	N/A	65%

### Types of Services Funded (Fiscal Year 2019–20)

*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.*

### Teacher and Administrative Salaries (Fiscal Year 2019–20)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	47,000	48,000
Mid-Range Teacher Salary	60,000	61,000
Highest Teacher Salary	90,000	95,000
Average Principal Salary (Elementary)	100,000	100,000
Average Principal Salary (Middle)	120,000	120,000
Average Principal Salary (High)	120,000	120,000
Superintendent Salary	190,000	200,000
Percent of Budget for Teacher Salaries	NA	NA
Percent of Budget for Administrative Salaries	NA	NA

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

## Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All Courses	N/A	N/A

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

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

### Professional Development

*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) (News2You). Staff would benefit most from learning the ULS system. Crisis Aversion Plan and First Aid are also areas of staff development that we focus on due to student population. Behavior training is also another area of focus.*

*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*

*\*Charting pages*