

Executive Summary School Accountability Report Card, 2012–13

Anova Center for Education, Sonoma County

Address: 3033 Cleveland Avenue Ste 240 Santa Rosa, CA 95403 **Phone:** 707-527-0183

Principal: Andrew Bailey, MA, MFT **Grade Span:** K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Anova Center for Education (ACE School) is a certified Non-Public School or NPS serving special education students. Our program serves children and teens (ages 5 through 22) diagnosed with High Functioning Autism, Asperger's Syndrome, Emotional Problems, Learning Disabilities and other Neurodevelopmental Impairments. Students experiencing emotional and/or behavioral challenges benefit from our specialized learning environment addressing both academic and social issues related to their disabilities. The ACE School emphasizes academic instruction meeting California state standards, with an enhanced staff-to-student ratio and small class sizes (no more than 12 students per class). The ACE School provides specialized treatment to address complex sensory integration difficulties, specific learning disabilities, language deficits, and impairments in social cognition and related skills. Support services are available for ACE students during their school day. The use of adaptive technology (including multiple computers per classroom and state-of-the-art educational software), video modeling, and other multi-sensory approaches to education are also an important part of our curriculum. Additional support in the form of social skills and language groups, and diagnostic services are available to students attending the Anova Center for Education. ACE teachers, therapists, and support staff are dedicated to assisting each student to achieve academic competence, learn the interaction skills necessary to navigate the social world, and re-integrate to their neighborhood school with the skills and confidence necessary to function independently in all environments and maximize their success.

Student Enrollment

Group	Enrollment
Number of students	77
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	%
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	8
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

ACE School makes great efforts to ensure that the school campus is clean, safe and functional. To assist in this effort, periodic, planned inspections are made by the School Coordinator. We emphasize locating potential hazards that can adversely affect safety and health. All personnel will be responsible for continuous, ongoing inspection of the workplace. When uncovered, potentially hazardous conditions will be corrected immediately or a maintenance report will be filed to initiate corrective action.

Repairs Needed

None at this time.

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

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

California Department of Education
School Accountability Report Card
Reported Using Data from the 2012–13 School Year
Published During 2013–14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

About This School

School Contact Information (School Year 2013–14)

School Name	Anova Center for Education, Sonoma County
Street	3033 Cleveland Avenue #240
City, State, Zip	Santa Rosa, CA 95403
Phone Number	707-527-0183
Principal	Andrew Bailey MA, MFT
E-mail Address	abailey@anovaeducation.org
County-District-School (CDS) Code	49 70912 6130165

School Description and Mission Statement (School Year 2012–13)

The Anova Center for Education (ACE School) is a certified Non-Public School or NPS serving special education students. Our program serves children and teens (ages 5 through 22) diagnosed with High Functioning Autism, Asperger's Syndrome, Emotional Problems, Learning Disabilities and other Neurodevelopmental Impairments. Students experiencing emotional and/or behavioral challenges benefit from our specialized learning environment addressing both academic and social issues related to their disabilities. The ACE School emphasizes academic instruction meeting California state standards, with an enhanced staff-to-student ratio and small class sizes (no more than 12 students per class). The ACE School provides specialized treatment to address complex sensory integration difficulties, specific learning disabilities, language deficits, and impairments in social cognition and related skills. Support services are available for ACE students during their school day. The use of adaptive technology (including multiple laptops per classroom and state-of-the-art educational software), video modeling, and other multi-sensory approaches to education are also an important part of our curriculum. Additional support in the form of social skills and language groups, and diagnostic services are available to students attending the Anova Center for Education. ACE teachers, therapists, and support staff are dedicated to assisting each student to achieve academic competence, learn the interaction skills necessary to navigate the social world, and re-integrate to their neighborhood school with the skills and confidence necessary to function independently in all environments and maximize their success.

Anova's Mission Statement

The mission of Anova is to provide innovative educational and behavioral services to children and adults with autism spectrum disorders, learning disabilities, emotional disturbance, and other neurodevelopmental impairments. Our services are provided in school, community, and home environments, allowing individuals to function more independently, engage in meaningful relationships with others, and lead an improved quality of life.

Anova's Vision

Anova is dedicated to empowering children, supporting families, and strengthening communities worldwide by providing the commitment, the insight, and the practical knowledge that promotes independence and changes lives.

Opportunities for Parental Involvement (School Year 2012–13)

The ACE School encourages and welcomes parental and family involvement across the educational and treatment continuum.

Student Performance

Standardized Testing and Reporting Program

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

All students in grades 2-12 are administered the STAR test. The district of residence supplies the appropriate testing materials for their students attending the ACE school. The test is administered by our trained staff during the testing window matching the districts. The IEP team makes the decision as to the appropriate testing accommodations awarded each of our students. After testing, the materials are returned to the district of residence for scoring purposes.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

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

All students in grades 10-12 are administered the CAHSEE test until they have passed. The district of residence supplies the appropriate testing materials for their students attending the ACE school. The test is administered by our trained staff during the testing window matching the districts. The IEP team makes the decision as to the appropriate testing accommodations awarded each of our students. After testing, the materials are returned to the district of residence for scoring purposes.

California Physical Fitness Test Results (School Year 2012–13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

All students in grades 5, 7, and 9 are administered the California Physical Fitness Test. The district of residence supplies the appropriate testing materials for their students attending the ACE school. The test is administered by our trained staff during the testing window matching the districts. The IEP team makes the decision as to the appropriate testing accommodations awarded each of our students. After testing, the materials are returned to the district of residence for scoring purposes.

Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

School Climate

Student Enrollment by Grade Level (School Year 2012–13)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	3
Grade 3	2
Grade 4	6
Grade 5	10
Grade 6	7
Grade 7	5
Grade 8	6
Ungraded Elementary	0
Grade 9	11
Grade 10	10
Grade 11	8
Grade 12	7
Ungraded Secondary	0
Total Enrollment	76

Student Enrollment by Student Group (School Year 2012–13)

Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	100%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2-3	11	1	0	0	11	1	0	0	11	1	0	0
3-5	11	1	0	0	11	1	0	0	11	1	0	0
6-7	11	1	0	0	11	1	0	0	11	1	0	0
7-10	12	1	0	0	12	1	0	0	12	1	0	0
9-12	12	2	0	0	12	2	0	0	12	2	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	1	0	0	8	1	0	0	8	1	0	0
Mathematics	8	1	0	0	8	1	0	0	8	1	0	0
Science	8	1	0	0	8	1	0	0	8	1	0	0
Social Science	8	1	0	0	8	1	0	0	8	1	0	0

* 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.

School Safety Plan (School Year 2012–13)

ACE School provides a comprehensive school safety plan that is reviewed, updated and discussed with the school faculty on a regular basis. The main key elements of the safety plan can be located in the *ACE Disaster and Emergency Procedures Master Plan*. Key elements of the school safety plan are as follows: pupil drill; teacher drill; school safety committee personnel description and responsibilities; instructions for converting building into a mass-care center. The safety plan also includes the school/site map description of student/staff assembly area location, emergency student/staff evacuation routes, utility shut-off locations, fire extinguishers and first aid kits and emergency supplies location. The school evacuation plan includes all possible and safe evacuation routes. Key elements of the evacuation plan include student release procedures, parent/student reunion access, student emergency housing and designated school supervision.

ACE School has a system of training and drills to address the need for safety should a disaster occur during business hours.

1. The School Director, who is a Safety Committee member, conducts monthly fire drills with staff and students.
2. Duck and Cover drills are coordinated by a trained teacher in each classroom and are implemented quarterly with students.
3. Emergency Preparedness Training takes place annually with all school staff.

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013–14)

ACE School makes great efforts to ensure that the school campus is clean, safe and functional. To assist in this effort, periodic, planned inspections are made by the School Coordinator. We emphasize locating potential hazards that can adversely affect safety and health. All personnel will be responsible for continuous, ongoing inspection of the workplace. When uncovered, potentially hazardous conditions will be corrected immediately or a maintenance report will be filed to initiate corrective action.

In the school's efforts to keep students safe on school grounds before, during, and after the school day, ACE requires all classroom staff and administrative staff to be assigned in supervising designated specific location areas before and after school during the unloading and loading of buses in the AM morning and PM afternoon times. The school also provides limited/controlled access of campus entrances during the school day. All visitors are to check in with the secretary at the front desk of the school's main office building. Any students arriving late to the campus are to also check in with the secretary

at the office main front desk. Supervision of grounds and buildings is required by teachers, classroom aides and administrators at ACE at all times during the school day.

ACE School in Santa Rosa has 6 classrooms and 5 small group instruction rooms. The Therapy Clinic provides space for Speech/Language and Occupational Therapy. The school administrative team ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

School Facility Good Repair Status (School Year 2013–14)

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

Overall Facility Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

Teachers

Teacher Credentials

Teachers	School 2010–11	School 2011–12	School 2012–13	District 2012–13
With Full Credential	8	8	8	n/a
Without Full Credential	0	0	0	n/a
Teaching Outside Subject Area of Competence (with full credential)	n/a	n/a	n/a	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011–12	2012–13	2013–14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012–13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	n/a	n/a
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff (School Year 2012–13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	.20	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	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	3	N/A

Note: Cells shaded in black or 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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

The Anova Center for Education, Sonoma County aligns curriculum with their resident school district, Santa Rosa City Schools. All instructional materials are state adopted. Every student has a textbook for each academic subject.

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

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

California State University

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

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

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

Completion of High School Graduation Requirements

Every ACE High School age student works toward completion of their individual district of residence High School Graduation requirements. A transcript is completed at the end of each semester to track graduation progress. All high school students in 10-12th grade are administered the CAHSEE.

Instructional Planning and Scheduling

Professional Development

All teaching and program staff attend regularly scheduled meetings and in-services designed to address instructional, behavioral, and therapeutic strategies and approaches endorsed by the school. Teachers are sponsored to attend outside workshops and seminars on relevant topics, and encouraged to share new knowledge and ideas at the staff meetings. Teachers involved in University Internship Programs are mentored by an administrator and teacher on campus. The administrative staff routinely visits the classrooms and provides coaching to the teacher as the need arises. Guest speakers who are experts in their particular fields are also invited to share their knowledge and insights with the teaching staff in both formal presentations and informal discussion formats. The school staff also attend quarterly in-services to receive the required trainings in areas such as: Behavior Management, Incident Report writing, Emergency Preparedness, Blood Borne Pathogens, and Universal Precautions. Teachers and Specialists participate in 5 development days per year.