California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year

Anova Center for Education, Sonoma County

Address: 50 Mark West Spring Road, Suite 101, Santa Rosa, CA 95403
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 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.

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 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

District Contact Information (School Year 2017–18)

District Name	Anova, Inc.	
Phone Number	(707) 527-7032	
Superintendent	Andrew Bailey	
E-mail Address	abailey@anovaeducation.org	
Web Site	http://www.anovaeducation.org/	

School Contact Information (School Year 2017–18)

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	
E-mail Address	hadler@anovaeducation.org	
Web Site	http://www.anovaeducation.org/	
County-District-School (CDS) Code	49-70953-0133066	

School Description and Mission Statement (School Year 2017–18)

School Description
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 2016–17)

Grade Level	Number of Students
Kindergarten	2
Grade 1	4
Grade 2	5
Grade 3	6
Grade 4	7
Grade 5	6
Grade 6	9
Grade 7	7
Grade 8	8
Ungraded Elementary	
Grade 9	14
Grade 10	22
Grade 11	14
Grade 12	8
Ungraded Secondary	8
Total Enrollment	120

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	1
Filipino	0
Hispanic or Latino	3
Native Hawaiian or Pacific Islander	0
White	87
Two or More Races	7
Socioeconomically Disadvantaged	24
English Learners	0
Students with Disabilities	100
Foster Youth	n/a

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 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	11	11	11	n/a
Without Full Credential	n/a	n/a	n/a	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	2015–16	2016–17	2017–18
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 Instructional Materials (School Year 2017–18)

Year and month in which the data were collected: _____*February 2018*_____

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Yes	0%
Mathematics	2017	Yes	0%
Science	2008	n/a	0%
History-Social Science	2011	n/a	0%
Foreign Language	2004	n/a	0%
Health	2006	n/a	0%
Visual and Performing Arts	n/a	n/a	n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	DPL

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

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.

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: February 2018

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

Year and month of the most recent FIT report: ___ *February 2018* ___

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/Literacy (grades 3-8 and 11)	50	50	n/a	n/a	n/a	n/a
Mathematics (grades 3-8 and 11)	55	55	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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	8	8	8	25
Male	8	8	8	25
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	8	8	8	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016–17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	8	8	8	25
Male	8	8	8	25
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	8	8	8	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
Science (grades 5, 8,and 10)	n/a	n/a	n/a	n/a	n/a	n/a

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016–17)

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 drivers 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.

Career Technical Education Participation (School Year 2016–17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	2
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	n/a

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	0%
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

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 2016–17)

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	100%		
7		42%	
9	36%		

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.

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 schoolsite

Opportunities for Parental Involvement (School Year 2017–18)

The ACE School encourages and welcomes parental and family involvement across the educational 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			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Dropout Rate	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
Graduation Rate	13	10	9	n/a	n/a	n/a	n/a	n/a	n/a

Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	9	n/a	n/a
Black or African American		n/a	n/a
American Indian or Alaska Native		n/a	n/a
Asian		n/a	n/a
Filipino		n/a	n/a
Hispanic or Latino	1	n/a	n/a
Native Hawaiian or Pacific Islander		n/a	n/a
White	8	n/a	n/a
Two or More Races		n/a	n/a
Socioeconomically Disadvantaged		n/a	n/a
English Learners		n/a	n/a
Students with Disabilities	9	n/a	n/a
Foster Youth		n/a	n/a

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			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	3	2	1	n/a	n/a	n/a	n/a	n/a	n/a
Expulsions	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

School Safety Plan (School Year 2017–18)

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.

Federal Intervention Program (School Year 2017–18)

Indicator	School	District
Program Improvement Status	n/a	n/a
First Year of Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Number of Schools Currently in Program Improvement	n/a	n/a
Percent of Schools Currently in Program Improvement	n/a	n/a

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12	X			12	X			12	X		
1	12	X			12	X			12	X		
2	12	X			12	X			12	X		
3	12	X			12	X			12	X		
4	12	X			12	X			12	X		
5	12	X			12	X			12	X		
6	14	X			14	X			14	X		
Other												

* 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	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16	X			16	X			16	X		
Mathematics	16	X			16	X			16	X		
Science	16	X			16	X			16	X		
Social Science	16	X			16	X			16	X		

* 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 2016–17)

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

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	n/a	n/a
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 2016–17)

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.

Teacher and Administrative Salaries (Fiscal Year 2015–16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,000	$40,430
Mid-Range Teacher Salary	$62,000	$58,909
Highest Teacher Salary	$75,000	$77,358
Average Principal Salary (Elementary)	$80,000-$125,000	$100,438-$116,229
Average Principal Salary (Middle)	$80,000-$125,000	$101,868-$119,596
Average Principal Salary (High)	$80,000-$125,000	$113,414-$121,883
Superintendent Salary	n/a	$116,069-$201,784
Percent of Budget for Teacher Salaries	n/a	33.25%-39.42%
Percent of Budget for Administrative Salaries	n/a	5.5%-6.73%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2016–17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	n/a	n/a
English	n/a	n/a
Fine and Performing Arts	n/a	n/a
Foreign Language	n/a	n/a
Mathematics	n/a	n/a
Science	n/a	n/a
Social Science	n/a	n/a
All Courses	n/a	n/a

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

* Where there are student course enrollments of at least one student.

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.