

School Accountability Report Card Reported for School Year 2007-08

Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the 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. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School	
School Name	Land Park Academy, Freeport Campus
Street	6400 Freeport Blvd.
City, State, Zip	Sacramento, CA 95822
Phone Number	(916) 427-2273
Principal	Dan Bridges, Executive Director
E-mail Address	dbridges@landparkacademy.com; Website: www.landparkacademy.com

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Land Park Academy, Freeport Campus, is a non-public school serving children diagnosed on the autism spectrum, ages 7-22 years, with an additional Regional Center-funded after-school and weekend social recreation program. We are a team of dedicated individuals with the goal of providing caring, comprehensive services with a commitment to a collaborative approach. The year-round school provides intensive, individualized educational programs developed for each student based on assessment to determine skill deficits, behaviors interfering with learning and general adaptive functioning, individual learning styles and individualized education plans. Average classroom ratios range from 7 to 8 staff per every 12 students, allowing for intensive instruction as well as small and large group work across functional environments throughout the school day. The educational program has a strong behavioral basis while addressing each individual through comprehensive programming. Our program structure can be visualized as a pyramid that allows us to treat the "whole" child, taking into consideration physical needs, relational/social-emotional skills, formal communication skills, prerequisite and advanced learning and academic skills. Our program addresses the needs of academics, independent living skills, communication and socialization skills, community integration and physical education. The school offers speech and language therapy and occupational therapy, as well as sensory integration, sensory diets, and daily exercise provided by an adapted physical education specialist. We provide teaching and support to enable our students to be as independent as possible in the least restrictive environment. Our mission statement is "to reach the potential of individuals with autism" through an integrated approach.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Land Park Academy provides opportunities for parents to communicate with their child's teachers through written communication logs that go between home and school daily, teacher availability upon arrival and departure of students from school, email, phone and voicemail, parent-scheduled classroom and DIS observation and conferences, quarterly update reports and annual Individualized Education Plan meetings. We have an open-door policy where parents/caregivers can schedule visits to their child's classroom throughout the year. An Open House is held each fall and we attempt to host a parent/care-provider and student social event twice per year to provide families opportunities to see what their child is learning and observe their engagement in group and social activities. Parents are welcome to attend regular school field trips that provide opportunities for community based instruction. Land Park Academy supports the Special Olympics and our team members volunteer their time to coach our students in specific events held one to two times per year.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	8	Grade 9	2
Grade 3	3	Grade 10	2
Grade 4	10	Grade 11	0
Grade 5	4	Grade 12	0
Grade 6	5	Ungraded Secondary	0
Grade 7	4	Total Enrollment	38

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	16%	White (not Hispanic)	42%
American Indian or Alaska Native	0	Multiple or No Response	8%
Asian	13%	Socioeconomically Disadvantaged	NR
Filipino	0	English Learners	15%
Hispanic or Latino	18%	Students with Disabilities	100%
Pacific Islander	0	n/a	n/a

[Class Size](#)

Land Park Academy serves students on a 1-to-1.5 staff-to-student ratio, with a maximum of 12 students per classroom, unless exceptions have been made with district approval.

II. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

A School Emergency Plan for Land Park Academy is provided to all team members in an effort to promote consistent practices in the event of any emergency situation. This plan addresses the following areas: evacuation, emergency/fire drills, fire, bomb threat, hostage crisis/weapon threat, drive-by shooting/show-by, and van evacuation procedures.

[School Discipline Practices](#)

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

Our behaviorally based program is driven by the empirical methodology of Applied Behavior Analysis (ABA), utilizing the "Positive Programming" model where the focus is on teaching students alternative, functional skills (e.g., communication) in order to decrease and replace maladaptive behaviors. Prevention of behaviors and teaching self-regulation is a focus through appropriate learning materials, structured classroom environments, positive staff interactions and relationship development with students, as well as sensory diets developed for each student based on his or her individual needs. Each team member works collaboratively to provide a positive experience for the student and family through a flexible and well-rounded approach. Innovative, research-based teaching methodologies and Applied Behavior Analysis (ABA) principles are utilized to develop each individual to their fullest potential and give them the skills necessary to transition into the public school system and/or community at large. Our school utilizes positive programming strategies and implements the California Hughes Bill regulations.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

It is understood that the nature of our students and their disabilities involves behavioral manifestations at times; therefore, suspension or expulsion would only be utilized as a last resort and only in conjunction with an individual's home school district and the IEP process.

III. Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The Administrative support staff work in conjunction with the Executive Director to coordinate and ensure prompt maintenance and repairs are conducted throughout the facility. Certified specialists are contracted as needed (e.g., electrician). The campus is checked each morning and afternoon to ensure safety and to enable areas of need to be addressed promptly. Our campus contracts a cleaning service company in order to ensure that all classrooms, offices, kitchen, and restrooms are kept cleaned. Classroom staff members conduct daily cleaning duties to ensure materials are kept clean and organized. Land Park Academy reviews campus needs monthly and provides facility improvements as needed.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs		X		Roof repair planned for Summer 2009
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School		
	2005-06	2006-07	2007-08
With Full Credential	0	1	3
Without Full Credential	4	3	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

A fully credentialed substitute teacher is available as is the Executive Director who is also fully credentialed to serve in all classrooms.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teacher performance is addressed continually as part of ongoing support and professional development toward successful attainment of the growth areas set forth in the California Standards for the Teaching Profession. Supervision meetings are held by the Executive Director with each certificated employee to address and develop focus areas and to encourage regular open and professional communication; Teacher and Specialist meetings are held at least once a month to discuss program planning, areas of concern, and student progress. Performance reviews are held at least annually with Teachers and Specialists in recognition of their time and commitment to the school, as well as to provide each team member with valuable feedback and direction as needed. Areas to be reviewed include the following: Interpersonal Relations/Communications, Work Organization and Planning, problem Solving/Decision Making, Technical Expertise and Performance, and Overall Effectiveness.

V. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Behavior Specialist	.8
Occupational Therapist	1.4
Rehabilitation Aide	1.0
Speech/Language/Hearing Specialist	2.4
Support Coordinator	1.0

VI. Instructional Materials

Curricular and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Land Park Academy ensures that those services outlined in each individual pupil's IEP are provided to students in accordance with the IEP goals and objectives and agreed-upon related services. Additionally, Land Park Academy works collaboratively with individual school districts, particularly with the Special Education Local Plan Area (SELPA) in which we are located, Sacramento City Unified School District SELPA, in order to provide educational materials commensurate with those being utilized within the SELPA and nearby school districts.

Sacramento City Unified SELPA utilizes the SEACO Special Education Alternative Curriculum Guide, developed by the California Special Education Administrators of County Offices, as the foundation for their curriculum in their classrooms for students with moderate to severe disabilities. Land Park Academy has purchased this program for each classroom and utilizes the materials to address each student's skills and areas of need, in addition to program planning and development. We will also continue to collaborate with the Sacramento City Unified SELPA regarding curriculum matters. Additional curriculum materials to be utilized at Land Park Academy include, though are not limited to, the following: Edmark Reading, Destination Math, Handwriting Without Tears, and Saxon Math.

VII. School Finances

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Students who are to receive related services, based on their current IEPs, may do so at Land Park Academy as we employ full-time specialists in the areas of Speech/Language/Hearing, Occupational Therapy, and Adaptive Physical Education. If case loads are exceeded, Land Park Academy will contract with subcontractors as needed and/or work with districts to ensure that student services are provided locally by another provider until services can be provided at the school. Land Park Academy also provides transportation for students to and from school on a limited basis and has the ability to provide behavioral support services to individuals and classrooms. Additionally, we provide Music Therapy one time per month for each classroom.

VIII. Student Performance

All students in Grade 2-11 currently enrolled at Land Park Academy participate in the California Alternate Performance Assessment (CAPA) annually in the Spring, based on the agreed upon level stated in their IEPs, with their individual results being provided to the school, the district, and to parents.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	NR
7	NR
9	NR

IX. Accountability

Nonpublic schools do not currently participate in the California Academic Performance Index (API) or Adequate Yearly Progress (AYP) processes, thus this section does not pertain to Land Park Academy.

X. School Completion and Postsecondary Preparation

Students may attend Land Park Academy from age three through age 22; all enrolled, and of appropriate age, are currently on a non-diploma track. Individual Transition Plans (ITPs) become a part of their individual IEPs once they are of age and address personal strengths and interests, potential vocational and career opportunities, and daily living skills appropriate for a high quality life and future.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Land Park Academy provides professional development opportunities through various local, state and regional conferences and professional trainings, on-site continuing education twice per month and tuition reimbursement for credentialing and certificated programs. Approximately 23 on-site continuing education trainings are provided to all staff each year covering topics ranging from safety to PECS and communication strategies. Weekly team meetings are held to ensure communication and consistency across team members.

Minimum Days in School Year

The section provides 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.

Land Park Academy operates 21 Minimum Days during the school year, shortening the school day by one hour on two alternating Fridays per month. Mandatory staff trainings are carried out on Minimum Days in an effort to ensure appropriate staff development across a wide variety of topics, such as suspected Child Abuse Reporting Laws, speech/language development and pragmatics, team-building, and problem resolution.