

School Accountability Report Card Reported for School Year 2019-2020

Westmoreland Academy *Non-Public School*

Supporting Students with Autism Spectrum disorders

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

Contact Information (School Year 2019-2020)

	School
School Name	Westmoreland Academy
Street	5 Westmoreland Pl.
City, State, Zip	Pasadena, Ca.
Phone Number	1-626-356-1500
Principal	Nick Pinto, MA PPS
E-mail Address	npinto@almansor.org

Westmoreland Academy is contracted with the following districts:

Alhambra	Duarte	Los Angeles	San Gabriel
Arcadia	El Monte Union	Monrovia	San Marino
Beverly Hills	El Rancho	Montebello	South Pasadena
Bonita	Glendale	Mountain View	Temple City
Burbank	Glendora	Pasadena	Whittier
Covina Valley	La Canada	Rosemead	

About This School

Westmoreland Academy

About Educating and Guiding Students with ASD

The Institute for the Redesign of Learning, a leader in special education in Southern California, since 1974, has established a unique Non-Public School (NPS) program for students with Autism Spectrum Disorders (ASD). Westmoreland Academy is based on the belief that extraordinary students deserve an extraordinary program; from a specialized curriculum that can meet the individual needs of our students who learn in a multitude of ways; to well-trained, empathetic and passionate staff who support our students in recognizing that they are “Whole, Able and Complete” exactly as they are (Taking Charge™). The Institute’s goal is to provide our students with a nurturing and effective education using the most current, scientifically-proven and evidence-based curriculum and interventions available.

Accreditation

Westmoreland was recently granted full accreditation through the Western Association of Schools and Colleges (WASC) through 2020.

About Westmoreland Academy’s Education Model:

“Taking Charge” - Developed by Nancy J. Lavelle, Ph.D., President and Founder of the Institute for the Redesign of Learning, *Taking Charge™* focuses on each student’s unique gifts and strengths and assists the student in developing competencies towards self-identified and mutually agreed-upon goals. An essential principle of *Taking Charge™* is the concept that learning and language are inextricably linked. *Taking Charge™* focuses on the roles of teachers and other professionals as *Linguistic Coaches* working in partnership with learners to observe (or “listen” to) the underlying assumptions that lead to effective and ineffective communication and learning. We support students in addressing their own human concerns and/or underlying assumptions and awareness through language and reflection, tone of voice and positioning. Using questioning phrases like, “How can I support you?” “What do you need?” “What’s wrong?” in a neutral, accepting tone of voice, while sitting next to the student, enables the student to address their own personal concerns in a consistent, safe and nurturing environment.

Class Size – Small class size, limited to 12 students, with at least two, and quite possibly more, instructional experts with specialized training in ASD.

Classroom Environment – We believe that structured classroom environments (including visual schedules, specific places for students’ personal belongings, quiet areas, individualized lesson plans, clean well-kept rooms and educational centers, appropriate and engaging hands-on learning materials, bulletin boards displaying student work, etc.) are direct links to our students’ successful academic, functional and social/emotional student-centered learning.

Social Skills – All Westmoreland Academy students participate in a structured social skills program that provides modeling and role-playing opportunities that address student concerns (making and keeping friends, having socially appropriate conversations, being aware of the perceptions of others, displaying appropriate behaviors) and generalize these skills to a variety of environments.

Curriculum – Diploma Track – Westmoreland Academy provides a standards-based curriculum in full compliance with the California Department of Education guidelines for both State and Common Core Standards. **Certificate of Completion** – Westmoreland Academy also provides an Alternate Curriculum for students focused on Independent Life Skills, Vocational Skills and Daily Self-Help Skills. Both curricula are highly structured to provide a system that is consistent and predictable but also highly flexible in order to accommodate individual student needs.

Assistive Technology – With the support of experts from leading Universities and District Assistive Technology Departments, Westmoreland Academy incorporates specialized software, video conferencing capabilities, and student iPad-based applications to facilitate our students' access to the curricula, the technological world and in support of conventional learning materials.

Vocational Program – Westmoreland Academy offers a vocational program that focuses on acquiring practical work skills tailored to student interest. The development of transition planning and life skills portfolios support placement in future work settings and independent and assisted living environments.

School Description and Mission Statement (School Year 2019-2020)

Our mission is to empower people with special needs to take charge of their own learning and lives, making it possible for them to be competent, caring and contributing members of society; and to provide learning opportunities for families, professionals, and the community to support those efforts.

About Our Professional and Support Staff

Our Professional and Support Staff meet California License or teaching credential requirements in Special Education or area of specialization. All professional staff participate in the Taking Charge for Educators™ training course. Related-services personnel provide additional small group and individual services to assist each child to reach their full potential. Supervision is provided by an Education Director holding a Doctoral or Masters in Education Administration, Special Education or related fields; in addition to Program Coordinator(s) and other mental health professionals.

About Our Parents and Caregivers

Parents and caregivers seeking an educational program for their student with ASD usually look for a school able to individualize a program to meet the unique needs of their child. The intake process at Westmoreland Academy offers both parent and child

the opportunity to choose the most appropriate education program for their unique needs and to make a commitment to working together with Westmoreland Academy staff to achieve the best possible outcomes for each student. Cooperation between families and staff members is further enhanced through available support groups and training. Parents are encouraged to visit or call anytime they have a question, concern, or would like to observe their child during the school day. Westmoreland Academy has a Parent/Community Resource Library which parents can use at anytime. Parents are welcomed and encouraged to volunteer on the Westmoreland Campus. A Parent Meeting is held the 1st of every month in order to provide trainings (e.g., Behavior Intervention, Ipad Apps for Autism, Social Skills etc.), share information, answer any questions or address any concerns, and listen to parent suggestions.

Student Enrollment

Group	Enrollment
Number of students	101
Black or African American	6.9.
American Indian or Alaska Native	1%
Asian	11.88%
Filipino	1%
Hispanic or Latino	40.59%
Native Hawaiian or Pacific Islander	0%
White	29.7%
Two or More Races	.09%
Russian	0%
Middle Eastern	1.98%
Armenian	0%
Hungarian	0%
Socioeconomically Disadvantaged	28.71%
English Learners	11.88%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	2
Teachers without full credential	7-Intern Credential; 4 STP
Teachers Teaching Outside Subject Area of Competence	0
Mis-assignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

All students have all required text books

Average Class Size and Class Size Distribution - **All Classes are Self-Contained**

The average class size for all classes is 12 students. The class size distribution is as follows:

EI	– Functional Skills	4
MS	– Functional Skills	16
HS	– Functional Skills	25
Transition – 18-22		26
EL	– Diploma	6
MS	– Diploma	9
HS	– Diploma	15

Total – 101 Students

School Climate

Institute for the Redesign of Learning Emergency Disaster Plan

The Almansor Academy – South Pasadena
Almansor Mental Health – South Pasadena
Almansor Mental Health – Commerce
Almansor Transition & Adult Services – South Pasadena
Westmoreland Academy - Pasadena

January 2020

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INTRODUCTION TO EMERGENCY PLAN

The objective of the Emergency Disaster Preparedness Plan is to provide the maximum protection for students, consumers and staff primarily, and buildings and equipment secondarily in the event of disaster. Earthquakes and other types of disasters occur at times and places that cannot be predicted. It is important to be prepared for such an unpredictable danger. When an emergency occurs, **KEEP CALM**. Do not run or panic. If proper precautions are taken, the chances are you will not be hurt. If you are outdoors, stay outdoors; if indoors, stay indoors. All faculty and staff members have a joint responsibility for maintaining a calming effect upon the students/consumers. **THIS IS OF THE UTMOST IMPORTANCE.**

RESPONSIBILITIES OF PERSONNEL

Each staff member at the Institute for the Redesign of Learning has a responsibility assignment. If a major disaster should strike during working hours, you will be expected to remain on the job until relieved by the assigned staff member in charge of the Emergency Operations Center (EOC).

Do not under any circumstances leave your assignment without permission from the IRL Managing Director. In his absence the Education Directors will substitute. We will be counting upon your being at your assigned location until you are officially relieved. This is extremely vital to not only your well-being, but possibly hundreds of students/consumers, employees, and citizens. Other people are counting upon you to be at your assignment. Please report in as requested and as soon as possible. If you need to leave your assignment or the premises at any time, you must check out with the EOC.

WORK AREA/OFFICE/CLASSROOM SAFETY INSPECTION

Staff members shall inspect their work areas and notify the EOC of any unsafe conditions. Please give special attention to the following:

- DO NOT -- allow access to doors or other exits to become blocked or partially blocked at any time by anything
- DO NOT -- leave doors to storage cabinets open and unlatched when the cabinets are not in actual use
- DO NOT -- leave flammable-combustible or other hazardous chemicals in such a manner as to allow the contents to mix if the containers are broken (this is particularly true of chemicals which when combined will produce toxic gases or cause "instant fire")
- DO NOT -- suspend flammable material or other objects from ceilings or from lighting fixtures
- DO NOT -- let glass containers or materials accumulate on counter tops or other workspaces, put them back into proper storage areas when you have finished using them
- DO NOT -- allow electrical cords to extend across walkways or exit ways, remove them immediately after use and store them properly
- DO NOT -- obstruct access to electrical panel boxes
- DO NOT -- store boxes on top of cabinets or in high areas

Instruct all consumers/students as to what they should do in the event of an earthquake and other emergencies. This must be done in a manner that will not induce unnecessary fears in children. These instructions must cover "Drop and Cover" drills.

PLAN #1 EMERGENCY (DISASTER) DURING SCHOOL/PROGRAM HOURS

FOR PERSONNEL SUPERVISING STUDENTS/CONSUMERS

It is assumed that during a major disaster such as an earthquake, there will be no advanced warning and that advance signals or alarms will not be possible. All communication at this point should be verbal.

DURING SCHOOL/PROGRAM HOURS

1. At the first sign of an earthquake, or other external threat, the teacher should command “drop”. Students/consumers in buildings shall take cover under desks and tables in the “drop and cover” positions. In addition, students/consumers should stay away from windows and outside doors. Adults are to do likewise, but continue to talk to the students/consumers to maintain order and avoid panic.
2. Students/consumers on the site grounds/designated sites or bus stops will move away from buildings and electrical wiring and DROP AND COVER with hands over head.
3. Students/consumers should DROP AND COVER near an inner wall with hands over head.
4. As soon as the first shaking motion stops, the teacher should assess classroom conditions and determine an escape route from the classroom. As soon as possible, all ambulatory students/consumers should proceed from the buildings to the predetermined safe area avoiding all fallen wires.
5. Any immobile students/consumers should remain in the classroom and be surrounded with furniture for protection from earthquake after shocks. **One staff member will remain with the injured student/consumers.** Coverage during evacuation will be co-shared with a “buddy” classroom. A representative of the EOC will retrieve a roll call report from teachers. Your report should include a note of any injured person or dangerous situation (break or suspected break in utility lines) which may present an additional hazard.
6. If the buildings are deemed safe for immediate use, students/consumers will be held at designated location until their normal dismissal time or when deemed safe.
7. If the emergency is catastrophic in nature, students/consumers will be kept at designated site unless released to parents, designated guardians or caregivers as identified. Parents or their designees will be expected to make every effort to assume custody and responsibility of their children as soon as possible. Staff will retain control of those remaining students/consumers for 72 hours at which time the students/consumers will be taken to the nearest public shelter.

REMEMBER

- A. See that no one reenters the buildings for any reason until the buildings have been declared safe
- b. Do not light any fires after the earthquake
- c. Avoid touching electrical wires that may have fallen

- d. Render first aid as necessary
- e. Take roll call

STUDENTS/CONSUMERS STAFF/TEACHERS IN THE COMMUNITY

Should a disaster occur while you are out in the community, the teacher is to take appropriate action as: i.e. DROP AND COVER, EVACUATION, etc. When the immediate threat has passed, the teacher is to return to the designated site as soon as possible.

EMERGENCY CONTACTS

Should an emergency occur and intrastate telephone service is not available, the Managing Director or Education Directors will call the Total Education Solutions office in Pontiac, Michigan (248) 333-8500.

Should a disaster occur while a group in the community, the IRL Managing Director is to contact the EOC as soon as possible. If intrastate telephone service is not available, the Managing Director is to call the Total Education Solutions office in Pontiac, Michigan at (248) 544-0360. If this is not possible, we will utilize what ever means of communication is available including cell phone and text messaging to convey our safety and whereabouts.

PLAN #2 EMERGENCY (DISASTER) OUTSIDE OF SCHOOL/PROGRAM HOURS

1. All employees should listen to the radio (KFWB 980 or KNX 1070 on the AM dial) for information regarding the opening or closing of the program. The agency will be considered OPEN unless it is specifically announced by the IRL Managing Director that we are closed. If the program is not closed officially, all employees will make every effort to report for work. Should the radio not be active, all employees will use their best judgment as to whether to remain at home or to report to work.
2. Parents and care providers will be informed by radio (KFWB 980 or KNX 1070 on the AM dial) as soon as possible regarding the program situation.
3. Consumers waiting in the parking lot for pick up will DROP AND COVER in an open area until the initial shock is over and then wait for the van. Consumers walking will DROP AND COVER in an open area until the initial severe shock is over and then proceed to the parking lot.
4. If an earthquake occurs before program hours, consumers will remain at home until that the program is open.
6. Buses/Vans
 - a. Buses/Vans in route to school/program (pickup)
 1. Buses/Vans in route to site with students/consumers aboard will stop in an open space and wait until the initial shock is over then continue the regular route-taking students/consumers to designated site.
 2. If the bus/van cannot reach the site, nor continue the route, the riders are to remain on the bus and the driver will act as a constituted authority to supervise the safety and welfare of the riders. The driver will wait until help arrives and take orders from recognized authorities. If the telephone lines are not operating, riders will remain on the bus, and the driver will act as the constitute authority to supervise the safety and welfare of the riders. The driver will wait until help arrives and take orders from recognized authorities.
 3. If some, but not all, of the remaining route can be made, the bus is to proceed directly to site, omitting the impassable route. Report to the EOC regarding the stops not made.
 - b. Buses/Vans enroute home
 1. Buses/Vans in route home from site will stop in an open space and wait until the initial shock is over. If possible, the driver will finish the route dropping the students/consumers at their designated stops.
 2. If some, but not all the route can be accomplished, the driver is to make all possible stops and then, if possible, return remaining riders to site.
 3. If no one home is to supervise the students/consumers, students/consumers will be returned to site.

- c. If it is not possible to return to site, the driver will make all possible stops and then stop in an open space. Riders will remain on the bus, and the driver will act as the constitute authority to supervise the safety and welfare of the riders. The driver will wait until help arrives and take orders from recognized authorities.
- d. All bus drivers of contract carriers will receive a copy of this plan.

Guidelines for Disease Outbreak

If you believe that you have been exposed to a biological disease, chemical or other highly infectious disease, or if you believe an intentional threat will occur or is occurring, please call 911 and/or alert the proper authorities.

Agency	Telephone Number
FBI www.fbi.gov	310-477-6565 (Los Angeles) 916-481-9110 (Sacramento)
California State Police	911
The Office of Emergency Management http://lacoa.org/	323-980-2260
California State Health Department www.cdph.ca.gov	916-445-4171
Local Hospital (Huntington Hospital) www.huntingtonhospital.com	626-397-5112
Centers for Disease Control and Prevention www.cdc.gov	770-488-7100

POST DISASTER PROCEDURES

Teams have been established and procedures developed for each area listed below:

1. Emergency Operation Center (EOC)
2. Student/Consumer and Staff Accounting Team
3. Sweep and Rescue Team, Campus Security, Fire and Resource Team
4. Parental Communication Team
5. First Aid Team
6. Food and Water Team

More detailed procedures for each team can be found on the following pages.

EMERGENCY OPERATION CENTER (EOC)

LOCATION: Almansor Academy: Parking lot on the side of Speech/PE trailer
Almansor Mental Health – South Pasadena: Parking Lot
Almansor Mental Health – Commerce: Parking Lot
Almansor Adult Services – South Pasadena: Parking Lot
IRL Executive Offices – South Pasadena: Parking Lot
Westmoreland Academy – Lawn in front of Building 6

PERSONNEL: Director/Designee: Managing Director, Education Directors, Early Education Director, and Program Supervisors.

STAFF: Administrative Assistants, IRL Managing Director, Program Directors, Office Manager, and Transportation Coordinator.

RESPONSIBILITIES:

1. Account for presence of all students/staff/consumers
2. Implement and coordinate emergency operations
3. Control internal and external communications

EQUIPMENT/SUPPLIES:

1. Current class/student/consumer/staff rosters
2. Map of Emergency Operations Center
3. Battery operated radios
4. Two-way radios
5. Bullhorns
6. Emergency telephone numbers
 - a. Fire department and rescue team
 - b. Ambulance
 - c. Police
 - d. Designated community agencies/resources
7. Emergency student/consumer contact list
8. Rope to cordon off area
9. Ground cloths

STUDENTS/CONSUMERS AND STAFF ACCOUNTING TEAM

LOCATION: Parking Lot of Designated Site

PERSONNEL: Almansor/Westmoreland Academy: Day-school/ASD Directors, Receptionist, Early Education Director, T
Transportation Coordinator
Almansor Mental Health: Director & Assistant Director, Program Supervisors
Almansor Adult Services: TAS Director
Classroom Teachers/Assistants/Staff--Take roll and report to EOC

RESPONSIBILITIES:

1. Give "Duck, Cover & Hold and Evacuate commands
2. Ascertain the extent of injuries and capabilities for class evacuation after drop
3. Determine the need and assist neighboring teachers (Buddy System)
4. Evaluate safest exit route using predetermined routes to specific station
5. Bring Emergency Kit/water supply from classroom
6. Complete emergency status report to EOC
7. Supervise and reassure students/consumers throughout the duration of the emergency
8. Stay with class at all times
9. Receives and tries to maintain contact with consumers and staff in the community

EMERGENCY EQUIPMENT/SUPPLIES:

1. Necessary roll call material and emergency attendance records
2. First Aid Kit/water supply
3. Duffel bag or bucket with supplies (ground cloth/tarp)

ALMANSOR ACADEMY SWEEP AND RESCUE TEAM

The specific duties of each team FOR EARTHQUAKE DRILLS ONLY will be to go to the areas designated next to your Team to see if there are any injuries or casualties.

LOCATION: Meet at Emergency Operations Center (EOC) *On the side of Classroom Speech/PE Trailer*
 PERSONNEL: (R. Siordia Sweep Team Coordinator)

TEAM I	TEAM II	TEAM III	TEAM IV
Chris F.-(L)	Rudy S.-(L)	Tony N.-(L)	Jose B.-(L)
Laura H.	Brad K.	Richard B.	Ricardo M.
Mark A .		Chuck L.	Crystal R.
Nick S.	Chris A.	Margarita A.	Shahpore K.

****Substitutes for all teams will be counseling Interns and all drivers if available on campus.**

RESPONSIBILITIES - SWEEP AND RESCUE:

1. Team I: Classroom 9 (Coordinator Office), 10, 11, 12, Speech/PE trailer, Transportation Trailer, Buses and Grounds, Mental Health Trailer
2. Team II: Classrooms OT Room – 8 (includes restrooms), Bathroom Trailer
3. Team III: Room 14 & Room 15, Classroom 16 and 17 Trailer, Early Education Classes including EE restrooms
4. Team IV: Multipurpose room and Kitchen (including PE Storage Rm and Laundry Rm), School office, Staff lounge, Room 1 (including restrooms)
5. Alternates: When on campus all drivers, administrative and mental health personnel should report to EOC for assignment.

WESTMORELAND ACADEMY SWEEP AND RESCUE TEAM

The specific duties of each team FOR EARTHQUAKE DRILLS ONLY will be to go to the areas designated next to your Team to see if there are any injuries or casualties.

LOCATION: Meet at Emergency Operations Center (EOC) located at the patio in front of building 5.
 PERSONNEL: (Nick Sweep Team Coordinator)

TEAM I	TEAM II	Back Up Team Members
Erik S. (L)	Paul B. (L)	
Jesus	John M.	Frank B.
Robert	Johnathan M.	Elisa E.
	Nicole R.	

****Substitutes for all teams will be counseling staff and all drivers if available on campus.**

RESPONSIBILITIES - SWEEP AND RESCUE:

- 1. Team I: Building 5, first and second floor, basement and exterior perimeter, barn
- 2. Team II: Building 6 first and second floor, north and south basement, Speech, OT Lab and exterior perimeter
- 3. Alternates When on campus all drivers, administrative and support personnel/aides should report to EOC for assignment.

TRANSITION & ADULT SERVICES SWEEP & RESCUE TEAM

LOCATION: Meet at Emergency Operations Center located in Parking lot.

Team I

- 1. George Gonzalez (**Leader**)
- 2. Maria Navarro
- 3. Alba Mariscal

Team II

- 1. Alejandro Prieto (**Leader**)
- 2. Esau Pulido
- 3. Mirian Olmedo

RESPONSIBILITIES - SWEEP AND RESCUE:

- 1. Team I All upstairs rooms including offices and bathrooms, outside the front of the building.
- 2. Team II All downstairs rooms including elevator and stairs, outside the rear of the building.

MENTAL HEALTH SWEEP & RESCUE TEAM

Team 1 (South Pasadena)

- 1. Maria Zumudio (**Leader**)
- 2. Laura Solis
- 3. Yesenia Zacarias

Team 2 (Commerce)

- 1. Carmen Esqueda
- 2. Carmen Moran

LOCATION: Meet at Emergency Operations Center located in parking lot.

TEAM: Director, Office Management Staff, & Clinicians

TEAM RESPONSIBILITIES: Sweep all rooms including offices and bathrooms, outside the front of the building

EQUIPMENT/SUPPLIES: Bring earthquake buckets/backpacks. Should include the following:

- | | | | |
|----|--------------------------------|--|----------------|
| 1. | | Master Keys | 6. |
| | | Hatchets (3) | |
| 2. | | CO ₂ fire extinguishers (3) | 7. |
| | | Flashlights (3) | |
| 3. | | Gloves (6 pairs) | 8. |
| | | Crowbars (3) | |
| 4. | | Blankets (3) | 9. |
| | | Hats (6) | Hard |
| 5. | Two-way radio (3) whistles (6) | 10. | Green/Red tape |

FIRE:

1. Confirm existence and location of fire and notify EOC
2. Rescue students/consumers/staff using appropriate fire control equipment
3. Route fire and rescue ambulance and police to area of need

RESOURCES:

1. Determine resources and utility capabilities that are available for immediate site use, i.e., water, power and telephone
2. Determine sanitary conditions and assemble portable toilets
3. Assemble tents/ground cloths with teachers, assistants and selected students/consumers

ALMANSOR/WESTMORELAND ACADEMY COMMUNICATION TEAM

LOCATION: Designated EOC is lawn in front of building 6.
PERSONNEL: Directors, Receptionist, Office Manager, Office Clerk, and Early Education Director, or designee.
STAFF: All available teachers and teacher assistant report to SWEEP TEAMS for designation.

RESPONSIBILITIES:

1. Direct parents/guardians to reunion area
2. Reunite parents/guardians with students/consumers
3. Confirm custody
4. Record time and signature
5. Escort students/consumers to reunite area
6. Report information to EOC

EQUIPMENT/SUPPLIES:

1. Map of all stations
2. Class/consumer rosters, emergency cards, record keeping material
3. Office Supplies
4. Ground cloth
5. Large map to The Almansor Day School which will be utilized and follow their Emergency Disaster plan if Emergency \Disaster lasts for a sustained period and conditions allow for moving staff and consumers to 1955 Fremont Ave. So. Pasadena.

FOOD AND WATER TEAM

LOCATION: Meet at EOC

PERSONNEL: Almansor Academy: Transportation Department and P.E. Departments Also, any driver on campus and any available non-instructional staff member who does not have an assignment should report to the Food and Water Team to help set up).
Mental Health: Sweep & Rescue Team
TAS: Instructors
Westmoreland Academy: Coordinators and Maintenance Department.

RESPONSIBILITIES:

1. Determine food and water resources in conjunction with Resource Team
2. Supervise distribution and allocation of food and water resources
3. Provide hot food/drink if necessary
4. Determines when or if to join IRL Emergency Operation Center

EVACUATION DRILL

1. FREQUENCY (to prepare students/consumers and staff in the event of an earthquake, fire or bomb scare):

Almanson/Westmoreland Academy: Held at least once a month

Signal: Alarm in test mode via Fire Alarm panel

Mental Health Program: Held at least quarterly.

Signal: No signal provided/verbal command

TAS: Held at least once a month

Signal: Alarm via test mode Fire Alarm panel

2. PROCEDURES:

- a. Stop work immediately and WALK outside to the assigned area (see map).
- b. Make sure that all persons have left the classrooms/offices.
- c. An adult must stay with any injured person and notify buddy to evacuate the remaining students/consumers/staff to EOC.
- d. Remind everyone that speed is subordinate to control and order.
- e. All doors need to be closed
- f. Staff need to call roll after group arrives at designated area.
- g. Notify EOC of any missing consumers/students/staff.
- h. Wait for further instructions.
- i. Upon returning to the building, both staff and group need to evaluate the drill.

All teachers, assistants and students

- a. Teachers call roll from attendance cards and/or registers after the class has arrived at their assigned position.
- b. Children in resource room, etc., will be under the direction of adults in charge.

Early Education teachers, assistants and children

- a. Remain on the Early Ed playground area until the sweep teams arrive and check all classrooms.
- b. Follow b. through i. above. (During regular earthquake drills)
- c. Proceed to your assigned EOC area (see map) and follow b. through i. above. (This procedure must be used in an actual earthquake/disaster and for the annual MOCK EARTHQUAKE DRILL)

Part III All other personnel

- a. Evacuate buildings, proceed to the EOC and wait for further instructions.

4. ALL CLEAR for Almanson Academy will be an intermittent bell. All others, no ALL Clear signal will be provided.

**Remember to bring your emergency earthquake supply buckets with you.

DROP AND COVER DRILL

INSTRUCTIONS:

Please read this bulletin carefully. Go over the listed sequence of events in your own words with your class during morning group. Let your students/consumers know what is going to happen. REVIEW IT AGAIN, AND THEN BE SURE TO ACT AT THE PREDETERMINED TIME. (Check your site year Fire and Earthquake Drill schedule, *pg. 26*)

1. TODAY, precisely at (indicate the designated time), we will conduct a PRACTICE SILENT DROP DRILL.
2. At the (designated time) you are to command your students/consumers to "DROP". Repeat.... "DROP--THIS IS A PRACTICE EARTHQUAKE DRILL."
3. "DON'T MOVE, COVER YOUR NECK AND HEAD". Have students/consumers remain under the protection of a desk for at least 30 to 40 seconds.
4. "LINE UP". Next, instruct students/consumers to file out to evacuate area. Put the Associate Teacher at the FRONT of the line, and the credentialed teacher exit LAST.
5. BE SURE TO BRING YOUR BUCKET, roll book & tarp.
6. Take roll at evacuation site. Have students/consumers seated in the parking lot for this. You will have far greater control.
7. The Student/Consumers/Staff Accounting team will collect names of any missing students/consumers. Missing means "there for roll in class", not there at assembly area.
8. While you are assembled in the parking lot, all related services staff will return students/consumers to their classroom groups. Related services staff will be given instruction for areas to walk for a "safety sweep". Only after the "safety sweeps" have been made will you be released back to class.
9. This time, and in all further drills, we WILL NOT ring the all-clear bell. Instead, you will be released by whoever is in charge in the parking lot. During practice drills, The Attendance Team will release you. DO NOT go back until your classroom group is called.

POWER FAILURE PROCEDURE

1. Check to see if the neighborhood has electricity (see #4 to locate problem)
2. Notify the Business Office immediately. If it is an emergency situation, proceed to step #3
3. Turn off the main current until the problem is located
4. Locate the cause of the failure
 - a. Blown fuse--too many lights and equipment operating
 - b. Main circuit breaker tripped
 - c. Power has been shut off by Southern California Edison
 - d. Defective electrical equipment (frayed or bare wire) touching the ground and short-circuiting
5. Main Fuse Box and Circuit Breakers
 - a. TAC will be responsible for replacing fuses and resetting the circuit breaker unless it is an extreme emergency
 - b. TAC will keep extra fuses and a flashlight on hand for disaster situations
6. Electrical Fires
 - a. Unplug the equipment (if any) immediately
 - b. Throw on baking soda (never use water)
7. Site/Neighborhood Blackout
 - a. Turn off all equipment
 - b. Report the blackout to Southern California Edison (800/611-1911 option 2). During a disaster, it will be assumed that telephones will be inoperable. In that case, proceed to item (c)
 - c. Visually scan for fallen wires
 - d. Stay away from fallen wires and keep students/consumers away. Use furniture as barricades
 - e. Keep refrigerators closed to prevent spoilage. Place sensitive refrigerated goods in freezer to slow down spoilage
8. Follow other disaster procedures as outlined

Equipment Needed

- | | | |
|----------------|-------------------------|----------------------|
| 1. Baking Soda | 4. Emerg. phone numbers | 7. First Aid Kit |
| 2. Flashlights | 5. Battery oper. radio | 8. Bottle water |
| 3. Extra fuses | 6. Wind-up clock | 9. Manual can opener |

POWER FAILURE PROCEDURE

1. Check to see if the neighborhood has electricity (see # 4 to locate problem).
2. Notify the business office immediately. If it is an emergency situation, proceed to step # 3.
3. Turn off the main current until the problem is located.
4. Locate the cause of the failure:
 - a. Breaker tripped - too many lights and equipment operating.
 - b. Main circuit breaker tripped.
 - c. Power has been shut off by Southern California Edison.
 - d. Defective electrical equipment (frayed or bare wire) touching the ground and short-circuiting.
 - e. TAS staff will be responsible for resetting the circuit breakers.
5. Electrical Fires:
 - a. Unplug the equipment (if any) immediately.
 - b. Throw on baking soda (never use water).
6. Neighborhood Blackout:
 - a. Turn off all equipment.
 - b. Report the blackout to Southern California Edison (800/611-1911 option 2). During a disaster, it will be assumed that telephone lines will be inoperable. In that case, proceed to item c.
 - c. Visually scan for fallen wires.
 - d. Stay away from fallen wires and keep clients away. Use furniture as barricades.
 - e. Keep refrigerators closed to prevent spoilage. Place sensitive refrigerated goods in freezer to slow down spoilage.
7. Follow other disaster procedures as outlined.

Equipment Needed:

- | | | |
|------------------|----------------------------|------------------|
| 1. Baking Soda | 4. Emergency Phone Numbers | 7. First Aid Kit |
| 2. Flashlights | 5. Battery operated radio | 8. Bottled water |
| 3. Wind-up clock | 6. Manual can opener | |

Active Shooter

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

When an Active Shooter is in your vicinity and/or building, you must be prepared both mentally and physically to deal with the situation. You must always be aware of your surroundings and most importantly the nearest exit. And remember: if you experience an active shooter event while at work for IRL, you will most likely be responsible for clients or students at the time the incident occurs. This responsibility does not stop when the shots begin. Your role is to assess, decide and act in a way that ensures the safety and survival of your clients/students. An emergency can be reported by any school staff or student. As soon as safely possible walkie-talkie staff if there is an immediate threat or hazard so a lockdown, evacuation, etc., can commence.

Emergency Team Coordinator/ Administration Personnel

- An emergency can be reported by any school staff or student. If there is an immediate threat or hazard, address the problem first by initiating a lockdown, evacuation, etc., then inform the School Incident Commander/School Leader.
- Direct staff to call 9-1-1, give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- If able, secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and student locations, detailed floor plans, and important documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- Direct office staff to maintain contact with teachers reporting pertinent emergency information via phone, email, texting or walkie-talkie.

Teachers and Staff

The following are actions to take to give your students and yourself the best opportunity for escaping serious injury or death. For more information, reference <http://www.dhs.gov/active-shooter-preparedness>

ASSESS

First, you must assess the situation in order to make the safest decision. Impulsive decisions made without assessment are dangerous and potentially lethal. Assess for the following:

1. Where are you? Who are you with?
2. Where is the threat coming from?
3. How far away is the threat?
4. How many strong are the threat?

5. Is the threat moving towards us or away from us?
6. Can the threat see us from their position? (sightlines and bullets follow straight paths. If they can see you they can shoot you)

Once you have completed your assessment, you must choose one of the three actions listed below to take *immediately*, based on your assessment: Escape, Hide, or Fight.

EVACUATE [ESCAPE - RUN]

If after your assessment you identify that you can safely get out (there is an accessible escape path and no active shooter in sight-line): GO. To best ensure your safety:

1. Have an escape route and plan in mind, leave your belongings behind, and go.
2. Be decisive, but continue to observe, orient and assess around you.
3. Put your phone away. You need to survive, not record your death. Phones slow you and make you a target.
4. Help others escape, if possible. And escape as quietly as you can.
5. Do not attempt to move wounded people. The wounded will be cared for once the killing is stopped. Shooters will bait more targets using wounded persons.
6. Prevent individuals from entering an area where the active shooter may be
7. Once out...keep going. Get at least a block away and find cover/concealment.
8. Keep your hands visible and follow instructions of any police officer
9. Call 911 when you are safe

HIDE OUT [COVER AND CONCEALMENT]

If evacuation is not possible, find a place to hide.

1. **COVER**: Things that protect you. **CONCEALMENT**: Things that hide you
 - A black curtain will hide you (concealment) but not stop a bullet (cover). Knowing the difference is critical.
2. Identify areas of cover and concealment BEFORE a critical incident occurs. If you've identified areas you can hide prior to shots fired, you will be more efficient in hiding when they do, and that little bit of extra time may save you.
3. Lock doors, move furniture, avoid windows.
4. Keep in mind: if you can, don't trap yourself or restrict your options for movement.
5. Silence your cell phone and remain quiet. If you are not 100% sure a voice is a first responder, DON'T YELL OUT.

TAKE ACTION [FIGHT]

As a last resort and only when your life is in imminent danger, incapacitate the active shooter:

1. Ensure imminent danger. Don't act if you don't have to. if you have to:
2. Overwhelm and Overpower BY ANY MEANS NECESSARY.
 - a. Work as a team if you can.
 - b. Incapacitate the shooter by throwing items in their face paired with loud sounds. The shooter's brain will process this as danger and flinch, giving you time.
 - c. Improvise weapons – and use them with impunity.
3. If you are in this stage: there are no rules. Act with a much physical aggression as possible. This is now a true life or death scenario.

- a. If you choose to fight and you don't win, YOU DIE. This sounds harsh and extreme, but it is reality. Civilized people are taught to act civilly, and it will get them killed when the active shooter does not share the morals of the civilized. You may act with passivity in accordance to beliefs, but statistics bear out that passivity in life and death situations almost guarantees death. (Fighting is no guarantee of survival, but the survival statistics are much higher)

HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement will be focused on stopping the active shooter. They are trained to, "stop the killing, then stop the dying." This means that officers will proceed directly to the area in which the last shots were heard in order to neutralize the threat. Until the threat is neutralized (which may include sweeping for explosives, booby traps and potential ambushes), officers that arrive will not stop to help injured persons – they will walk past them, step over them, and ignore their pleas. This is not cold indifference - their first job is to stop the killing. Once they do, these offices will provide aide and radio for first responders to respond. Key point: don't run at a responding officer, yell at them or scream for them. This may make you appear a threat – and they are coming to neutralize threats.

BOMB THREAT PROCEDURE

All individuals in a building should be educated on how to react when a bomb threat is received. Persons receiving the telephone call should respond as follows and notify the Director and/or Operation Manager of the actual threat:

1. Keep the caller on the line as long as possible – have them repeat the message, record every word spoken by the caller if possible.
2. If the caller does not give the location of the bomb or the time of possible detonation, ask the caller for this information.
3. Pay close attention to strange or peculiar background noises, such as music, the type of music, motors running or any other noise that might give a remote clue as to the place from which the call is being made.
4. Listen closely to the caller's voice – male or female; voice quality; accents, and any speech impediments.
5. Play dumb or skeptical. Play on the caller's ego. Ask such questions as:
 What kind of bomb is it?
 Why would you want to put a bomb there?
 Is the bomb there for a person or group of people?
 When is the bomb set to go off?
 Where did you place the bomb?
 How was it taken into the building area?
 What is the make-up of the bomb?
 How long did it take to build the bomb?
 What are the expected results of the bomb, should it explode?

Procedures:

1. Evacuate the building, if in the judgment of the Director or instructor-in-charge it is deemed necessary (inside building bomb threat). Outside building bomb threat everyone should remain in the building and take cover.
2. Notify the police department immediately.
3. Notify Operations Manager (Ext. 1057) after the police have been notified. All persons should remain approximately 300 feet from the area in question after evacuation. The decision concerning reoccupying of buildings shall be made after consideration is concluded between site officials and law enforcement representatives. Each occurrence shall be evaluated separately, and the decision concerning the time lapse for re-occupancy will be made according to the prevailing circumstances. If a determination that the building should not be reoccupied during the current day, the emergency transportation program will be implemented.

EQUIPMENT/SUPPLIES

1. Current Class/Attendance/Staff Rosters
2. Map of Emergency Operations Center (EOC)
3. Emergency telephone numbers:
 - a. Fire Department and Rescue Team
 - b. Ambulance
 - c. Police
 - d. Designated community agencies/resources
4. Emergency student/consumer/staff contact list
5. Necessary roll call material and emergency attendance records
6. Master keys
7. Map of all stations and evacuation routes
8. Office supplies
9. Emergency Medication Kit (when applicable)
10. Red & Green tags for Sweep and Rescue Team
11. List of bus routes and passengers (when applicable)

**DISASTER TEAMS
EQUIPMENT/SUPPLIES**

- | | |
|---|------------------------------------|
| 1. Battery operated radio# | 21. 2 Rolls toilet tissue |
| 2. Two-way radios (3) - whistles (6) | 22. 5, 5-gallon plastic trash bags |
| 3. Bullhorns | 23. Metal cups |
| 4. Rope to cordon off areas | 24. Space blankets |
| 5. Ground cloths (6) | 25. Ground cloths |
| 6. First Aid Kit | 26. Toys, games, cards, etc. |
| 7. Duffel bags (12) | |
| 8. CO ₂ fire extinguishers (3) | |
| 9. Gloves (6 pairs) | |
| 10. Blankets, regular (3) | |
| 11. Hatchets (3) | |
| 12. Flashlights (3) | |
| 13. Crowbars (3) | |
| 14. Cots (4) | |
| 15. Food supply | |
| 16. Tarps/ropes (5) | |
| 17. Hard hats (6) | |
| 18. Adjustable wrenches (3) | |
| 19. Big wrench for main gas valve | |
| 20. Chain ladders (2) | |

#Wish List Item

CONTENTS OF FIRST AID BUCKETS

- 1 Bucket (the buckets will be used as a toilet, if we are at site for a prolonged period, line the bucket with 5-gallon bags)
- 1 Pair tweezers
- 2 10 oz. bottles hydrogen peroxide
- 1 1/2" roll masking tape
- 2 Triangle bandages (homemade or purchased)
- 2 Stretch gauze bandage wraps
- 2 Rolls adhesive tape - first aid
- 1 Box 100-count standard size Band-Aids
- 1 Package safety pins
- 1 Container Wash 'n' Dry's
- 1 Flashlight
- 2 Batteries (for flashlight)
- 1 Pair work gloves
- 30 3" x 3" Sterile gauze pads
- 30 3" x 3" Gauze pads (not necessarily sterile)
- 1 Bottle sunscreen
- 1 Pair scissors
- 2 Instant ice packs
- 6 Mini pads/tampons
- 1 First Aid booklet
- 2 Rolls of toilet paper
- 10 5 gallon trash bags
- Purification Tablets
- Neosporin
- Optional
- Sun visors
- Games for Kids
- CPR Mask

III. School Climate (Cont)

Suspensions and Expulsions

Rate*	School 2019-2020
Suspensions	0
Expulsions	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2019-2020)

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School Facility Good Repair Status (School Year 2019-2020)

System Inspected	Repair Status			
	Exemplary	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			

Note: Cells shaded in black do not require data.

Support Staff

Academic Counselors and Other Support Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School	
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	2	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	Representative for every district –20 Districts	
Social Worker	1	
Nurse	0	
Speech/Language/Hearing Specialist	3	
Adaptive Physical Education	1	
Occupational Therapist	2	
Program Coordinator	2	
Assistant Director	1	

Note: Cells shaded in black 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.

Occupational/Sensory Integration Therapy Lab – Westmoreland provides pull-out and classroom-based OT services as determined by the student’s Individual Education Plan (IEP).

Modified PE and Adapted Physical Education Program – Westmoreland Academy’s PE team are credentialed in both Physical Education and Adapted Physical Education. Instructors provide a daily modified PE program for all students IEPs.

Educationally Related Mental Health Services (ERMHS) and Designated Instructional Services (DIS) Counseling – Our Westmoreland Academy Mental Health Team provides consistent support for students’ emotional health; including expertise in treatment of anxiety, depression, issues of anger management, peer relations and other barriers to effective school-related functioning.

Speech and Language Services – Westmoreland Academy’s Speech and Language Pathologists and Specialists provide support for students with a wide variety of receptive and expressive communication disorders. Issues of language-based pragmatics, social skills, peer relationships and augmentative communication are addressed as indicated by the students’ IEPs, and are consistent with the implementation of the *Taking Charge* philosophy.

Transportation – Westmoreland Academy provides round-trip, door-to-door service in our clean, safe and modern fleet of specially equipped vehicles with highly trained drivers.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-2020)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 7-1-2015

State Approved Core Curriculum

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Edge, Inside, Reach National Geographic	Yes	0
Mathematics	Math Expressions	Yes	0
Science	CA Science;	Yes	0
History-Social Science	History/Social Science – Houghton Mifflin	Yes	0
Foreign Language	Spanish/American Sign Language	Yes	0
Health	CA Discovery Health	Yes	0
Visual and Performing Arts	Photography and Art	Yes	0
Science Laboratory Equipment (grades 9-12)		Yes	NA

State Approved Alternate/Functional Skills Curriculum

Functional Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Functional Reading	Basics2; Attainment; SEACO;Plato:Unique; Work Boxes; Life Skills Portfolio; Brigance Transition Activities	Yes	0
Functional Math	Basics2; Attainment; SEACO;Plato:Unique; Work Boxes; Life Skills Portfolio; Brigance Transition Activities	Yes	0
Functional Writing	Basics2; Attainment; SEACO;Plato;Unique; Work Boxes; Life Skills Portfolio; Brigance Transition Activities	Yes	0
Social Emotional	Basics2; Attainment; SEACO; Social Stories – Carol Gray; Teachtown SSA:Unique; Work Boxes; Life Skills Portfolio Brigance Transition Activities;	Yes	0
Pre-vocational/Vocational	Basics2; Attainment; SEACO;Unique; Work Boxes; Life Skills Portfolio Brigance Transition Activities;	Yes	0
Transition	Basics2; Attainment; SEACO;Plato:Unique: Work Boxes; Life Skills Portfolio; Brigance Transition Activities	Yes	0

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	<i>Data provided by the LEA</i>			
District			<i>Data provided by the LEA</i>	<i>Data provided by the CDE</i>
Percent Difference – School Site and District			<i>Data provided by the LEA</i>	
State			<i>Data provided by the CDE</i>	
Percent Difference – School Site and State			<i>Data provided by the LEA</i>	

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2019-2020)

<i>Narrative provided by the LEA</i>
<i>Provide specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.</i>

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **CAASP** Science in grades 5th, 8th, and 10th grades
- **Smarter Balance** – ELA, Math – 3rd-8th, 11th grade
- **California Alternate Assessment (CAA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the CAASP Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the Smarter Balance (CAASP) Program results for each grade and performance level, including the percent of students not tested, see the CDE CAASP Results Web site at <http://caasp.org>

California High School Exit Examination –

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable) – **No Longer Required**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
English-Language Arts									
Mathematics									

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.

California Physical Fitness Test Results (School Year 2019-2020)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most

recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Three of Five Standards	Four of Five Standards	Five of Six Standards
5	33%	66%	0%
7	0%	50%	0%
9	66%	0%	0%

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.

X. Accountability – Not Applicable – NPS does not report API Score

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Federal Intervention Program (School Year 2019-2020) Non Applicable – We are a Non-Public School for Students with Disabilities

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School
	2019-2020
Dropout Rate (1-year)	0
Graduation Rate	4 - Diploma
# in 12 th grade	4 - Diploma

Completion of High School Graduation Requirements -

This table displays, by student group, the percent of students who began the 2014-2015 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Career Technical Education Programs (School Year 2019-2020)

<i>Narrative provided by the LEA</i>
<i>Use this space to provide information about Career Technical Education (CTE) programs including:</i>
<ul style="list-style-type: none"> • Vocation and Transition goals and activities for all students in Functional Skills Program • Transition Program for 18-22 yrs. • Life Skills Course required in 9th grade – Diploma Track • Career Pathways/Service Learning required in 10th grade – Diploma Track

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Development is provided in the following content areas:

- IEP Goal Writing
- Behavior Intervention
- Positive Behavior Support
- Visual Schedules
- Data Collection
- Using Data Collection to Revise Individualized Student Programs
- Social Skills
- Incident Reports
- Emergency Plans
- Curricular Activities that Support IEP Goals
- ABA
- Verbal Behavior
- Training on Fragile X Syndrome
- Writing Social Stories
- Assessment training – Brigance, KTEA, Brigance Transition, PIC, TPI. Edmark

Professional Development delivery methods include:

- Weekly Staff Meetings
- Weekly Individual Teacher Meetings
- Classroom Meetings
- Classroom Observations

Teachers are supported during implementation in the following ways:

- Teacher-Principal meetings
- Classroom meetings pertaining to specific student
- Classroom observations
- IEP progress reports are reviewed with principal
- All IEP's are reviewed by principal and then discussed with teacher