

2020-21
School Accountability Report Card
Academy For Advancement of Children
With Autism West Hills

School Accountability Report Card Reported Using Data from the 20-21 School Year California Department of Education

For AACA West Hills

Address: 7353 Valley Circle Bl

Phone: 8188820200

Principal: Ms. Michelle

Grade Span: K-12

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	AACA - West Hills
Street	7353 Valley Circle
City, State, Zip	West Hills CA 91304
Phone Number	818 882-0200
Principal	Leslie Michelle
Email Address	Lmichelle@autismacademy.org
Website	www.autismacademy.org
County-District-School (CDS) Code	

Description and Mission Statement (School Year 2020-21)

The Academy for Advancement of Children With Autism (AACA) is a non-public school servicing children facing a wide variety of developmental challenges. We offer CDE approved curriculum which has been adopted and sanctioned by contracting LEA'S and alternative curriculum in accordance with SEACO standards. We have credentialed teaching professionals who hold either an Educational Specialist R3MM (with Autism Authorization) or R3MS credential; making them able to instruct students with the following qualifying disabilities : Autism, ED, ID mild/mod/sev, MD, OHI, DB, SLI, OI and SLD. We also employ appropriately licensed non-instructional staff which includes ATS, SLP, OT/R, PT, APE, BCBA, LEP, BID and BII.

Non-instructional professional/clinical staff are licensed to perform all standardized testing and assessing pertaining to their portion of a full psycho-educational evaluation. Academy for Advancement of Children with Autism West Hills is located on a serene campus in the North-West end of the San Fernando Valley. AACA serves students utilizing a multi-modal collaborative approach to education. Our goal is to create individualized educational programs designed to help students to become academically and socially successful. To that end, in addition to academic and DIS services; we offer both small group social skills programs and embed a social skills component into our classroom teaching strategy. We offer both diploma track (CORE curriculum) and Certificate of Completion.

We work hard to develop plans for transitioning students into adulthood by offering a transition program which includes community- based instruction at least once per week and vocational training.

It is our goal to help our students who are earning a certificate of completion to become as competent as possible with their life skills so that they can maximize their adaptive skills to their own greatest potential.

We have a state of the art occupational therapy clinic on site, a fully enclosed and secured playground, and a para-professional to student ratio of 1 staff to each 1.5 students; making us a very unique and special environment. We are able to keep our students moving toward meeting their IEP goals so that they may one day return to a general education setting; whenever possible.

Student Enrollment by Grade Level (School Year 20-21)

Grade Level	Number of Students
Kindergarten	0
Grade 1	
Grade 2	2
Grade 3	1
Grade 4	0
Grade 5	3
Grade 6	
Grade 7	2
Grade 8	2
Ungraded Elementary	0
Grade 9	2
Grade 10	3
Grade 11	2
Grade 12	3
Ungraded Secondary	7
Total Enrollment	27

Student Enrollment by Student Group (School Year 20-21)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	
Asian	
Filipino	3
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	6
Two or More Races	17
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	27
Foster Youth	0

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

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	20-21
With Full Credential	5	4	6	6
Without Full Credential	1	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2019	Yes	0
Mathematics	2017	Yes	0
Science	2016	Yes	0
History-Social Science	2019	Yes	0
Foreign Language		N/A	
Health	2004	Yes	0
Visual and Performing Arts	2006	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	

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

School Facility Conditions and Planned Improvements

AACA is located at 7353 Valley Circle BI West Hills CA. Classroom buildings and the play areas are kept safe and secured. The site is inspected yearly by the Fire Marshall. AACA has received Fire Marshall approval. The classrooms have recently been painted, retro-fitted for COVID19, HVAC updated, restrooms have been updated, and playground equipment has been checked for safety. In addition, the site administrator inspects facilities daily. The facility is in good condition. No repairs are needed at the time of reporting. Buildings are cleaned and sanitized nightly and the campus is secured by a 24 hour guard gate

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 2021

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			Inspected and tended to daily
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

Year and month of the most recent FIT report: 2021

Overall Rating

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Parental Involvement

Opportunities for Parental Involvement (School Year 20-21)

Parents of AACA students are involved by being an active participant in their child's IEP. Additionally, parents/caregivers are invited to various school activities throughout the academic year and asked to participate in various workshops.

Student Suspension Rates

Academy for Advancement of Children With Autism is a nonpublic school serving developmentally challenged students k-12. While we do have a suspension policy which is in accordance with California Education Code, AACA has not ever suspended or expelled a student.

School Safety Plan (School Year 2020-21)

AACA shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. AACA shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406 regarding the examination of AACA's employees and volunteers for tuberculosis. AACA shall ensure and provide copies upon request to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by AACA of such compliance before an individual comes in contact with an LEA student.

AACA shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

C. Other SARC Information

Academic Counselors and Other Support Staff (School Year 20-21)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	2	
Library Media Teacher (Librarian)	0	
Library Media Services Staff (Paraprofessional)		
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	10	N/A

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

Types of Services Funded (Fiscal Year 2020-21)

Academy for Advancement of Children With Autism provides all services in accordance with each student's IEP. Those services are not limited to but may include: SAI, OT, LAS, PT, ATS, APE, BII, BID, Psych, CG

Professional Development

The Academy for Advancement of Children with Autism offers Professional Development to its Education Specialists as well as all other non-instructional teaching staff. While we do NOT implement a minimum day schedule for these purposes, we DO build into our academic calendar, designated staff development days, which are entire work days when class is not in session. There are (6) of these days.

In addition to this, we hold weekly staff meetings solely for the purposes of on-going staff development. These are held before or after regular school hours. There are certain topics that are addressed bi-annually such as CPR training and Non-violent Crisis Prevention and Intervention (CPI). This is done in twice yearly cycles to ensure that all staff are trained properly and maintain their current standards of competency in these areas. Additionally, there is annual training in Child Abuse Reporting, Sexual Harassment, UCC procedures, and Blood-Borne Pathogens. As a regular part of our staff development, there are 3 full day trainings (as well as daily on going mini training sessions) on Applied Behavior Analysis, taught by our staff BCBA personnel. Para-professional staff are divided into 2 tiers: One-to One aide, and BII. BII staff are RBT certified and continue to receive 2nd and 3rd level behavior trainings. All paraprofessional staff need to keep passing behavioral training test scores at 85% or higher to continue working with students.

As a means of ensuring that all teachers and service providers retain their knowledge of education code as it relates to the IEP process, The Academy holds weekly management meetings where Education Specialists and service providers are required to attend. These meetings are held before school and are for the purposes of addressing all pertinent issues in understanding the IEP process, LEA reporting criteria, changes in state and federal laws governing education, and any other issues raised by staff in these areas. Weekly planning meetings solely between administration and Education Specialists are held after school hours for the purposes of discussing lesson plans and classroom management strategies.

As an NPS servicing many LEA's, AACCA utilizes contracting SELPA's for additional supports and training. AACCA is fortunate to have established good relationships with contracting districts and have been invited to participate in many district trainings. At the beginning of each academic year, SELPA's and contracting LEA's are contacted for a calendar of trainings for the upcoming year and AACCA sends teaching staff and clinicians to applicable trainings whenever possible throughout the academic year.

Additionally, The Academy is regularly advised via email flyers by DSS, contracting LEA's and SELPA's, and many other agencies of newly added trainings, which our teaching professionals and non-instructional staff are strongly encouraged and at times required (depending on the topic) to take advantage of. The Academy administration is enthusiastic and grateful to have good contract relationships which afford our staff the opportunity to participate in a multitude of professional trainings in addition to what The Academy offers directly.

In anticipation of meeting the evolving professional training needs of the entire AACCA staff: Needs Assessments are done weekly in our meetings and then translated into on-going professional development work shops. AACCA remains in contact with the CDE and all contracting LEA's so that we are advised of any legal or educational updates/changes regarding any aspect of special education. Topics that may be covered include but are not limited to the following: New curriculum, new or updated education code, new testing tools, Floortime/DIR Therapy, Social Skills, Art Therapy, Lesson Planning, ABA, Discrete Trials, Taking Data, Fading SCIA support, Assistive Technology, Introduction to new software applications, Sensory Diet, Peer Play, NCPI, Keeping the students engaged, employee manual updates, etc).