

# **School Accountability Report Card**

## **Reported Using Data from the 2018–19 School Year**

**California Department of Education**

### *For Creative Learning Center*

**Address:** 815 Allerton St. Redwood City, CA 94063  
**Principal:** Tamila Sayar

**Phone:** 650-385-8381  
**Grade Span:** K-12

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, 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).

#### **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.

**Throughout this document the letters DPL refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.**

## About This School

### District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Redwood City Elementary School District
Phone Number	650.482.2200
Superintendent	Dr. John Baker
Email Address	<a href="mailto:jbaker@rcsdk8.net">jbaker@rcsdk8.net</a>
Website	<a href="https://www.rcsdk8.net/rcsd">https://www.rcsdk8.net/rcsd</a>

### School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Creative Learning Center
Street	815 Allerton St.
City, State, Zip	Redwood City, CA 94063
Phone Number	650-385-8381
Principal	Tamila Sayar
Email Address	<a href="mailto:tamila@clcsped.com">tamila@clcsped.com</a>
Website	<a href="http://www.clcsped.com">www.clcsped.com</a>
County-District-School (CDS) Code	41-10413-0000000/ 41-69005-0000000

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

School Mission: Our mission is to provide a range of functional academic, independent living, social and behavioral services emphasizing the development of the whole person. Through our individualized focus on the acquisition of language, independence, social, academic and behavioral skills, each individual is provided with the support and tools to participate in society to his or her full potential.

School Description: CLC provides individualized education, speech, occupational, and social therapy to children on the Autism Spectrum in grades K-12 [ages 5-19]. In addition to the general OT goals that students work on, the OT organize games and activities such as bike riding, roller balding, and Yoga. Students are transported in the CLC vans and vehicles regularly to address goals in the community such as safety and functional living skills including but not limited to making purchases at stores, doing laundry, eating at restaurant, helping out on farms and other related vocational activities. Every year students from local Jr High and High Schools students volunteer in our schools to provide inclusion. Often the SLP may go on the outings or facilitate the inclusion groups to allow students to address their individual goals in a functional setting. Art activities are a part of every classroom. On occasion classrooms will pair up to do activities allowing for peer support to take place. Extra curricular activities including Spanish, gardening and computer activities are also available to students as appropriate. Appropriateness of activities is determined by the student's ability and IEP goals and objectives. Field trips are planned in accordance to the student's needs, ability and interest. They attend field trips with other students and staff to places like the restaurants, museums, movies, stores, parks, Moffat, bowling, miniature golfing and walks. Teaching methods are individually developed based on each student's learning style, but generally are structured along the lines of Applied Behavior Analysis utilizing visual teaching techniques and materials as developed by TEACCH and SCERTS

models. Teachers are responsible for the initial creation of teaching materials for students who are transitioned to their school district's grade-level curriculum materials as they demonstrate readiness. Additional teaching materials are purchased from educational catalogues such as Perason, Houghton-Mifflin, Steck-Vaughn, Curriculum Associates, Michelle Garcia Winters, Mad science, Lakeshore Learning Materials, and Mayer, Johnson, Frostig, Nasco, act.

### **Student Enrollment by Grade Level (School Year 2018–19)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	2
<b>Grade 4</b>	1
<b>Grade 5</b>	7
<b>Grade 6</b>	3
<b>Grade 7</b>	1
<b>Grade 8</b>	3
<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	4
<b>Grade 10</b>	5
<b>Grade 11</b>	5
<b>Grade 12</b>	10
<b>Ungraded Secondary</b>	2
<b>Total Enrollment</b>	43

**Student Enrollment by Student Group (School Year 2018–19)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	8%
<b>American Indian or Alaska Native</b>	43%
<b>Asian</b>	6%
<b>Filipino</b>	12%
<b>Hispanic or Latino</b>	16%
<b>Native Hawaiian or Pacific Islander</b>	0%
<b>White</b>	31%
<b>Two or More Races</b>	31%
<b>Socioeconomically Disadvantaged</b>	0%
<b>English Learners</b>	8%
<b>Students with Disabilities</b>	100%
<b>Foster Youth</b>	0%
<b>Homeless</b>	0%

**A. Conditions of Learning****State Priority: Basic**

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

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

**Teacher Credentials**

<b>Teachers</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>School 2019–20</b>	<b>District 2019–20</b>
<b>With Full Credential</b>	5	6	6	DPL
<b>Without Full Credential</b>	1	1	1	DPL
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	N/A	N/A	N/A	DPL

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	DPL	DPL	DPL
Total Teacher Misassignments*	DPL	DPL	DPL
Vacant Teacher Positions	DPL	DPL	DPL

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 Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: Jan 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections/Journeys 2018	YES	0%
Mathematics	Math in Focus 2018	YES	0%
Science	CA Elevate Science 2019	YES	0%
History-Social Science	CA MyWorld Interactive 2019	YES	0%
Foreign Language	N/A	N/A	N/A
Health	Glencoe 2005/ Harcourt 2006	YES	0%
Visual and Performing Arts	N/A	N/A	N/A
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

#### ***Narrative provided by the LEA***

*Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

**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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** April 2018

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:** April 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 [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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	--	0%	--	--	--	--
<b>Mathematics (grades 3-8 and 11)</b>	--	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.

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 Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	--	--	--	--	--
<b>Male</b>	17	16	94%	6%	0%
<b>Female</b>	5	5	100%	0%	0%
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	22	21	95%	5%	0%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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 2018–19)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	--	--	--	--	--
<b>Male</b>	17	16	94%	6%	0%
<b>Female</b>	5	5	100%	0%	0%
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	22	21	95%	5%	0%
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	--	0%	--	--	--	--

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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

<i><b>Narrative provided by the LEA</b></i>
CLC is a non-public school serving students with neurological developmental disorders.

**Career Technical Education (CTE) Participation (School Year 2018–19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are 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
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017–18 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

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 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.

## 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)

#### ***Narrative provided by the LEA***

CLC provides daily communication, monthly meetings and parent trainings, and quarterly progress reports, thus creating multiple opportunities for parents to get involved and carry programs into daily living within the home. In addition, parent conferences are offered on a regular basis for parents to meet with staff. CLC hosts multiple family events throughout the year. Parents can contact the main office at any time for assistance with any of the aforementioned items.

### 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 2015–16	District 2015–16	State 2015–16
Dropout Rate	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	0	0	0	0	0	0
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**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 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	0	0	4	0	0	DPL	0	0	DPL
Expulsions	0	0	0	0	0	DPL	0	0	DPL

**School Safety Plan (School Year 2019–20)*****Narrative provided by the LEA***

A safe campus and learning environment are of paramount importance to the CLC staff and community. Staff implement ABA strategies, Behavior Intervention Plans, and Response to Intervention Technique promote a positive climate. PBIS is incorporated and embedded through the instructional and behavioral programs. A comprehensive school safety plan and mass casualty plan have been developed following best practices and the plan is reviewed quarterly with staff as a part of our regular emergency preparedness planning.

**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 2016–17)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	7	2		
1	7	2		
2	7	2		
3	8	2		
4	8	2		
5	7	2		
6	7	2		
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 (Elementary) (School Year 2017–18)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	7	1		
1	7	1		
2	7	1		
3	7	2		
4	10	3		
5	10	1		
6	10	2		
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 (Elementary) (School Year 2018–19)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10	1		
1	10	1		
2	10	1		
3	10	1		
4	12	2		
5	12	2		
6	12	2		
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 2016–17)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	8	2		
Mathematics	8	2		
Science	8	2		
Social Science	8	2		

\*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 2017–18)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	10	4		
Mathematics	10	4		
Science	10	4		
Social Science	10	4		

\*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 2018–19)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	3		
Mathematics	12	3		
Science	12	3		
Social Science	12	3		

\*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.

**Ratio of Academic Counselors to Pupils (School Year 2018–19)**

Title	Ratio
Academic Counselors*	N/A

\*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.

**Student Support Services Staff (School Year 2018–19)**

Title	Number of FTE* Assigned to School
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Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	N/A
<b>Library Media Teacher (Librarian)</b>	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	N/A
<b>Psychologist</b>	N/A
<b>Social Worker</b>	N/A
<b>Nurse</b>	N/A
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	N/A
<b>Other Occupational Therapist</b>	2
<b>Other BCBA</b>	3

\*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 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	DPL	DPL	DPL	DPL
<b>District</b>	N/A	N/A	DPL	DPC
<b>Percent Difference – School Site and District</b>	N/A	N/A	DPL	DPL
<b>State</b>	N/A	N/A	DPC	DPC
<b>Percent Difference – School Site and State</b>	N/A	N/A	DPL	DPL

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

#### Types of Services Funded (Fiscal Year 2018–19)

##### ***Narrative provided by the LEA***

There are credentialed Special Education Teacher and BCBAs assigned to each classroom to ensure the implementation of all the individual student's IEP goals and objectives and behavior intervention plans. The 1:1 instructional assistants are trained to be ABA therapist and classroom instructional assistants. They rotate from student to student as needed and, as appropriate, to ensure generalization. Students receive SLP and OT individually or in small groups depending on the students IEP requirements. These services can take place in the classroom or in the designated OT/SLP areas. Visual schedules and communication devices are used as appropriate in relation to the students IEP and as provided from the school districts or parents. Computers and iPads are available to students to address alternative learning styles as needed.



**Teacher and Administrative Salaries (Fiscal Year 2017–18)**

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	DPC	DPC
<b>Mid-Range Teacher Salary</b>	DPC	DPC
<b>Highest Teacher Salary</b>	DPC	DPC
<b>Average Principal Salary (Elementary)</b>	DPC	DPC
<b>Average Principal Salary (Middle)</b>	DPC	DPC
<b>Average Principal Salary (High)</b>	DPC	DPC
<b>Superintendent Salary</b>	DPC	DPC
<b>Percent of Budget for Teacher Salaries</b>	DPC	DPC
<b>Percent of Budget for Administrative Salaries</b>	DPC	DPC

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 2018–19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
<b>Computer Science</b>	N/A	N/A
<b>English</b>	N/A	N/A
<b>Fine and Performing Arts</b>	N/A	N/A
<b>Foreign Language</b>	N/A	N/A
<b>Mathematics</b>	N/A	N/A
<b>Science</b>	N/A	N/A
<b>Social Science</b>	N/A	N/A
<b>All Courses</b>	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*****Narrative provided by the LEA***

Per the California Department of Education, non public schools are not required to provide salary or professional development information for the SARC report.