

# School Accountability Report Card Reported Using Data from the 2022–23 School Year

California Department of Education

## *For North Valley School- NPS*

**Address:** 3164 Condo Ct, Santa Rosa CA 95403 **Phone:** 707-523-2334

**Principal:** Dave Ramalia

**Grade Span:** 1-12

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### **California School Dashboard**

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



## About This School

### District Contact Information (School Year 2023–24)

| Entity         | Contact Information  |
|----------------|--|
| District Name  | Santa Rosa High School District  |
| Phone Number   | 707-890-3800   |
| Superintendent | Anna Trunnell  |
| Email Address  | <a href="mailto:atrunnell@srcs.k12.ca.us">atrunnell@srcs.k12.ca.us</a> |
| Website        | <a href="http://www.srcschools.org">www.srcschools.org</a>             |

### School Contact Information (School Year 2023–24)

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| School Name                       | North Valley School/ Victor Treatment Center                           |
| Street                            | 3164 Condo Ct  |
| City, State, Zip                  | Santa Rosa, CA 95403   |
| Phone Number                      | 707-523-2334   |
| Principal                         | Dave Ramalia   |
| Email Address                     | <a href="mailto:David.ramalia@victor.org">David.ramalia@victor.org</a> |
| Website                           | <a href="http://www.victor.org">www.victor.org</a>                     |
| County-District-School (CDS) Code | 49-70920-7019268   |

### School Description and Mission Statement (School Year 2023–24)

#### North Valley School Mission Statement

“Our mission is to teach personal responsibility in education, independence and social skills”

#### North Valley School Program

North Valley School is a non-public, non-profit school accredited by the Western Association of Schools and Colleges and certified by the California Department of Education to provide special education services. These services are provided to children qualifying under the following categories of eligibility: Emotional Disturbance, Learning Disabilities, Autism, Intellectual Disability, Multiple Disabilities, and Other Health Impairment. North Valley contracts with a licensed Speech & Language Pathologist to provide services to students who have been determined to require the service. Placing districts will contract with Occupational Therapists to provide OT services to qualified students to take place on campus. Each student receives an educational program aligned with both Common Core Standards and their individual education plan (IEP). The school's maximum enrollment is 70 students. The maximum class size for academic instruction is twelve for grades 1-5, and fourteen for grades 6-12. We work to prepare students to attain their highest individual potential, independence, and responsibility in a safe, nurturing environment that promotes success. We also adhere to our parent organization, Victor Treatment Center, mission statement which is to be a catalyst for sustained improvement in the lives of those we touch. The school provides a highly structured positive behavioral reinforcement and intervention system utilizing a combination of behavioral modification, trauma informed curriculum and relationship-based programs including: Why Try, Risking Connections, and Pro-ACT, and humanistic approaches. The majority of students in attendance at North Valley School receive individual, group and family counseling by licensed mental health professionals to support their education success.

**Student Enrollment by Grade Level (School Year 2022–23)**

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | n/a                |
| Grade 1          | 0                  |
| Grade 2          | 0                  |
| Grade 3          | 0                  |
| Grade 4          | 0                  |
| Grade 5          | 1                  |
| Grade 6          | 7                  |
| Grade 7          | 5                  |
| Grade 8          | 10                 |
| Grade 9          | 9                  |
| Grade 10         | 9                  |
| Grade 11         | 8                  |
| Grade 12         | 16                 |
| Total Enrollment | 65                 |

**Student Enrollment by Student Group (School Year 2022–23)**

| Student Group                      | Percent of Total Enrollment |
|------------------------------------|-----------------------------|
|                                    |                             |
| <b>GENDER</b>                      |                             |
| Female                             | 32.31%                      |
| Male                               | 50.77%                      |
| Non-Binary                         | 16.92%                      |
|                                    |                             |
| <b>ETHNICITY</b>                   |                             |
| Hispanic or Latino                 | 44.62%                      |
| Not Hispanic or Latino             | 55.38%                      |
|                                    |                             |
| <b>RACE</b>                        |                             |
| American Indian or Alaska Native   | 7.69%                       |
| Asian                              | 6.15%                       |
| Black or African American          | 16.92%                      |
| Filipino or Other Pacific Islander | 3.08%                       |
| White                              | 52.31%                      |
| 2 or more races                    | 6.15%                       |
| Intentionally unspecified          | 7.69%                       |
|                                    |                             |
|                                    |                             |
| English Learners                   | 10.77%                      |
| Foster Youth                       | 12.31%                      |
| Homeless                           | 0                           |
| Migrant                            | 0                           |
| Socioeconomically Disadvantaged    | 60%                         |
| Students with Disabilities         | 100%                        |



## **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.

### **Teachers Preparation and Placement**

| <b>Authorization/Assignment</b>   | <b>2021-22</b> | <b>2022-23</b> |
|---|----------------|----------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |                |                |
| Intern Credential holders properly assigned   |                |                |
| Vacant Positions  |                |                |
| Total Teachers  |                |                |

### **Average Class Size and Class Size Distribution**

| <b>Grade Level</b> | <b>Maximum Class Size</b> | <b>Number of Classes<br/>2021-22</b> | <b>Number of Classes<br/>2022-23</b> |
|--------------------|---------------------------|--------------------------------------|--------------------------------------|
| 1-5                | 12                        | 1                                    | 1                                    |
| 6 - 12             | 14                        | 3                                    | 2                                    |

### **Clinical and Student Support Services Staff (School Year 2022-23)**

| <b>Title</b>   | <b>Number<br/>Assigned to School</b> |
|--|--------------------------------------|
| Counselor/Clinician- (Academic, Social/Behavioral or Career Development) | 7                                    |
| Instructional Assistants   | 12                                   |

## Textbooks and Other Instructional Materials (School Year 2023–24)

### Instructional Materials, Grades 1-8

#### Core Subject Abbreviations

English Language Arts (ELA) Math (MATH) Social Science (SS) Science (SCI)

Instructional materials aligned with California standards

| Grade Level | Core Subject | Current Textbooks and Instructional materials                         | Publication Date |
|-------------|--------------|---|------------------|
| 1           | ELA          | (McGraw Hill) Reading Wonders- California Reading and Writing         | 2017             |
| 1           | MATH         | (McGraw Hill) My Math   | 2013             |
| 1           | SS           | (McGraw Hill) Impact - A Child's Place in Time and Space              | 2019             |
| 1           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 2           | ELA          | (McGraw Hill) Reading Wonders - California Reading and Writing        | 2017             |
| 2           | MATH         | (McGraw Hill) My Math   | 2013             |
| 2           | SS           | (McGraw Hill) - People Who Make a Difference                          | 2019             |
| 2           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 3           | ELA          | (McGraw Hill) Reading Wonders - California Reading and Writing        | 2017             |
| 3           | MATH         | (McGraw Hill) My Math   | 2013             |
| 3           | SS           | (McGraw Hill) Impact - Community and Change                           | 2019             |
| 3           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 4           | ELA          | (McGraw Hill) Reading Wonders- California Reading and Writing         | 2017             |
| 4           | MATH         | (McGraw Hill) My Math   | 2013             |
| 4           | SS           | (McGraw Hill) Impact - A Changing State                               | 2019             |
| 4           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 5           | ELA          | (McGraw Hill) Reading Wonders- California Reading and Writing         | 2017             |
| 5           | MATH         | (McGraw Hill) My Math   | 2013             |
| 5           | SS           | (McGraw Hill) Impact - US History/ Making a New Nation                | 2019             |
| 5           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 6           | ELA          | Pearson Common Core Literature  | 2015             |
| 6           | MATH         | (McGraw Hill) California Math - Course 1                              | 2015             |
| 6           | SS           | (McGraw Hill) Impact - World History/ Ancient Civilization            | 2019             |
| 6           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 7           | ELA          | Pearson Common Core Literature  | 2015             |
| 7           | MATH         | (McGraw Hill) California Math - Course 2                              | 2015             |
| 7           | SS           | (McGraw Hill) Impact - World History/ Medieval and Early Modern Times | 2019             |
| 7           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 8           | ELA          | Pearson Common Core Literature  | 2015             |
| 8           | MATH         | (McGraw Hill) California Math - Course 3                              | 2015             |
| 8           | SS           | (McGraw Hill) Impact - US History and Geography/ Growth and Conflict  | 2019             |
| 8           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |

## Instructional Materials, Grades 9-12

### Core Subject Abbreviations

English Language Arts (ELA)    Math (MATH)    Social Science (SS)    Science (SCI)

Instructional materials aligned with California standards

| Grade Level | Core Subject | Current Textbooks and Instructional materials             | Publication Date |
|-------------|--------------|---|------------------|
| 9           | ELA          | (Houghton Mifflin) Collections                            | 2017             |
| 9           | MATH         | (Walch) Integrated Pathways I                             | 2014             |
| 9           | SS           | (McGraw Hill) World History, Culture, Geography           | 2019             |
| 9           | SCI          | (McGraw Hill) Inspire Physical Science with Earth Science | 2019             |
| 10          | ELA          | (Houghton Mifflin) Collections                            | 2017             |
| 10          | MATH         | (Walch) Integrated Pathways I & II                        | 2014             |
| 10          | SS           | (McGraw Hill) World History, Culture, Geography           | 2019             |
| 10          | SCI          | (McGraw Hill) Inspire Biology                             | 2019             |
| 11          | ELA          | (Houghton Mifflin) Collections                            | 2017             |
| 11          | MATH         | (Walch) Integrated Pathway II                             | 2014             |
| 11          | SS           | (McGraw Hill) United States History and Geography         | 2019             |
| 11          | SCI          | (McGraw Hill) Inspire Biology                             | 2019             |
| 12          | ELA          | (Houghton Mifflin) Collections                            | 2017             |
| 12          | MATH         | (Walch) Integrated Pathway II & III                       | 2014             |
| 12          | SS           | (McGraw Hill) Principles of American Democracy            | 2019             |
| 12          | SCI          | (McGraw Hill) Inspire Chemistry                           | 2019             |
| 12          | SS           | (McGraw Hill) Principles of Economics                     | 2019             |



## Facility Conditions and Planned Improvements

### Systems:

Regular maintenance was performed on all mechanical/HVAC and sewer systems. Inspecting for leaks is part of the regular maintenance schedule and any found were addressed in a timely manner.

### Interior:

Carpets are steam cleaned twice a year. Damage to walls is repaired and repainted regularly.

### Offices & classrooms:

All office computers and teacher laptops were upgraded with Windows10 and Microsoft OneDrive..

### Cleanliness:

Regular janitorial services are performed several times a week. On a quarterly basis, a deep cleaning is performed including waxing of floors and carpet cleaning. Regular inspections for possible pest/vermin infestations are performed. After an HVAC installation, repairs were made to the building in order to prevent possible infestations.

### Electrical:

Regular inspections are performed by maintenance staff and all electrical equipment is in good working order.

### Restrooms/Fountains:

Regular maintenance and repairs are performed for all restrooms, sinks, and fountains. Fountains are checked for proper water levels, toilets are repaired for leaks, and kitchen sinks receive regular grease trap cleanings.

### Safety:

Potentially hazardous materials are kept locked up. Any materials accessed by students are made with non-flammable ingredients. All students are supervised before, during, and after school hours with a staff to student ratio of at least 1:4. Staffing needs are determined by student acuity and therefore may be increased accordingly.

### Structural:

The main school building was built in 1985 and contains 5 classrooms, a library, art room, music room, computer lab and clinical and administrative offices. The multi-purpose building was constructed in 2003 and contains 2 classrooms, a music room, a woodshop & pottery room, a gym, support staff offices, the gym and a full-service kitchen. Regular roof repairs are made to the gym's tin roof to ensure the screws are tight and the sealant is applied. There was no structural damage to report for the year.

### External:

School Grounds are inspected daily. Repairs needed for fences, gates, windows, and doors are reported to maintenance staff and resolved immediately.

## School Facility Good Repair Status

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         | X    |      |      |

## Pupil Outcomes

### Graduation Rate

| Indicator                 | School 2020–21 | School 2021–22 | School 2022–23 |
|---------------------------|----------------|----------------|----------------|
| Graduates with HS Diploma | 4              | 2              | 9              |

### Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2023–24)

Parents are invited to all extra-curricular activities. Parents may request to observe in the classrooms. Parents are invited to Back to School Night where they have the opportunity to meet with their child's teachers and have individual conferences regarding their child's progress. Parents are invited to give suggestions on school improvement. Parents are invited to participate in all IEP meetings and student quarterly clinical treatment reviews.

### School Climate

#### School Safety Plan (School Year 2023–24)

The school safety plan is reviewed annually in detail and drills are conducted on a regular schedule. There is a Safety Committee that is responsible for updating the plan. There is a safety plan in place for fires, earthquakes, explosions, bomb threats, chemical spills, floods/snow storms/wind storms, power outages, and imminent danger/disturbance. The principal creates a list of duty assignments for each aforementioned emergency. The grounds are checked daily for harmful objects and potential threats posing a safety risk.



**Professional Development**

| Measure  | 2021–22 | 2022–23 | 2023–24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 6       | 6       | 6       |

*Teachers and classified staff participate in a rigorous program of Professional Development. Teachers meet each week and the whole staff meets weekly for training. The entire school team meets each morning for 20 minutes before student arrival to communicate needed information. Below is a list of trainings conducted annually.*

|  |  |
|--|--|
| Harassment Prevention                        | Van & Bus Safety                             |
| Violence Prevention                          | IEP Process                                  |
| Alcohol, Drugs, Tobacco Free Work Place      | Behavior Management System                   |
| Cultural Diversity                           | Level of Supervision                         |
| HIPPA, Confidentiality                       | CQI Continuous Quality Improvement           |
| Federal & State False Claims Act             | Treatment Plans                              |
| Blood Borne Pathogens                        | Client Rights                                |
| Pro Act Professional Assault Crisis Training | Defensive Driving                            |
| Pro Act Physical Restraint Training          | CPR/ First Aid                               |
| Risking Connections (Trauma)                 | Injury & Illness Prevention                  |
| Aggression Replacement Training              | Teamwork & Communication                     |
| Emergency Reporting System                   | SIR & BER Processing                         |
| Guarding Against Improper Sexual Conduct     | LGBTQ Awareness                              |
| Sexual Harassment Prevention for Supervisors | Emergency Evacuation & Disaster Preparedness |

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| Grade 8            | 10                        |
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| Grade 10           | 9                         |
| Grade 11           | 8                         |
| Grade 12           | 16                        |
| Total Enrollment   | 65                        |

**Student Enrollment by Student Group (School Year 2022–23)**

| <b>Student Group</b>                   | <b>Percent of Total Enrollment</b> |
|--|------------------------------------|
| <b>GENDER</b>                          |                                    |
| Female                                 | 32.31%                             |
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| Non-Binary                             | 16.92%                             |
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| <b>Homeless</b>                        | 0                                  |
| <b>Migrant</b>                         | 0                                  |
| <b>Socioeconomically Disadvantaged</b> | 60%                                |
| <b>Students with Disabilities</b>      | 100%                               |



## **Conditions of Learning**

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|---|----------------|----------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 2              | 2              |
| Intern Credential holders properly assigned   | 2              | 2              |
| Vacant Positions  |                |                |
| Total Teachers  | 4              | 4              |

### **Average Class Size and Class Size Distribution**

| <b>Grade Level</b> | <b>Maximum Class Size</b> | <b>Number of Classes<br/>2021-22</b> | <b>Number of Classes<br/>2022-23</b> |
|--------------------|---------------------------|--------------------------------------|--------------------------------------|
| 1-5                | 12                        | 1                                    | 1                                    |
| 6 - 12             | 14                        | 3                                    | 2                                    |

### **Clinical and Student Support Services Staff (School Year 2022-23)**

| <b>Title</b>   | <b>Number<br/>Assigned to School</b> |
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### Instructional Materials, Grades 1-8

#### Core Subject Abbreviations

English Language Arts (ELA) Math (MATH) Social Science (SS) Science (SCI)

Instructional materials aligned with California standards

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| 2           | MATH         | (McGraw Hill) My Math   | 2013             |
| 2           | SS           | (McGraw Hill) - People Who Make a Difference                          | 2019             |
| 2           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 3           | ELA          | (McGraw Hill) Reading Wonders - California Reading and Writing        | 2017             |
| 3           | MATH         | (McGraw Hill) My Math   | 2013             |
| 3           | SS           | (McGraw Hill) Impact - Community and Change                           | 2019             |
| 3           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 4           | ELA          | (McGraw Hill) Reading Wonders- California Reading and Writing         | 2017             |
| 4           | MATH         | (McGraw Hill) My Math   | 2013             |
| 4           | SS           | (McGraw Hill) Impact - A Changing State                               | 2019             |
| 4           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 5           | ELA          | (McGraw Hill) Reading Wonders- California Reading and Writing         | 2017             |
| 5           | MATH         | (McGraw Hill) My Math   | 2013             |
| 5           | SS           | (McGraw Hill) Impact - US History/ Making a New Nation                | 2019             |
| 5           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 6           | ELA          | Pearson Common Core Literature  | 2015             |
| 6           | MATH         | (McGraw Hill) California Math - Course 1                              | 2015             |
| 6           | SS           | (McGraw Hill) Impact - World History/ Ancient Civilization            | 2019             |
| 6           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 7           | ELA          | Pearson Common Core Literature  | 2015             |
| 7           | MATH         | (McGraw Hill) California Math - Course 2                              | 2015             |
| 7           | SS           | (McGraw Hill) Impact - World History/ Medieval and Early Modern Times | 2019             |
| 7           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |
| 8           | ELA          | Pearson Common Core Literature  | 2015             |
| 8           | MATH         | (McGraw Hill) California Math - Course 3                              | 2015             |
| 8           | SS           | (McGraw Hill) Impact - US History and Geography/ Growth and Conflict  | 2019             |
| 8           | SCI          | (Houghton Mifflin) California Science Dimensions                      | 2020             |

## Instructional Materials, Grades 9-12

### Core Subject Abbreviations

English Language Arts (ELA)   Math (MATH)   Social Science (SS)   Science (SCI)

Instructional materials aligned with California standards

| Grade Level | Core Subject | Current Textbooks and Instructional materials             | Publication Date |
|-------------|--------------|---|------------------|
| 9           | ELA          | (Houghton Mifflin) Collections                            | 2017             |
| 9           | MATH         | (Walch) Integrated Pathways I                             | 2014             |
| 9           | SS           | (McGraw Hill) World History, Culture, Geography           | 2019             |
| 9           | SCI          | (McGraw Hill) Inspire Physical Science with Earth Science | 2019             |
| 10          | ELA          | (Houghton Mifflin) Collections                            | 2017             |
| 10          | MATH         | (Walch) Integrated Pathways I & II                        | 2014             |
| 10          | SS           | (McGraw Hill) World History, Culture, Geography           | 2019             |
| 10          | SCI          | (McGraw Hill) Inspire Biology                             | 2019             |
| 11          | ELA          | (Houghton Mifflin) Collections                            | 2017             |
| 11          | MATH         | (Walch) Integrated Pathway II                             | 2014             |
| 11          | SS           | (McGraw Hill) United States History and Geography         | 2019             |
| 11          | SCI          | (McGraw Hill) Inspire Biology                             | 2019             |
| 12          | ELA          | (Houghton Mifflin) Collections                            | 2017             |
| 12          | MATH         | (Walch) Integrated Pathway II & III                       | 2014             |
| 12          | SS           | (McGraw Hill) Principles of American Democracy            | 2019             |
| 12          | SCI          | (McGraw Hill) Inspire Chemistry                           | 2019             |
| 12          | SS           | (McGraw Hill) Principles of Economics                     | 2019             |

## Facility Conditions and Planned Improvements

### Systems:

Regular maintenance was performed on all mechanical/HVAC and sewer systems. Inspecting for leaks is part of the regular maintenance schedule and any found were addressed in a timely manner.

### Interior:

Carpets are steam cleaned twice a year. Damage to walls is repaired and repainted regularly.

### Offices & classrooms:

All office computers and teacher laptops were upgraded with Windows10 and Microsoft OneDrive..

### Cleanliness:

Regular janitorial services are performed several times a week. On a quarterly basis, a deep cleaning is performed including waxing of floors and carpet cleaning. Regular inspections for possible pest/vermin infestations are performed. After an HVAC installation, repairs were made to the building in order to prevent possible infestations.

### Electrical:

Regular inspections are performed by maintenance staff and all electrical equipment is in good working order.

### Restrooms/Fountains:

Regular maintenance and repairs are performed for all restrooms, sinks, and fountains. Fountains are checked for proper water levels, toilets are repaired for leaks, and kitchen sinks receive regular grease trap cleanings.

### Safety:

Potentially hazardous materials are kept locked up. Any materials accessed by students are made with non-flammable ingredients. All students are supervised before, during, and after school hours with a staff to student ratio of at least 1:4. Staffing needs are determined by student acuity and therefore may be increased accordingly.

### Structural:

The main school building was built in 1985 and contains 5 classrooms, a library, art room, music room, computer lab and clinical and administrative offices. The multi-purpose building was constructed in 2003 and contains 2 classrooms, a music room, a woodshop & pottery room, a gym, support staff offices, the gym and a full-service kitchen. Regular roof repairs are made to the gym's tin roof to ensure the screws are tight and the sealant is applied. There was no structural damage to report for the year.

### External:

School Grounds are inspected daily. Repairs needed for fences, gates, windows, and doors are reported to maintenance staff and resolved immediately.

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## School Facility Good Repair Status

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         | X    |      |      |

## Pupil Outcomes

### Graduation Rate

| Indicator                 | School 2020–21 | School 2021–22 | School 2022–23 |
|---------------------------|----------------|----------------|----------------|
| Graduates with HS Diploma | 4              | 2              | 9              |

## Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2023–24)

Parents are invited to all extra-curricular activities. Parents may request to observe in the classrooms. Parents are invited to Back to School Night where they have the opportunity to meet with their child's teachers and have individual conferences regarding their child's progress. Parents are invited to give suggestions on school improvement. Parents are invited to participate in all IEP meetings and student quarterly clinical treatment reviews.

## School Climate

### School Safety Plan (School Year 2023–24)

The school safety plan is reviewed annually in detail and drills are conducted on a regular schedule. There is a Safety Committee that is responsible for updating the plan. There is a safety plan in place for fires, earthquakes, explosions, bomb threats, chemical spills, floods/snow storms/wind storms, power outages, and imminent danger/disturbance. The principal creates a list of duty assignments for each aforementioned emergency. The grounds are checked daily for harmful objects and potential threats posing a safety risk.

**Professional Development**

| Measure  | 2021–22 | 2022–23 | 2023–24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 6       | 6       | 6       |

*Teachers and classified staff participate in a rigorous program of Professional Development. Teachers meet each week and the whole staff meets weekly for training. The entire school team meets each morning for 20 minutes before student arrival to communicate needed information. Below is a list of trainings conducted annually.*

|  |  |
|--|--|
| Harassment Prevention                        | Van & Bus Safety                             |
| Violence Prevention                          | IEP Process                                  |
| Alcohol, Drugs, Tobacco Free Work Place      | Behavior Management System                   |
| Cultural Diversity                           | Level of Supervision                         |
| HIPPA, Confidentiality                       | CQI Continuous Quality Improvement           |
| Federal & State False Claims Act             | Treatment Plans                              |
| Blood Borne Pathogens                        | Client Rights                                |
| Pro Act Professional Assault Crisis Training | Defensive Driving                            |
| Pro Act Physical Restraint Training          | CPR/ First Aid                               |
| Risking Connections (Trauma)                 | Injury & Illness Prevention                  |
| Aggression Replacement Training              | Teamwork & Communication                     |
| Emergency Reporting System                   | SIR & BER Processing                         |
| Guarding Against Improper Sexual Conduct     | LGBTQ Awareness                              |
| Sexual Harassment Prevention for Supervisors | Emergency Evacuation & Disaster Preparedness |

