School Accountability Report Card
Reported Using Data from the 2018–19 School Year
California Department of Education

For *Anova Center for Education, Sonoma County School*

Address: 50 Mark West Springs Rd, Santa Rosa, Ca 95404   **Phone:** 707-527-0183
Principal: Heidi Adler   **Grade Span:** K-T

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.

About This School

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Anova Center for Education, Sonoma County
Street	50 Mark West Springs Road Suite 101
City, State, Zip	Santa Rosa, CA 95403
Phone Number	707-527-0183
Principal	Heidi Adler
Email Address	hadler@anovaeducation.org
Website	http://www.anovaeducation.org/
County-District-School (CDS) Code	49-70953-0133066

School Description and Mission Statement (School Year 2019–20)

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 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.

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.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	2
Grade 1	4
Grade 2	6
Grade 3	5
Grade 4	5
Grade 5	16
Grade 6	6
Grade 7	14
Grade 8	12
Ungraded Elementary	N/A
Grade 9	7
Grade 10	14
Grade 11	20
Grade 12	14
Ungraded Secondary	N/A
Total Enrollment	135

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	3%
American Indian or Alaska Native	2%
Asian	4%
Filipino	0%
Hispanic or Latino	9%
Native Hawaiian or Pacific Islander	.07%
White	78%
Two or More Races	9%
Socioeconomically Disadvantaged	14%
English Learners	>1%
Students with Disabilities	100%
Foster Youth	N/A
Homeless	>1%

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
With Full Credential	11	4	9
Without Full Credential	n/a	8	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	N/A	N/A	N/A
Total Teacher Misassignments*	N/A	N/A	N/A
Vacant Teacher Positions	N/A	N/A	N/A

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 Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: ___*1/3/2020*___

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

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

K	ELA	National Geographic Reach for Reading Common Core Program Volume 1 & 2	2017
K	MATH	enVision math 2.0 volume 1 & 2	2016
K	SS	Pearson My World Interactive History-Social Science	2019
K	SCI	Pearson Elevate California Sceince	2019
1	ELA	California National Geographic Reach Language Literacy Content	2017
1	ELA	National Geographic Reach for Reading Common Core Program Volumes 1 & 2	2017
1	MATH	enVision math 2.0 volumes 1 & 2	2016
1	SS	Pearson My World Interactive History-Social Science	2019
1	SCI	Pearson Elevate California Sceince	2019
2	ELA	California National Geographic Reach Language Literacy Content	2017
2	ELA	National Geographic Reach for Reading Common Core Program Volumes 1 & 2	2017

2	MATH	enVision math 2.0 volumes 1 & 2	2016
2	SS	Pearson My World Interactive History-Social Science	2019
2	SCI	Pearson Elevate California Sceince	2019
3	ELA	Californai National Geographic Reach Language Literacy Content	2017
3	ELA	National Geographic Reach for Reading Common Core Program	2017
3	MATH	enVision math 2.0 volumes 1 & 2	2016
3	SS	Pearson My World Interactive History-Social Science	2019
3	SCI	Pearson Elevate California Sceince	2019
4	ELA	Californai National Geographic Reach Language Literacy Content	2017
4	ELA	National Geographic Reach for Reading Common Core Program	2017
4	MATH	enVision math 2.0 volumes 1 & 2	2016
4	SS	Pearson My World Interactive History-Social Science	2019
4	SCI	Pearson Elevate California Sceince	2019
5	ELA	California National Geographic Reach Language Literacy Content	2017
5	ELA	National Geographic Reach for Reading Common Core Program	2017
5	MATH	enVision math 2.0 volumes 1 & 2	2016
5	SS	Pearson My World Interactive History-Social Science	2019
5	SCI	Pearson Elevate California Sceince	2019
6	ELA	California National Geographic Reach Language Literacy Content	
6	MATH	Common Core Coach Mathematics	2013
6	SS	National Geographic World History Great Civilizations	2016
6	SCI	Pearson Elevate California LifeScience	2019
7	ELA	Houghton Mifflin Collections	2015
7	MATH	Common Core Coach Mathematics	2013
7	SS	National Geographic World History Great Civilizations	2016
7	SCI	Pearson Elevate California LifeScience	2019
8	ELA	Houghton Mifflin Collections	2015
8	MAT	Common Core Coach Mathematics	2013
8	SS	Holt United States History Beginnings to 1914	2007
8	SCI	Pearson Elevate Earth Science	2019
8	SS	National Geographic World Cultures and Geography	2017
9	ELA	Collections 9th grade student edition	2017
9	MAT	Walch Math 1	2017
9	SCI	Earth Science	2006
9	SCI	Physical Science with Earth and Space Science	2013
9	SS	World Geography Today	2005
10	ELA	Collections 10th grade student edition	2017
10	MAT	Intergrated Pathways Unit 1-4	2017
10	SCI	Biology	2017
10	SCI	Biology	2008

10	SS	World History Patterns of Interaction	2003
11	ELA	Collections 11 grade student edition	2017
11	MAT	Intergrated Pathways Unit 1-4	2017
11	SS	The Americans: Reconstruction to the 21st Century	2005
12	ELA	Collections 12 g rade student edition	2017
12	MAT	Intergrated Pathways Unit 1-4	2017
12	SS	US Government	2006
12	SS	Economics	2005
12	SS	American Government	2003

School Facility Conditions and Planned Improvements

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 11 classrooms and 10 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.

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 2017–18	School 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	48%	30%	50%	50.87%
Mathematics (grades 3-8 and 11)	48%	30%	38%	39.73%

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	135	54	40%	60%	30%
Male	124	75	60%	40%	30%
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	105	49	91%	47%--	30%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	100%	100%	40%	60%	30%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	135	54	40%	60%	30%
Male	124	75	60%	40%	30%
Female	11	10	90%	--	--
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%	100%	40%	60%	30%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

The ACE School offers career preparation and vocational training that focuses primarily on the social and organizational aspects of vocational life. Specifically, we have students whose IEP's may specify training in the completion of job applications, the acquisition of a work permit, acquisition of a state driver's license or ID card, refinement of personal interviewing skills, and mastery of the executive functioning and prioritization skills required to attend college or maintain meaningful employment. Additionally, the ACE School collaborates closely with the district of residence that administers vocational programs such as workability. Our students are regularly offered contact with appropriate professionals including district specialists, college representatives, and other potential decision makers at IEP meetings and throughout the school year. The ACE School offers a full transition class as an elective to satisfy transitional goals.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	State 2015–16
Dropout Rate	N/A	9.7%
Graduation Rate	100%	83.8%

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–17	School 2017–18	State 2016–17	State 2017–18
Dropout Rate	0%	0%	9.1%	9.6%
Graduation Rate	100%	100%	82.7%	83%

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016–17	School 2017–18	School 2018–19	State 2016–17	State 2017–18	State 2018–19
Suspensions	1.3%	3.9%	>1%	3.7%	3.5%	3.5%
Expulsions	0	0	0	0.1%	0.1%	0.08%

School Safety Plan (School Year 2019–20)

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 shutoff 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	12	4	N/A	N/A

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	12	4	N/A	N/A

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

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	12	4	N/A	N/A

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

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	16	X	N/A	N/A
Mathematics	16	X	N/A	N/A
Science	16	X	N/A	N/A
Social Science	16	X	N/A	N/A

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	16	X	N/A	N/A
Mathematics	16	X	N/A	N/A
Science	16	X	N/A	N/A
Social Science	16	X	N/A	N/A

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	16	X	N/A	N/A
Mathematics	16	X	N/A	N/A
Science	16	X	N/A	N/A
Social Science	16	X	N/A	N/A

*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.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	N/A

*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.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	1
Social Worker	n/a
Nurse	n/a
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	n/a
Other	4

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	n/a	n/a	n/a	n/a
District	n/a	n/a	n/a	n/a
Percent Difference – School Site and District	n/a	n/a	n/a	n/a
State	n/a	n/a	$7,506.64	$82,403
Percent Difference – School Site and State	n/a	n/a	n/a	n/a

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

Types of Services Funded (Fiscal Year 2018–19)

Occupational Therapy Services include complete assessments and follow-up intervention services to assist students with a variety of gross/fine motor and sensory integration difficulties. Anova's Occupational Therapists work to normalize students' reactions to normal sensory input, help them become better aware of their bodies in space and how to manage them appropriately. Handwriting problems and other fine motor skill deficits are also a major emphasis of treatment. Each child receives an individualized treatment program based on their assessment.

Speech and Language Services include thorough assessments measuring baseline language abilities, the design of highly individualized treatment programs, skillful and effective treatment, and stringent follow-up to effectively gauge progress.

Social Cognition Therapy assists students to understand the internal world of others through individual and small group coaching. Complex and nuanced social issues are broken down and made more concrete to increase student comprehension for use in their daily lives. A specific vocabulary is used throughout the day to reinforce or correct various social behaviors. Real-time interventions are used to allow students to see the immediate effects of their social behaviors on others. Individual and group treatment is delivered in the classroom, clinic, and across the school milieu to promote skill retention and generalization.

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 attends 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.