

# School Accountability Report Card Reported for School Year 2008-09

*Based on Template Published For 2006-2007*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Esther B. Clark Nonpublic School	<b>District Name</b>	Palo Alto Unified School District
<b>School Director</b>	Christopher Harris	<b>Superintendent</b>	Kevin Skelly, Ph.D.
<b>Street</b>	650 Clark Way	<b>Street</b>	25 Churchill Avenue
<b>City, State, Zip</b>	Palo Alto, CA, 94301	<b>City, State, Zip Code</b>	Palo Alto, CA 94306
<b>Phone Number</b>	650.688.3632	<b>Phone Number</b>	650.329.3737
<b>Fax Number</b>	650.688.3663	<b>Fax Number</b>	650.321.3810
<b>Web Site</b>	<a href="http://www.chconline.org">www.chconline.org</a>	<b>Website</b>	<a href="http://www.pausd.org">www.pausd.org</a>
<b>E-mail Address</b>	<a href="mailto:charris@chconline.org">charris@chconline.org</a>	<b>E-mail Address</b>	<a href="mailto:kruegsegger@pausd.org">kruegsegger@pausd.org</a>
<b>CDS Code</b>	43696416979090	<b>SARC Contact</b>	Bill Garrison

### School Description and Mission Statement

Information about the school, its programs, and its goals.

Esther B. Clark School is composed of five full day, primarily self-contained classrooms, each designed to work with up to twelve students. Students participate in a 6 ½ hour day that addresses academic, therapeutic and behavioral issues in individualized and small group formats. Students average length of stay is 24 – 36 months. Admission to Esther B. Clark is exclusively through referral from school district special education officials, SELPA program specialists and/or County Mental Health Agencies in Santa Clara, San Mateo, and Mid-Alameda Counties. Direct parental referrals has been considered but is not currently a vehicle for admission.

Classroom Instructional Teams consist of four professional staff: a Special Education Teacher, a licensed Clinician, a trained Behavioral Specialist and a Teaching Assistant. Psychiatric, Speech and Language and Occupational Services are also available when called for either in the child's IEP or County Mental Health treatment plan. Classroom Instructional Teams develop and implement integrated treatment protocols based on each student's identified behavioral, socio-emotional and academic issues as reflected by each student's current IEP.

The Clinician develops and implements the therapeutic component of the child's treatment protocol. Therapists focus their work with students and families on school-based issues to help them more productively manage anxiety and anger, social conflicts, learning hardships and improve family relationships as necessary. EBC therapists provide individual/group/family therapy, as well as coordinate mental health care with other community service systems and agencies.

The Behavioral Specialist implements the school wide Positive Behavior Teaching program in the classroom, trains the family to evaluate, document, and support the system, and provides direct instruction to students on replacement behaviors for the counterproductive ones each student presents upon admission. Behavioral IEP goals typically address such areas as frustration tolerance, social skills, and/or anger management. By providing direct instruction in coping strategies, precorrecting students during at-risk times in their daily schedule, and then fading their cues to students to use their strategies, the Behavioral Specialist is optimally effective in helping each student replace maladaptive behaviors with appropriate ones.

The Special Education credentialed teacher and a Teaching Assistant deliver a classroom curriculum that is aligned with the California State Standards in all academic areas. Students are given direct instruction on essential academic skills and compensatory strategies and self-advocacy for the use of accommodations when the IEP Team has determined such accommodations are necessary. Students participate in the State Testing And Reporting (STAR testing), and the California High School Exit Exam (CAHSEE) held in the spring of each year. Additionally, students over 14 may earn high school credits in all subject areas.

Art and Music programs are part of each student's weekly class schedule and serve to help children access personal strengths to help bring clearer insight to issues of concern.

The primary overall goal at the Esther B. Clark School is to facilitate each student's self-regulation of their academic learning, behavior, and emotions and utilize support services to autonomously function in a less restrictive educational setting in their home school district. This process typically requires a one and a half to three year time frame.

### **Opportunities for Parental Involvement**

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	Christopher Harris	<b>Contact Person Phone Number</b>	650.688.3632
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With our emphasis on the family, we offer numerous opportunities for parental/ guardian involvement on a regular basis. Family-School events include Back to School Night in September, Parent-Team Conferences in November, a Family Thanksgiving Feast in November, a Holiday Concert in December, Parent-Team Conferences in March, and an EBC Carnival in July. Parents/ guardians are notified of other classroom and school wide events in which they may choose to participate.

In the realm of Parent Education, our Clinicians offer educational presentation six evenings each year. This year's topics include: Your Child's Transition to their Next Educational Setting, The Four Stages of the EBC Program, The Role of Your Case Manager, Summer Programming Options and Medications Explained for the Layperson.

Parents/ guardians are required to participate in family/collateral therapy on at least a bi-weekly basis throughout the school year. As described above, focus of therapy is on strengthening parent child relations to enhance each student's opportunity to be successful in school.

And finally, all of our families are required to participate in the implementation of the Positive Behavior Training program, through which our daily communication about our students' behavior occurs. Parents and guardians begin with a one-hour training during the initial 30 day Interim Administrative Placement. Working with the classroom Behavior Specialist, parents are taught the level system used at EBC, develop a before school and after school set of behavioral expectations, and are trained in writing a message to the student (which also updates the classroom staff), and receive a message and number assigning a level to their child's school day behaviors. In this way, we seek to provide consistency, accountability and predictability that helps students understand and experience the behavior – consequence link between school and home

## II. Demographic Information

### Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	7
Grade 1	0	Grade 10	3
Grade 2	0	Grade 11	2
Grade 3	0	Grade 12	0
Grade 4	3	Ungraded Secondary	N/A
Grade 5	9		
Grade 6	7		
Grade 7	8		
Grade 8	10		
Ungraded Elementary	N/A	<b>Total Enrollment</b>	49

### Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	2	4.08%	Hispanic or Latino	5	10.02%
American Indian or Alaska Native	0	0%	Pacific Islander	0	0%
Asian	2	4.08%	White (Not Hispanic)	12	24.49%
Filipino			Multiple or No Response	28	57.14%

## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Ongoing	Date Last Discussed with Staff	Ongoing
<p>Student safety is an ongoing concern at EBC School. Emergency evacuation routes are posted in all classroom and treatment rooms. Fire inspections occur twice a year (certificates are available in the Maintenance and Facilities Office). Fire drills are held monthly (a log of which is also kept in the Maintenance and Facilities Office). Emergency food, water, and first aid supplies for students and staff are stored in a specified storage area. All staff are trained and certified annually in First Aid and CPR, the most recent training having taken place in October 2008.</p> <p>Given the level of emotional disturbance and the intensity of behavior problems exhibited by our students, each member of the staff is trained annually in Handle With Care, a SELPA approved prone containment restraint protocol. Employees are trained before they are allowed to work directly with the students, and all staff are recertified on at least an annual basis. Any incident requiring a physical restraint is formally reviewed, in compliance with the Hughes Bill, within 48 hours of the incident and a report issued to parents, the student's LEA, and their SELPA.</p> <p>There is an experienced full-time Crisis Manager on site at all times to support our Behavior Specialists. The Crisis Manager is instantaneously accessible to classrooms via cell phone to minimize risk of an acute behavioral episode becoming a full-blown behavioral emergencies. Quiet Rooms are available for both voluntary and involuntary student use to provide optimum opportunity for de-escalation. Strict adherence to the Hughes Bill keeps the use of restraints and exclusionary practices to a minimum.</p>			

### School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>All students and their families participate in the PBT as described above. The focus of our behavioral program is to determine the function of each student's target behaviors, use direct instruction to teach replacement behaviors and</p>
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strategies, and then begin to fade staff cueing until the student can autonomously use his/her replacement behaviors in previously triggering situations. Student success in the behavioral program is communicated in the classroom through:

- Home and School PBT messages, including PBT Scores on the board and score based privileges
- Verbal feedback/praise at regular interval throughout the day
- Maintenance of an "Above Expectations" board, including certificates that can later be turned in for extra privileges and/or goods from the classroom store,
- Permission for private use of the sideroom or other workspace,
- Students' names on the front board or Message Board,
- Primary reinforcers,
- Social time at recess.
- Group reinforcement is offered through such strategies as a marble jar that, when filled, can be traded in for a class privilege

All students and their families regularly partake in therapeutic services throughout their stay at EBC. Students are offered cognitive-behavioral based individual and group therapy, but also have Music and Art Therapy to provide an alternative modality for those children whose language competency is less developed. Student success in the clinical program is communicated in the classroom through:

- Verbal praise “in the moment.”
- Scores & comments provided through the PBT “scoreboard”
- Verbal feedback in Therapeutic Activity Groups
- Above Expectation cards are awarded
- Private and group check-ins with staff

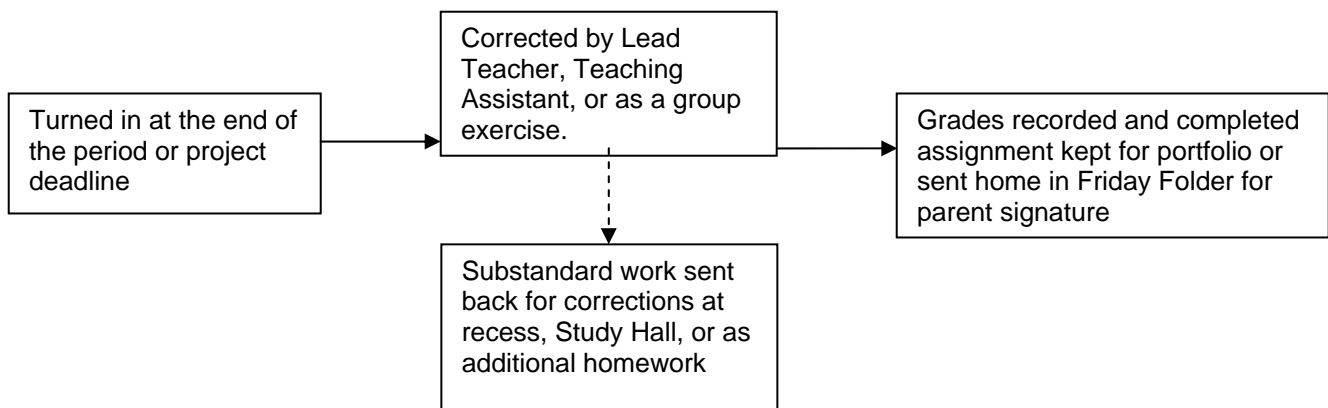
The academic programming is delivered to meet all California State Standards in all curricular areas. General Progress as well as progress against the IEP goals are monitored quarterly, and reported to parents and guardians and the LEAs. Students participate in STAR testing as defined by their IEPs. Students are returned to the public schools once they turn 16, as the educational philosophy of EBC is that students are best served on comprehensive high school sites.

While at EBC School, student success in the academic program is communicated in the classroom through:

- SEED sheets (Success Each & Every Day), Star Points (earned during core academic times), stickers. This is especially geared towards our elementary school population
- PBT messages and scoreboard
- Written comments (“Success Wall”,) and verbal praise
- Individual feedback with teacher on the day’s work
- Grades and comments on assignments
- Privileges earned on the basis of complete, neat, and accurate work
- Extended recess for total class homework completion

Additionally, each classroom has a specific routine for collecting homework and in-class work and providing specific feedback. Typically, specific feed back is given on the following cycle:

**FEEDBACK FOR ALL ASSIGNMENTS:**



## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School		
	2005	2006	2007
<b>Number of Suspensions</b>	0	0	0
<b>Rate of Suspensions</b>	0	0	0
<b>Number of Expulsions</b>	0	0	0
<b>Rate of Expulsions</b>	0	0	0

Students are not suspended, "suspended in-house" or expelled from EBC School. Behaviors that would result in either suspension or expulsion in the public schools are dealt with through our behavioral programming, and in cooperation with the Palo Alto Police Department when deemed necessary.

## IV. School Facilities

### School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the School Director.

The Maintenance and Facilities Supervisor handles all repairs and maintenance. Landscaping and janitorial services are done through outside contractor and supervised by the Children Health Council's Facilities staff. Safety checks are routinely done in the school to ensure there is no defective or broken equipment or furniture in any part of the building and campus where children may be.

### School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	X		<b>The building has no gas leaks.</b>
<b>Mechanical Systems</b>	X		
<b>Windows/Doors/Gates (interior and exterior)</b>	X		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X		
<b>Hazardous Materials (interior and exterior)</b>	X		
<b>Structural Damage</b>	X		<b>There is no structural damage.</b>
<b>Fire Safety</b>	X		
<b>Electrical (interior and exterior)</b>	X		
<b>Pest/Vermin Infestation</b>	X		
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		
<b>Sewer</b>	X		
<b>Playground/School Grounds</b>	X		
<b>Other</b>	X		

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in

2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### **California Standards Tests (CST)**

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### **CST – All Students**

Participation in STAR testing is discussed and resolved at the student's annual IEP. (None are CAPA tested). Receiving copies of the STAR testing reports from each of the 20 school districts we have contracts with continues to be problematic. As a matter of course, STAR testing reports are requested annually in the fall from the districts.

### **Norm-Referenced Test (NRT)**

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### **NRT – All Students**

Data reported are the percent of students scoring at or above the 50th percentile.

*See CST-All Students.*

### **Local Assessment**

Data reported are the percent of students meeting or exceeding the district standard.

None of the current 20 school districts represented chose to have their students participate in their local assessments.

### **California Physical Fitness Test**

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

All students participate in no less than 200 minutes over 10 consecutive days in a Modified General Physical Education class. Focus is on improving physical competence and confidence, teaching cooperation skills and instructing students on self-care. Intramural basketball is offered every spring. Currently, Esther B Clark School does not formally assess students on the CA Physical Fitness Test though all of the skills included in this testing are addressed in the EBC Physical Education program



4												
5												
6												
K-3												
3-4												
4-8												
Other	11				10	6			10	5		

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2006				2007				2008			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	6	0	0	10	6	0	0	10	5	0	0
Mathematics	10	6	0	0	10	6	0	0	10	5	0	0
Science	10	6	0	0	10	6	0	0	10	5	0	0
Social Science	10	6	0	0	10	6	0	0	10	5	0	0

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

EBC School's master contracts mandate that no classroom have over 12 students or exceed a 1;4 ratio.

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2006	2007	2008
Total Teachers	7	6	5
Teachers with Full Credential	4 & 3 in process	2 & 4 in process	1 & 4 in process
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			

<b>Teachers in Alternative Routes to Certification</b> (district and university internships)			
<b>Pre-Internship</b>			
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)			
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)			

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2006	2007	2008
<b>Misassignments of Teachers of English Learners</b>	NA	NA	NA
<b>Total Teacher Misassignments</b>	NA	NA	NA

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School
<b>Doctorate</b>	0
<b>Master's Degree plus 30 or more semester hours</b>	0
<b>Master's Degree</b>	3
<b>Bachelor's Degree plus 30 or more semester hours</b>	0
<b>Bachelor's Degree</b>	3
<b>Less than Bachelor's Degree</b>	0

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2005	2006	2007
<b>Vacant Teacher Positions</b>	0	0	0

## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teachers are provided with a rubric on the criteria upon which they will be evaluated. Objective data is gathered via direct observation on how proficiently and competently they perform their roles (using ACSA's WalkAbout program). Criteria include timeliness, appropriateness and completeness of lesson plans, collaboration and communication skills with colleagues, supervisors and students, attendance and punctuality to appointments, competency in developing and implementing of integrated treatment plan,

Notes are made on the following as well: effectiveness of role, HIPAA compliance, adaptability, commitment to excellence, initiative, leadership, time management/planning, problem solving, implementation of behavior plans, use of tools and technology, information gathering and research, resourcefulness, and instruction/running groups.

Every member of the school administrative team provides input and the staff member completes a self-review.

## Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

EBC School does not utilize substitute teachers. In the case of a temporary teacher vacancy, the Assistant School Director has served as the substitute teacher. Short –term absences are covered by the Teaching Assistants, each of whom has at least a BA, most of whom are pursuing a teaching credential.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

EBC School does not have academic counselors, per se, on staff. Freshmen and Sophomores have annual contact with the Special Education administrators to receive counsel on the accumulation of credits and testing information. Lead Teachers assist students in tracking credits they have accumulated and those required for application to the UC and State University school

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The School Director has been a special education administrator for over 20 years, including Directing the Esther B Clark School from 1996-2000, before becoming the Executive Director of the Children's Health Council from 2000 to 2004. The School Director has also served as the Executive Director in 2 private non-profit schools for children with severe learning disabilities, the Chartwell School in Seaside, CA (1986-1996) and the Janus School in Lancaster, PA ( 2004 – 2007). The Director meets weekly in group and individually with his administrative colleagues and monthly conducts a whole school staff meeting.

The Assistant School Director has 33 years of experience in special education in a multiplicity of roles and settings. She has both clinical (speech pathology) and teaching (preschool through graduate school) experience, and directly supervises the Lead Teachers and Teaching Assistants. In addition to ensuring compliance of lessons with IEP and state standards, the Asst. School Director is overseeing the integration of Assistive Technology into classrooms. She provides weekly individual and group supervision with the Lead Teachers and Teaching Assistants

The Clinical Program Manager is a Licensed Clinical Psychologist with a specialization in child and adolescent psychology. She has had direct clinical and/or supervisory experience working with children and adolescents on multidisciplinary teams in residential, forensic, inpatient, outpatient, and school based settings. Moreover, she is an adjunct faculty member at a local APA approved doctorate clinical psychology program. At the Esther B. Clark School she provides weekly direct and group supervision to clinicians from all mental health disciplines. She ensures that all clinicians adhere to evidence based psychological treatment protocols and that the highest quality assurance standards are maintained.

The Behavioral Program Manager has 14 years of experience in the school and another two years experience in the agency's Behavior Specialist Outreach Program. He is a certified BICM, and is responsible for training staff and monitoring compliance with the Hughes Bill. He directly supervises the Behavior Specialists through individual weekly supervisions, weekly group supervisions, and in vivo supervision in each of the classrooms. He also serves as the

school's lead Crisis Manager. The Behavioral Program Manager monitors the development, implementation, and proper documentation of the Behavioral Goals and Objectives of each student's IEP. He is also the Quality Assurance personnel for emergency behavioral interventions.

While treatment focus is on improving the functionality of students in a school environment, the instructional program resembles that of a grade level special day class with CA curriculum standards stringently adhered to in so much as the student's capacity for learning permits. For those with identified learning challenges instructional and performance accommodations are individually developed to increase the student's accessibility to the targeted curriculum. The Esther B Clark School emphasizes the academic component of its program so that the staff deals with issues that authentically emerge in a classroom setting. This allows staff to help students help identify the problem and develop new coping strategies that can be directly applied to a "real" classroom. The targeted outcome for all Esther B Clark students is the ability to autonomously and productively self-manage their behavior and emotions while on a less restrictive school campus and effectively utilize available support services as needed.

### Professional Development

Information about the program for training the school's teachers and other professional staff.

For all of our positions, the Children's Health Council has matched 1% of each employee's salary to provide a Professional Development Fund. The Fund can be tapped to cover the cost of tuition and books, workshops, and conferences. IN addition, the Esther B Clark school is launching a program that will assist teachers and professionals to attain proper credentialing/certification through accredited universities.

### Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	A complete list of textbooks and instructional materials is available through our school office and/or Application for Certification.
Mathematics	
Science	
History-Social Science	

### Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Every child in EBC School is issued their own textbook in all curricular areas. Supplemental materials do NOT include materials for English language learners, as none have been identified.
Mathematics	
Science	Science laboratory equipment is provided for all students at all grade levels.
History-Social Science	
Foreign Language	
Health	
Science Laboratory Equipment (grades 9-12)	

### Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	NA	36,000
1	NA	50,400
2	NA	50,400
3	66,000	50,400
4	66,000	54,000
5	66,000	54,000
6	66,000	54,000
7	66,000	54,000
8	66,000	54,000
9	66,000	64,800
10	66,000	64,800
11	NA	64,800
12	NA	64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	200	180 days
10	200	180 days
11	NA	180 days
12	NA	180 days

### Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Every Friday is scheduled as a minimum day, with students leaving at 1:15. The available hours are used for professional in-service training, IEP and/or parent meetings and collaborative agency wide meetings with staff.

## X. Postsecondary Preparation (Secondary Schools)

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language			
Mathematics			
Science			
Social Science			

AP and/or IB courses are not offered at EBC School.

## Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
	<b>STUDENTS ARE RETURNED TO THEIR NEIGHBORHOOD COMPREHENSIVE HIGH SCHOOL SITES FOR THEIR 11<sup>TH</sup> &amp; 12<sup>TH</sup> GRADE YEARS.</b>	

## Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
NA	NA	NA

## SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>Grade 12 Enrollment</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Percent of Grade 12 Enrollment Taking Test</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Average Verbal Score</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Average Math Score</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA

## College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

**Students are referred to their districts for College Admission Test Preparation Courses.**

## Workforce Preparation Programs

Information about the school's career technical education programs and classes.

All students receive workforce preparation related instruction through the curriculum e.g., resume writing as part of English-Language Arts, the use of software applications in the Computer Lab, and basic keyboarding. Students are also more directly engaged in workforce preparation through Paws in Jobland, for our elementary school students, which offers job exploration, and Choices Explorer, an on-line program that exposes students to career interest inventories, and job and training exploration. Students also participate in career exploration student assemblies.

## Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
NA	NA	NA	NA	NA	NA	NA

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

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

### District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
NA	NA	NA	NA

### Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

As a nonpublic school, we are not eligible for categorical funds. The placing LEA provides funding for tuition, transportation, and DIS as identified in each student's IEP. The County Offices of Mental Health provide funding for the clinical aspects of our programming.