

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

Anova Center for Education, Contra Costa County

Address: 3033 Ronald Way Concord, CA 94519

Phone: 707-318-1197

Principal: Andrew Bailey, MA, MFT

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- > For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

About This School

School Contact Information – Most Recent Year

School Name	Anova Center for Education, Sonoma County
Street	3333 Ronald Way
City, State, Zip	Concord, CA 94519
Phone Number	707-318-1197
Principal	Andrew Bailey, MA, MFT
E-mail Address	abailey@anovaeducation.org
Web Site	www.anovaeducation.org
County-District-School (CDS) Code	49 70912 6130165

School Description and Mission Statement – 2014-15

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.

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.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	1
Grade 3	6
Grade 4	8
Grade 5	7
Grade 6	9
Grade 7	9
Grade 8	6
Ungraded Elementary	0
Grade 9	4
Grade 10	10
Grade 11	0
Grade 12	2
Ungraded Secondary	0
Total Enrollment	63

Student Enrollment by Student Group (School Year 2014–15)

Group	Percent of Total Enrollment
Students with Disabilities	100%

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

Teachers	School 2013–14	School 2014–15	School 2015–16
With Full Credential	5	5	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	n/a	n/a	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014–15)

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	%	%
High-Poverty Schools in District	%	%
Low-Poverty Schools in District	%	%

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.

Quality, Currency, Availability of Textbooks and Instructional Materials – 2015-16

The Anova Center for Education, Contra Costa County aligns curriculum with their resident school district, Mt. Diablo Unified School District as well San Ramon Valley Unified School District, another contracted LEA. All instructional materials are state adopted. Every student has a textbook for each academic subject.

School Facility Conditions and Planned Improvements – 2015-16

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 Concord has 3 classrooms and 2 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 – 2015-16

Year and month in which the data were collected: December 2105

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 – 2015-16

Year and month in which the data were collected: December 2015

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

California Assessment of Student Performance and Progress (CAASPP)

All students in grades 2-11 are administered their designated CAASPP testing by grade level and ability: Smarter Balanced Summative Assessments, Alternate Assessments, Science Assessments. 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

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

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.

State Priority: Parental Involvement

Opportunities for Parental Involvement – 2014-15

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

State Priority: Pupil Engagement

Completion of High School Graduation Requirements – Graduating Class of 2015

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.

State Priority: School Climate

School Safety Plan – 2015-16

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.

Other SARC Information

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-3	7	1	0	0	7	1	0	0	8	1	0	0
4-6	8	1	0	0	9	1	0	0	10	2	0	0
7-8	8	1	0	0	8	1	0	0	13	1	0	0
9-12	8	1	0	0	14	2	0	0	10	2	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	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	1	0	0	7	2	0	0	10	2	0	0
Mathematics	8	1	0	0	7	2	0	0	10	2	0	0
Science	8	1	0	0	7	2	0	0	10	2	0	0
Social Science	8	1	0	0	7	2	0	0	10	2	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.

Academic Counselors and Other Support Staff (School Year 2014–15)

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)	0	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	2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	3	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.

Professional Development – Most Recent Three Years

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.