

School Accountability Report Card
Reported Using Data from the 2017–18 School Year
California Department of Education

Junior Blind
has a new name!



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

Contact Information
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THE SPECIAL EDUCATION SCHOOL OF WAYFINDER FAMILY SERVICES

Wayfinder Family Services' special education school (SES) provides children and youth, ages 3-21, who meet the criteria for moderate/ severe disabilities and may meet the criteria for multiple disabilities, intellectual disabilities, Autism or Deaf/ Blindness with a safe and positive environment for learning and growth. Some of our students who meet the criteria for multiple disabilities also have secondary handicapping conditions such as vision impairments. Our expectation is that all community members – staff, students and families, will be positive, willing, engaged and accountable in working to ensure success for every student. We respect and embrace diversity in the cultures, learning styles and individual experiences of our entire school community. All of our students benefit from the specialized instruction and techniques we offer. Our professional and instructional assistant staff function as collaborative teams to design and implement highly individualized interventions. Our students are able to direct their own learning through expressing choices and preferences and through engaging in hands on, functional activities. We respect each students' right to participate actively and with increasing independence as they access a functional skills curriculum. At the Special Education School of Wayfinder Family Services, we feel obligated and privileged to work closely with families to develop programs, which build upon each student's strengths thus increasing quality of life for our students and community members.

OUR MISSION

The Mission of the Special Education School is to provide students who meet the criterial for multi handicapped, Deaf/blind/ Autism and Intellectual Disabilities who may or may not have visual impairments with a highly specialized learning environment. This environment allows them to achieve their potential in independence, functional learning and quality of life.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	1
Grade 5	1
Grade 6	1
Grade 7	2
Grade 8	3
Ungraded Elementary	0
Grade 9	4
Grade 10	7
Grade 11	7
Grade 12	14
Ungraded Secondary	0
Total Enrollment	40

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	10%
American Indian or Alaska Native	0
Asian	7.5%
Filipino	0
Hispanic or Latino	62.5%
Native Hawaiian or Pacific Islander	0
White	27.5%
Two or More Races	0
Socioeconomically Disadvantaged	75%
English Learners	40%
Students with Disabilities	100%
Foster Youth	0

Teacher Credentials

Teachers	School 2016–17	School 2017–18	School 2018–19	District 2018–19
With Full Credential	75%	50%	25%	NA
Without Full Credential	25%	50%	75%	NA
Teaching Outside Subject Area of Competence (with full credential)	0%	0%	0%	NA

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

The Alternate Curriculum at Wayfinder Family Services Special Education School

The Special Education School utilizes a functional, life skills curriculum to meet the varied needs of our population. This alternative curriculum guide, The Curriculum Guide for students with Moderate to Severe Disabilities (SEACO) is aligned with California educational standards and benchmarks and is sanctioned by the school districts we serve. Although instructional goals are individualized, the following goals are stressed for every student, as appropriate to their needs:

- Development of age appropriate, functional communication, behavioral and self-help skills, which allow for optimal integration and interpersonal relationships in school, at home and in the community.
- Increasing independent, on task, task completion and task attention skills as well as fine motor and motor planning skills (processing) to allow for maximum engagement in instructional opportunities.
- Promotion of appropriate communication and self-regulation skills to express frustration, upset and excitement, and to make wants, needs and preferences known. Staff also encourages students to self-soothe, self-entertain (appropriately), and to seek and allow comfort from others thus allowing students to be emotionally available for instruction.
- Development of fine and gross motor skills, as well as posture, flexibility and balance, to enable students to move freely through the environment and to reduce inhibited gait and hesitant movement.
- Further development of communication skills involving multimodal and / or augmentative communication strategies, which may include tactile, sign language, pictures, talking devices, objects and object cues to receive and transmit relevant information (make wants, needs, preferences and comments known) across a variety of settings and with an ever increasing range of social partners.
- Increasing pre-vocational skills, including the acquisition of specialized skills, which allow the student to function with optimal independence in his/ her living and working environment.
- Increasing engagement in activities of daily living (dressing, eating, bathing, toileting, money management, etc. . . .) so that the student may function at an optimal level of independence across a variety of settings.

- Development of increased independence in orientation and mobility skills through reinforcement and review in a variety of environments.

Wayfinder Family Services Core Curriculum Matrix

CORE CURRICULUM	FUNCTIONAL SKILLS AREAS	INSTRUCTION: LEARNING SKILL
Science	Self-Care and Independent Living / Functional Academics	Cooking Sensory Stimulation Tactile exploration and efficiency Ipad activities
Health	Self-Care and Independent Living	Toileting Hygiene Hand washing Tooth brushing or tolerating tooth brushing Feeding / Self-Feeding Skills Dressing Self care routines – Opening the door, putting away morning materials, gathering and putting away materials through the day, cleaning area, throwing away trash Safety skills
Visual and Performing Arts	Social Emotional / Recreation & Leisure	Social Integration Social Games Turn taking and passing routines Appropriate Behavior
English/Language Arts	Communication	Morning Circle Music Appreciation – songs, chants, dances Story time – students need to engage and have active participation – this is best as part of a learning activity Receptive / Expressive Language Following directions Switch Based activities (Use of assistive technology) Voca and AAC based activities Sight words, name recognition, object cues, Personal object cues, Braille tralling and Braille skills Self Advocacy – alert to name, request turn, attention, request help, express YES or NO (refusal), More, Break, indicate ALL DONE
History /Social Science	Functional Academics	Fine motor Pre-vocational Social Skills Greetings Vocational – Transitioning Computer/ tablet activities Arts & Crafts

Physical Education	Motor Skills / Mobility Recreation & Leisure	Campus & Community Walk Play Yard Gym
Mathematics	Functional Academics	Fine motor Cooking Tactile games Money recognition / concepts Shopping skills – pick item, stand in line, greet clerk and say, indicate thank you Keeping money safe Schedule, Specials, Weekly and daily routines, Days of the week, months of the year. Rote counting Learning one to one correspondence Arts & Crafts Vocational
Functional Reading Functional Writing	Functional Academics	Pre-Braille Sight words, name recognition, object cues, Personal object cues, Braille trailing and Braille skills Tactile exploration and efficiency Tablet activities Early academics

In addition to the functional skills mentioned above, Wayfinder Family Services' school also incorporates the following in the students' routine if these are indicated on students' iep's:

- Orientation and Mobility Instruction
- Community Based Instruction
- Physical Therapy

Our textbooks are from the most recent state adoption. All students have access to grade appropriate textbooks

Core Subject Abbreviations: Elementary and Middle School Textbooks

English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)				
Grade Level	Core Subject Abbreviation	Current Textbooks and Instructional Materials (use Exact Title of Publication)	Publication Date	State Adopted YES/NO
K	ELA	Wonders Your Turn Practice Book	2017	YES
K	M	GO MATH!	2015	YES
K	H/ SS	Harcourt Homework and Practice book	2009	YES
K	SC	Houghton Mifflin Science: L K	2007	YES
1	ELA	Wonders Reading/ Writing workshop	2017	YES
1	M	GO MATH!	2015	YES
1	H/SS	A Child's View Cal Reflections	2007	YES
1	SC	Houghton Mifflin Science: Worktexts Level 1	2017	YES
2	ELA	Houghton Mifflin Reading	2004	YES
2	ELA	Wonders Literature Anthology	2017	YES
2	M	GO MATH!	2015	YES
2	H/SS	People We Know	2007	Yes
2	H/SS	Cal. Spotlight on St. Readers - People we know	2007	YES
2	Sc	Houghton Mifflin Science: Level 2	2007	YES
3	ELA	Houghton Mifflin Reading	2004	YES
3	ELA	Wonders Reading/ Writing workshop	2017	YES
3	M	GO MATH!	2015	YES
3	H/SS	Hourcourt Ca. Reflections Our Community	2005	YES
3	Sc	Houghton Mifflin Science: Level 3	2007	YES
4	ELA	Houghton Mifflin Reading	2004	YES
4	ELA	Wonders Reading/ Writing workshop	2017	YES
4	M	GO MATH!	2015	YES
4	H/SS	Cal. A Changing State Level 4	2007	YES
4	Sc	Houghton Mifflin Science: Level 4	2007	YES
5	ELA	Houghton Mifflin Reading	2004	YES
5	M	GO MATH!	2015	YES
5	H/ SS	The US: MAKING A NEW NATION, CA ed	2007	YES
5	Sc	Houghton Mifflin Science: Level 5	2007	YES
6	ELA	Language and Literature	2005	Yes
6	ELA	Wonders Reading/ Writing workshop	2017	YES

6	M	Cal. Math Course V1 and 2	2015	YES
6	M	GO MATH! Middle School	2015	YES
6	H/ SS	Discovering our Past: Ancient Civilizations	2006	YES
6	Sc	Holt, CA Earth Science	2007	YES
7	ELA	Language and Literature	2005	YES
7	ELA	Springboard: English Language Arts	2017	YES
7	M	Big Ideas Math, Algebra 1	2015	YES
7	H/ SS	World History: Medieval and Earely Mod. Times	2006	YES
7	Sc	Holt, CA Life Science	2017	YES
8	ELA	Language and Literature	2005	YES
8	ELA	Springboard: English Language Arts	2017	YES
8	ELA	StudySync Reading and Writing	2015	YES
8	M	Go Math! Grade 8	2015	YES
8	M	California Math Course 3 V 1 and 2	2015	YES
8	Sc	Holt CA, Physical Science	2007	YES
8	H/SS	Creating America: A History of the US Beg. Through WWI	2006	YES

Core Subject Abbreviations: High School Textbooks

English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)				
Grade Level	Core Subject Abbreviation	Current Textbooks and Instructional Materials (use Exact Title of Publication)	Publication Date	District of Alignment
9	ELA	CA Collections Grade 9	2017	LAUSD
9	ELA	The Language of Literature	2002	RBUUSD
9	M	Springboard Algebra 1	2014	LAUSD
9	M	Core Connections Algebra	2013	LAUSD
9	Sc	Live: The Science of Biology	2008	LAUSD
9	H/SS	A Different Mirror for Young People	2012	LAUSD
10	ELA	The Language of Literature Gr. 10	2002	RBUUSD
10	ELA	CA Collections Grade 10	2017	LAUSD
10	M	Springboard Algebra 2	2015	LAUSD
10	Sc	Living in the Environment: Principles, connections and solutions	2009	LAUSD
10	H/SS	World History - The Modern World	2007	RBUUSD
10	H/SS	Geography Alive! Regions and People	2006	LAUSD
11	ELA	The Language of Literature Gr. 11	2006	RBUUSD
11	ELA	CA Collections Grade 11	2017	LAUSD
11	M	SpringBoard Geometry	2015	LAUSD
11	Sc	The Sciences: An Integrated Approach	2017	LAUSD
11	H/SS	World Cultures: A Global Mosaic	2001	LAUSD
12	ELA	The Language of Literature 12	2002	RBUUSD
12	H/SS	Government - MacGruder's American Government	2001	RBUUSD
H.S.	M	HMH Algebra 1	2006	RBUUSD
H.S.	Sc	Prentice Hall Earth Science	2006	LAUSD
H.S.	H/SS	World History: Modern Times	2007	LAUSD

School Facility Conditions and Planned Improvements

The Special Education School of Wayfinder Family Services is a clean and well-kept facility. We have a maintenance team on site and repairs are made promptly when needed. Classrooms and classroom materials are disinfected regularly. There is regular monitoring to identify and correct any health or safety concerns. We provide a safe and effective learning environment. Our school includes a large pool, sensory play yard and swings, cafeteria, gym, bowling alley, music room and grassy area for activities.

There is one planned improvement at this time. The restrooms for student and staff use are being renovated with updated designs in 2019. Our school floors and hallways were newly tiled this fall.

School Facility Good Repair Status

Year and month of the most recent FIT report: Jan 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: Jan 2019

Overall Rating

Exemplary	Good	Fair	Poor
XXX			

A. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

CAASPP Test Results in ELA and Mathematics for All Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	0%	0%	NA	NA	48%	50%
Mathematics (grades 3-8 and 11)	0%	0%	NA	NA	37%	38%

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	10	23.8	0%
Male	24	--	--	NA
Female	18	--	--	NA
Black or African American	3	0	0	NA
American Indian or Alaska Native	0	0	0	NA
Asian	4	--	--	NA
Filipino	0	0	0	NA
Hispanic or Latino	23	--	--	NA
Native Hawaiian or Pacific Islander	0	0	0	NA
White	12	--	--	NA
Two or More Races	0	0	0	NA
Socioeconomically Disadvantaged	23	--	--	NA
English Learners	10	--	--	NA
Students with Disabilities	42	10	23.8	0%
Students Receiving Migrant Education Services	0	0	0	NA
Foster Youth	0	0	0	NA

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	10	23.8	0%
Male	24	--	--	NA
Female	18	--	--	NA
Black or African American	3	0	0	NA
American Indian or Alaska Native	0	0	0	NA
Asian	4	--	--	NA
Filipino	0	0	0	NA
Hispanic or Latino	23	--	--	NA
Native Hawaiian or Pacific Islander	0	0	0	NA
White	12	--	--	NA
Two or More Races	0	0	0	NA
Socioeconomically Disadvantaged	23	--	--	NA
English Learners	10	--	--	NA
Students with Disabilities	42	10	23.8	0%
Students Receiving Migrant Education Services	0	0	0	NA
Foster Youth	0	0	0	NA

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8 and high school)	0	0	0	0	0	0

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

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

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

Career Technical Education (CTE) Programs (School Year 2017–18)

The Special Education School of Wayfinder Family Services strives to maximize students’ highest potential for independence. Transition plans are implemented at the age of 14 years old and included in students IEPs. Transition plans are developed collaboratively within the IEP team meeting. To assist students with gaining transition skills, their vocational skills are explored. Students’ interests and abilities are discussed. Our students work towards vocational skills and functional skills throughout their day at school. Specifically students work in small groups to learn to work and care for their own needs with reduced prompts. Students learn to care for their areas and materials as independently as possible. Students work toward IEP goals which may include house hold care and chores such as taking out the trash, putting away dishes, cleaning up after cafeteria meals and care for recycling. Students engage in fund raising activities such as Snack Cart sales or a special school store to engage in greeting tasks, money tasks, and shopping tasks in our Wayfinder community. Additionally, classes go on outings about one time weekly to review functional and vocational skills in the community.

Career Technical Education (CTE) Participation (School Year 2017–18)

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

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes**California Physical Fitness Test Results (School Year 2017–18)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	NA	NA	NA
7	NA	NA	NA
9	NA	NA	NA

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

B. Engagement

Parental Involvement

Opportunities for Parental Involvement (School Year 2018–19)

Collaborating For Success – At the Special Education School we demonstrate this value with respect for all team members. We engage in sharing individual strategies for success to increase the capacity of all our community members – staff, students and families. Every participant in our school community is a life long learner – to the benefit of our program. We maintain our focus on *Students and Families First* with high expectations for the achievement of all students. As we work together to ensure the implementation of best practices, teams communicate our commitment in open, respectful and frequent discourse.

Culminating Activities - Teachers and classroom staff collaborate in designing and presenting Culminating Activities. These school wide activities occur about every other month. During these activities the entire organization and school community is invited into classrooms to participate in our most successful lessons based on that month's themes. These community building activities allows parents and other organization staff to get to know our students in a new setting while our students benefit from the opportunity to generalize skills as they travel from class to class-sampling lessons with a wider range of staff and peers.

Parent Advisory Committee - The parent advisory committee meets twice a year to discuss our school program and goals. Through this process parental input and perspective is included in our continuous efforts to improve our service to students and families. Any parent interested in participating in the parent advisory committee is encouraged to contact the Principal of the Special Education School.

State Priority: Pupil Engagement

The Students of the Special Education School of Wayfinder Family Services are on the alternative curriculum. They are working towards a certificate of completion rather than a high school diploma.

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

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

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

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	0	0	NA	NA	10.7%	9.7%
Graduation Rate	0	0	NA	NA	82.3%	83.8%

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

Indicator	School 2016–17	District 2016–17
Dropout Rate	0	NA
Graduation Rate	0	NA

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

**Completion of High School Graduation Requirements – Graduating Class of 2017
(One-Year Rate)**

Student Group	School	District	State
All Students	0%	NA	88.7%
Black or African American	0%	NA	82.2%
American Indian or Alaska Native	NA	NA	82.8%
Asian	0%	NA	94.8%
Filipino	NA	NA	93.5%
Hispanic or Latino	0%	NA	86.5%
Native Hawaiian or Pacific Islander	NA	NA	88.6%
White	0%	NA	92.1%
Two or More Races	NA	NA	91.2%
Socioeconomically Disadvantaged	0%	NA	88.6%
English Learners	0%	NA	56.7%
Students with Disabilities	NA	NA	67.1%
Foster Youth	NA	NA	74.1%

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015–16	School 2016–17	School 2017–18	District 2015–16	District 2016–17	District 2017–18	State 2015–16	State 2016–17	State 2017–18
Suspensions	0	0	0	NA	NA	NA	3.7%	3.7%	3.5%
Expulsions	0	0	0	NA	NA	NA	.1%	.1%	.1%

School Safety Plan (School Year 2018–19)

The Wayfinder Family Services safety plan is revised on a regular basis. Our most recent revision was June 2018. Our Comprehensive plan includes Child Abuse Reporting procedures, disaster procedures, and routine and emergency crisis response plans. These include regular fire and earthquake drills. We also conduct lock down “shelter in place” drills. Our plan covers other threats such as bomb threats and civil unrest. We do have a site wide disaster plan. We have water reserves and food reserves for such emergencies. All staff sign our anti-discrimination and harassment policy. Students are exposed to self-advocacy and safety procedures through social stories addressing IEP advocacy, van safety, good touch/ bad touch and fire/ earthquake safety procedures. Our site is a protected facility with locked access gates, reception areas with sign in procedures and a security guard.

Behavior Management

Wayfinder Family Services and the Special Education School utilize positive behavior intervention techniques. Behavior management techniques are used to help the student gain and maintain control of self and to protect him or her from harming self or others. The emphasis is on positive reinforcement and maintenance of appropriate social behaviors. Guidelines for Senate Bill AB-2586 that reflect positive behavior intervention or (P.B.I.) are followed.

Behavior intervention plans are written based on data collection and/or charting of the targeted behavior. These plans are written or approved by the certified Behavior Intervention Case Manager on staff, and approved by the administrative staff and the parents. All plans identify positive replacement behaviors as well as reinforcement and instructional techniques to encourage students to acquire new skills.

Whenever possible, behavior management techniques include elimination or modification of factors that elicit difficult behavior (i.e., changing tasks, adding structure, providing calendar systems, etc.). At all times are students are treated with respect.

C. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2015–16)

Grade Level	Average Class Size	Number of Classes* 1-20
K	NA	NA
1	NA	NA
2	NA	NA
3	NA	NA
4	NA	NA
5	NA	NA
6	NA	NA
Other**	8	1

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20
K	NA	NA
1	NA	NA
2	NA	NA
3	NA	NA
4	NA	NA
5	NA	NA
6	NA	NA
Other**	6	1

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

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20
K	NA	NA
1	NA	NA
2	NA	NA
3	NA	NA
4	NA	NA
5	NA	NA
6	NA	NA
Other**	10	1

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

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

Subject	Average Class Size	Number of Classes* 1-22
English	11	3
Mathematics	11	3
Science	11	3
Social Science	11	3

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22
English	9	4
Mathematics	9	4
Science	9	4
Social Science	9	4

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22
English	11	3
Mathematics	11	3
Science	11	3
Social Science	11	3

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	2	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	24	N/A

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

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

**Academic Counselors and Other Support Staff
Specialized Services and Activities:**

In addition to maintaining a two to one ratio, students to staff, the Special Education School of Wayfinder Family Services also provides designated instructional services per each students' IEP. These services include . . .

Occupational Therapy

Our occupational therapist works on fine motor skill development. This intervention can be extraordinarily impactful for our students who are working on self help and functional skills. Our occupational therapist routinely assists students to learn to eat or drink independently, engage in self dressing as well as to modulate their arousal level so that they are able to access classroom activities.

Orientation and Mobility Instruction

This area of instruction is especially important to our students who have no vision or a significant vision loss. Qualified Orientation and Mobility Specialists work with students to improve independent mobility skills. Special Education Teachers and Instructional Assistants are provided training on these specialized techniques and ensure that these skills are reinforced throughout the school day.

Physical Therapy

A significant number of our multi-handicapped students demonstrate gross motor challenges. Through our physical therapy program some of these students are learning to walk using supports such as gait belts or walkers. Students also learn to transition between different seats and to sit on their own (with stand by assistance) in activity or school chairs. The physical therapist assists in designing a schedule and program for teachers and special education staff to maximize the gross motor functioning of all students receiving this service.

Speech and Language Instructor

The Speech and Language services interventions are highly individualized – students learn to communicate to the maximal potential utilizing multimodal strategies such as proximity, verbalization, vocalization, gestures or specialized communication devices. These devices might include object or picture cues exchanges or voice output devices.

Teacher of the Visually Impaired

This area of instruction is vitally important to our students who have no vision or significant vision loss. The teacher of the visually impaired works with students who are able to learn to use the Braille, trail and read Braille words and/ or explore tactile illustrations in Braille books. Our teacher of the visually impaired also regularly consults with teachers and instructional assistants regarding how to maximize functional skills and tactile effectiveness in our instruction and intervention with our students.

Specialized Facilities and Activities:**Activity Center**

Our School Activity Center serves numerous functions. Art activities, music activities and gross motor activities may be occurring in this room at the same time. A large “Ball Bath” is available for use by all the students in the school program. This room also contains a washer and dryer for school needs and for students to work on the functional skill of completing laundry tasks.

Behavioral Intervention

A trained Behavior Case Manager consults on an ongoing basis regarding students who are demonstrating behavioral issues. Interventions begin with data collection and may proceed to development of a Functional Behavior Analysis or Positive Behavior Intervention plan. In every case, staff seeks to determine the antecedents of behaviors, the student's communicative intent and the escalation pattern for each student. Staff always attempts to intercede and shape the least aberrant behaviors to the most functional communication system for each student.

Community-Based Instruction

Students make extensive use of a variety of community-based instructional opportunities. On outings students learn and practice appropriate social skills and increase their independence and mobility. During community based instruction students practice social skills, money skills, noise tolerance, tactile tolerance, community awareness and much more.

Recreation Therapy

Students are actively engaged in a variety of recreational activities in the course of a semester. Water therapy is an integral part of the program during Extended School Year. Students swim in the pool on the school's campus and utilize the therapy pool. The students who are old enough and physically able receive training in the Fitness Center, and all students have use of the entire recreational facility.

Shane's Inspiration – Integration Activities for Elementary and Middle School Students

The Special Education School is privileged to participate in an integration program called Shane's Inspiration. As part of this program, our elementary and middle school students are invited to join typical peers on outings to local parks that have been outfitted with special equipment. Typical peers receive training in their own schools and from our Wayfinder Family Services staff on how to interact and play effectively with Special Education School students. We have begun building friendships with these typical peers and their school staff. Please watch for fliers about Shane's Inspiration weekend events!

Types of Services Funded (Fiscal Year 2017–18)

The Special Education School of Wayfinder Family Services provides a functional academic program for students grade K – 22 years old. We utilize the SEACO curriculum among other functional academic and life skills curriculum. We provide designated instructional services as prescribed by each student's iep. These DIS services include Language and Speech, Orientation and Mobility, Physical Therapy, Occupational Therapy, Transition Services and Vision Services. Additionally, our students engage in community-based instruction about once weekly. Our organization has a history of meeting the needs of Visually Impaired youngsters and adults. Our classroom and site are organized in routine ways with clear pathways to assist in increased independent functioning for those with Visual Impairments. Our classrooms have many materials specific to meeting the needs of students with visual impairments. These materials include Tablets for every classroom, object cues and object communication systems.

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0%	0%
English	0%	0%
Fine and Performing Arts	0%	0%
Foreign Language	0%	0%
Mathematics	0%	0%
Science	0%	0%
Social Science	0%	0%
All Courses	0%	0%

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

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

Professional Development

The Special Education School of Wayfinder Family Services provides from 6-8 days of professional development training yearly for the full staff. Additionally, Staff may participate in other days of training in small groups. Wayfinder Family services utilizes an online professional development program (RELIAS) throughout the year. Staff generally complete 4-10 of these courses yearly.

Teachers receive trainings during staff meetings at monthly throughout the course of the year.

Staff development activities are selected based on the mission of our school and the professional expectations for our staff. Staff participate in trainings regarding: Behavior intervention, Pro Act methods, communication intervention strategies, water safety training, first aid and CPR, Seizure interventions, Mandated Reporter Training and instructional strategies. Our site is working to become trauma responsive, therefore mindfulness and Collaborative Problem Solving trainings are becoming more common. One source of data for our instruction and intervention trainings is the students' progress toward IEP goals. Reviewing present levels and student progress suggests need areas for increasing our level of expertise in certain delivery areas. Additionally, as the population we serve varies, we also seek to increase expertise. For this reason, we have engaged in increased professional development addressing intervention strategies for students on the Autism spectrum and addressing functional transition goals and needs for our students.

The Special Education School sets aside 6-8 full days of professional development yearly. We also have workshop days for small groups of staff to gain skills in Pro Act intervention and Collaborative problem solving. Teachers attend additional Professional Development trainings throughout the year in teacher meetings with Administration.

Teachers are supported through continued mentorship by the Principal of the school. They are invited to attend district workshops when available. The school principal reviews lesson plans, observes classrooms, meets with teachers regularly and supports teachers in preparing IEPs and assessments for the students.

Some specifics of our Professional Development:

2015-2016

The focus this year was increasing independence for students and in developing instructional strategies to reduce prompt dependence. There were approximately 10 days of staff development this year. We had lectures by educational consultants who also visited the school and coached staff throughout the school day –modeling instructional strategies. Additionally, our school wide professional development included learning new interventions for students who meet the criteria of Deaf/blind. We learned about instructional strategies for visually impaired students, including the extended core curriculum. There were sessions on group instruction strategies and APE intervention for our students. Guest speakers were brought in to emphasize positive behavior intervention and communication strategies for our students as well as transition skills.

2016-2017

This year's focus was on Rigor/Relationships/ Relevance and Results in our instruction. Staff engaged in sessions reviewing communication, behavioral, functional, transition and literacy skills intervention and strategies. Guest speakers emphasized helping our students gain functional and transition skills. Teachers also participated in sessions to gain skills at increasing student engagement and lesson planning for active learners.

2017-2018

Mindfulness was the theme of this year's Professional Development. Emphasis was on developing and sharing strategies to help students gain functional and transition skills at a deeper level. Also reviewed were adapting materials to meet the needs of our varied populations who meet the criteria for visually impaired, Autistic and multiply disabled. We worked on developing vocational skills and independent work systems. Guest speakers addressed using AAC devices with our nonverbal students.