

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

ABOUT THIS NONPUBLIC SPECIAL EDUCATION SCHOOL

Switzer Learning Center

School Name: Switzer Learning Center

Address: 2201 Amapola Court, Torrance, CA 90501 **Phone:** 310-328-3611

Director of Education: Mr. Colmcille Coffey

Website: www.switzercenter.org

CDS Code: 19-65060-6936025

Grade Span: 5th through 12th grades, plus adult transition program to age 22

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.

- Switzer Learning Center is a nonpublic school (NPS), California Public Benefit, Federal Tax Exempt (ID # 95-2458879) 501 (c) (3) nonprofit corporation that is certified by the California Department of Education to provide intensive special education services for public school districts' students from local educational agencies (LEA). The school is one program in the nonprofit organization.
- For more information about SARC requirements and prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents/guardians and community members should contact the Switzer Learning Center's Director of Education or Clinical Director.

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 2022–23)

Entity	Contact Information
School Name	Switzer Learning Center
Street	2201 Amapola Court
City, State, Zip	Torrance, CA 90501
Phone Number	310-328-3611
Director of Education	Mr. Colmcille Coffey
Email Address	ccoffey@switzercenter.org
Website	https://switzercenter.org/
County-District-School (CDS) Code	19-65060-6936025

School Description and Mission Statement (School Year 2022–23)

Switzer Learning Center began serving children with special needs in 1966, when Dr. Janet Switzer, a pioneer in educational therapy, created a positive environment to prove that youngsters who could not learn in traditional ways because of learning and developmental disabilities, language and communication disorders, and/or behavioral and emotional disturbances, could learn and achieve academic success when they use strengths to compensate for weaknesses.

Since 2005, Switzer Learning Center's facility has been a large custom-built campus that includes advanced technology, home/science and student kitchens, computer labs, arts and crafts studio, music room, occupational therapy room, and fitness gym. Engaging extracurricular and enrichment activities support learning and development for students with an Individual Education Plan eligibilities of:

- Emotional Disturbance,
- Autism
- Specific Learning Disability,
- Speech and Language Impairment,
- Other Health Impairments.
- Intellectual disability
- Speech and Language Impairment

An approximate annual average of a dozen public school districts and charter schools contract with Switzer Learning Center to provide special education instruction, counseling, language & speech, structured reading and math intervention classes, behavioral interventions, and psychological /educational assessments.

Switzer Learning Center's mission of "Nurturing students of all abilities to believe, achieve and thrive!" is fulfilled through its three main academic programs.

1. **The Diploma Track Program** students with learning, social and emotional disabilities are on an academic track to earn their high school diploma. Students may dual-enroll at public schools or Southern California Regional Occupational Center. Many graduates attend El Camino Community College or Los Angeles Harbor College after they earn their high school diplomas.
2. The **Certificate Track Program** for middle and high school students with moderate to severe autism spectrum disorders uses an alternative curriculum to teach life skills needed to function independently, while also focusing on self-regulation, communication, social, emotional, and relationship development using guided participation and community-based learning activities.
3. The **Adult Transition Program** supports 18 to 22-year-olds with moderate to severe autism spectrum disorders to transition to a more fulfilling life beyond school after they receive their Certificate of Completion. The program empowers students by building independence, and teaching life skills and job skills. Community-based field trips, on campus supported work experience, and shadowed job internship at local businesses help students gain valuable vocational and work skills.

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	Not Applicable
Grade 1	Not Applicable
Grade 2	Not Applicable
Grade 3	Not Applicable
Grade 4	Not Applicable
Grade 5	2
Grade 6	2
Grade 7	2
Grade 8	7
Grade 9	12
Grade 10	12
Grade 11	9
Grade 12 +	29
Total Enrollment	75

Note: Switzer Learning Center had 75 students enrolled throughout the 2021- 2022 school year. Due to the high residence and school transition in the student demographic, no more than 60 students were enrolled at one time throughout the school year.

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	28%
Male	72%
Non-Binary	0%
American Indian or Alaska Native	3%
Asian	3%
Black or African American	28%
Filipino	1%
Hispanic or Latino	36%
Native Hawaiian or Pacific Islander	3%
Two or More Races	15%
White	12%
English Learners	8%
Foster Youth	11%
Homeless	3%
Migrant	0%
Socioeconomically Disadvantaged	66%
Students with Disabilities	100%

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 Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8	100%
Intern Credential Holders Properly Assigned	1	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0
Additional Instructional Assistants with 30-Day Substitute Credentials Assigned to Classrooms	4	+ 44%
Total Teaching Positions	13	144%

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7	100%
Intern Credential Holders Properly Assigned	0	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0
Additional Instructional Assistants with 30-Day Substitute Credentials Assigned to Classrooms	4	+ 57%
Total Teaching Positions	11	157%

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

Subject	Textbooks & Instructional Materials Publication Year	State Adopted Yes/No for Grades 5-8; or District Aligned for Grades 9-12	Students Lacking Own Assigned Copy %
Reading/Language Arts			
5. Houghton Mifflin Harcourt California Journeys Grade 5	2017	YES	0%
6. Houghton Mifflin Harcourt Collections California: Student Edition Grade 6	2017	YES	0%
7. Houghton Mifflin Harcourt Collections California	2017	YES	0%
8. Houghton Mifflin Harcourt Collections California	2017	YES	0%
9. Houghton Mifflin Harcourt California Collections: Grade 9	2017	LAUSD	0%
10. Houghton Mifflin Harcourt California Collections: Grade 10	2017	LAUSD	0%
11. Houghton Mifflin Harcourt California Collections: Grade 11	2017	LAUSD	0%
12. Houghton Mifflin Harcourt California Collections: Grade 12	2017	LAUSD	0%
Mathematics			
5. Houghton Mifflin Harcourt California Go Math! Grade 5	2015	YES	0%
6. McGraw-Hill Education; California Math, Course 1, Volume 1 & 2 Grade 6	2015	YES	0%
7. McGraw-Hill Education; California Math, Course 2, Volume 1 & 2 Grade 7	2015	YES	0%
8. McGraw-Hill Education; California Math, Course 3, Volume 1 & 2 Grade 8	2015 2015	YES YES	0% 0%

Subject	Textbooks & Instructional Materials Publication Year	State Adopted Yes/No for Grades 5-8; or District Aligned for Grades 9-12	Students Lacking Own Assigned Copy %
8. Big Ideas Math: Algebra 1	2015	LAUSD	0%
9. Big Ideas Math: Geometry	2015	LAUSD	0%
10. Big Ideas Math: Algebra 2	2015	LAUSD	0%
Science			
5. CA NGSS Science Techbook Experience Grade 5	2019	YES	0%
6. CA NGSS Science Techbook Experience Grade 6	2019	YES	0%
7. CA NGSS Science Techbook Experience Grade 7	2019	YES	0%
8. CA NGSS Science Techbook Experience Grade 8	2019	YES	0%
9. Discovery Education; CA NGSS Science Techbook Experience High School Living Earth	2019	LAUSD, TUSD	0%
10. CA NGSS Science Techbook Experience High School Biology	2019	LAUSD, TUSD,	0%
11. Concord Consortium: Interactions for Physical Science	2019	LAUSD	0%
12. Discovery Education; CA NGSS Science Techbook Experience High School Chemistry in the Earth System	2019	LAUSD, TUSD	0%
History-Social Science			
5. IMPACT: California, Grade 5: US History: Making A New Nation	2019	YES	0%
6. IMPACT: California, Grade 6: World History & Geography, Ancient Civilizations	2019	YES	0%
7. IMPACT: California Grade 7: World History & Geography, Medieval & Early Modern Times	2019	YES	0%

Subject	Textbooks & Instructional Materials Publication Year	State Adopted Yes/No for Grades 5-8; or District Aligned for Grades 9-12	Students Lacking Own Assigned Copy %
8. IMPACT: California Grade 8: United States History & Geography, Growth & Conflict	2019	YES	0%
9. Geography Alive! Regions and People	2019	LAUSD	0%
10. California World History: The Modern World	2018	LAUSD	0%
11. US History: The Twentieth Century	2019	LAUSD	0%
12. Magruder's American Government (California)	2018	LAUSD, TUSD	0%
12. Econ Alive! The Power to Choose	2015	LAUSD, TUSD.	0%
Understanding Psychology	2014	LAUSD	0%
Sociology & You	2014	LAUSD	0%
Street Law: A Course in Practical Law (9th Edition)	2016	LAUSD	0%
Foreign Language			
Anecdotas 1- Spanish 1	2021	LAUSD	0%
Anecdotas 2- Spanish 2	2021	LAUSD	0%
Health			
The Great Body Shop- Grade 5	2022	LAUSD	0%
Health Middle School- Grade 6	2020	LAUSD	0%
Health Middle School- Grade 7	2020	LAUSD	0%
Health Middle School- Grade 8	2020	LAUSD	0%
Comprehensive Health Skills- High School	2020	LAUSD	0%

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

School Facility Conditions and Planned Improvements

Switzer Learning Center's facility was custom-built in 2005, and includes specially designed classrooms, auditorium with stage, arts and crafts studio, commercial kitchen, advanced technology computer lab with wireless internet connection, student kitchen, home/science lab, music editing studio, student clubhouse, arts & crafts studio, fitness gym, and OT/sensory training room. The school facility is a well maintained and safe environment.

During summer 2017 solar panels were installed on the roof of both building. During winter break 2018 the OT/sensory training room, board conference/IEP room, and landscaping was upgraded. In 2019, the campus technology infrastructure and internet access were upgraded, and a new security system with cameras was installed. In 2020 the roofs were resealed. During 2021 the heating, ventilation and air conditioning system, and school lighting were upgraded. In 2022 water fountains were switched to bottle filling stations and artificial turf was installed outdoors to reduce water usage for lawn and garden upkeep.

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 rate for each system inspected
- The overall rating

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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		Repair roof leak revealed by recent rain.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	--	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	--	N/A	N/A	N/A	N/A

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Switzer Learning Center students in grades five through eight and eleven participate in mandated statewide English language arts/literacy and mathematics assessments known as CAASPP which includes the Smarter Balanced Summative Assessment and the CAA. However, the percentage of students meeting or exceeding the State standard are not calculated and not shown when the numbers of students tested in many categories and student groups are too small to be statistically significant, and could inadvertently make public individual student performance.

CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	12	75%	25%	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	12	75%	25%	--

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
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	12	75%	25%	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	12	75%	25%	--

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.

Switzer Learning Center's eligible students in grades five through eight and high school participate in mandated statewide assessments in science known as CAASPP which includes California Science Test (CAST). However, test results by student group are not shown because the numbers of students tested in many categories and student groups are too small to be statistically significant, and could inadvertently make public individual student performance.

**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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	--	--	N/A	N/A	N/A	N/A

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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 by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	17	81%	19%	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	17	81%	19%	--

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.

Career Technical Education Programs (School Year 2021–22)

To prepare students for careers and college, they are taught applicable skills and knowledge through a variety of modalities, which include but are not limited to the following:

- Individual Transition Plans (ITPs) are developed for each student as a part of his/her IEP, beginning at age 14 for LAUSD students, and at age 16 for non-LAUSD students. The ITP documents transitional goals and objectives, as required. Transition services are implemented in the school program and are provided to the student based upon goals and objectives written in the ITP.
- Interspersed throughout the core curriculum students begin work on pre-vocational skills, including punctuality, working with authority figures/supervisors, completing tasks, discussing a variety of job types, filling out applications, interviewing techniques, a wide variety of age appropriate worksheets, assessment tools, checklists, voting applications, and selective service registrations, etc.
- Elective classes (e.g. Financial Foundations, College and Career Planning, Workforce Preparation, Personal Finance, Leadership Development) address the individual transition needs, and include guest speakers, local college tours, job interview skills, resume writing, internet research concerning careers of interest, and job application completion. The Financial Foundations and the Life Skills for the 21st Century curriculums are used, as well as additional supplemental materials to teach students skills needed for obtaining and maintaining successful employment.
- Switzer Learning Center's multimedia Digital Technology Program trains students to become proficient in current relevant software platforms, and to explore technology used in various applications. Students are taught industry-standard knowledge using professional versions of software to prepare them for the challenging and multifaceted media work-force. The Digital Technology Program builds students' individual interests, while adhering to state core curriculum standards and accommodating their unique learning needs. Courses include basic computer navigation, Word, Excel, PowerPoint, QuickBooks, Adobe Photoshop, Animation, Music/Film Production, Photography, Illustrator, Publisher, Coding, Robotics, and Social Media. Students progress in classes and online courses that range from basic to advanced in programming languages, design, and/or digital media to earn IT certifications.
- Technical arts classes (e.g. Film Production, Microsoft Training, CodeAcademy and Free Code Camp) and extracurricular activities begin vocational training. Students in our Music Production course learn to use Nature Instinct's Machine software and M Box which is professional software used by music producers to record beats. They also use professional drum machines. Pro Tools Record software for recording vocals, and instrumental music, and Reason software for professional editing and recording of music tracks. Occasional Mechanics classes are taught to teach the use basic hand and power tools, as well as the science and hands on practice for beginning flex wire welding.
- Diploma-Track students may expand their vocational skills by working as tutors and assistants in both the Certificate-Track and Diploma-Track programs. They may also

assist in the student store to develop customer service skills and improve their ability to handle money and finances.

- Counselors meet with Diploma-Track students to assist in post-secondary planning. They assist students in completing online personality and interest inventories. Counselors may accompany seniors for tours of prospective community college campuses, and help facilitate enrollment in local community colleges.
- Eligible students may have an opportunity to attend the Southern California Regional Occupation Center (SoCal ROC) or Harbor Occupational Center for formal vocational training in an area of interest for which they attain class credit.
- Depending on student eligibility, other resources and services may include: Vocational Assessment Services from Torrance Unified School District, other districts' Workability Programs and services, Department of Rehabilitation, Job Corps, Civilian Conservation Corps, Department of Mental Health; Regional Centers, wraparound teams; outpatient therapists; and least restrictive environment counselors.
- Certificate-Track Program teaches students with moderate to severe autism: (1) life skills needed to function as independently as possible; (2) a variety of supported work opportunities on and off campus to explore possible jobs that may be of personal preference and gain work experience; (3) roles and responsibilities of being an employee, and (4) basic money management and purchasing skills via rotating on campus jobs that are integrated into the alternate curriculum
- Adult Transition Program students work several times per week as an "intern" and have "shadowed job experiences" off campus at local businesses and non-profit organizations.

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	75
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

Completion of High School Graduation Requirements

High School Diploma

Switzer Learning Center's written course of study meets or exceeds proficiency standards for graduation requirements established by students' Individual Education Plan (IEP) teams. Diploma-Track students demonstrate mastery of the curriculum by completing a minimum of 210 to 230 credits according to the high school graduation requirements established by School Board policy for each student's school district. Students must meet other Local Education Agency and State of California criteria to be eligible to graduate and participate in the graduation ceremony.

AB 167/216/1806 Diploma-

This law was written and amended to assist students in foster care, students involved in the criminal justice system, and students experiencing homelessness. These students often experience significant educational disruption that prevents them from earning a diploma in a standard high school time frame, putting them statistically at high-risk for dropping out of school. Switzer Learning Center educates eligible students and their guardians on this diploma option. Participating students are then assisted with the process and coursework that makes the earning of a diploma more accessible.

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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.

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

Partnership with parents is crucial from initial intake interview all the way through high school graduation, and beyond. Each student's counselor performs a thorough historical interview after a child is enrolled, during which a relationship is established that enables the counselor to serve as a case manager with the student's parent/guardian. Classroom teachers maintain regular contact with parents via telephone, email, parent conferences, IEP preparation and IEP meetings. During our annual Back-To-School Night, parents meet with the whole team working with their student. Parents receive formal progress reports quarterly in alignment with the report card schedule. Parents are invited to attend our student assemblies, holiday celebrations, graduations, and fundraisers. Additionally, our board of trustees attempts to recruit a parent of an alumnus or an alumna for membership.

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism.

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

The 2022 graduation rate was 70%.

The demographic of Switzer Learning Center students is often in living situations that transition. This may be due to foster home or group home placement, changing family dynamics, changing residences, or other factors. Frequently changing homes results in many of the students frequently changing schools. In addition, a number of students successfully transition back to public school each year. Given the significant rates of enrollment and disenrollment in the student body, data is unreliable to provide a four-year cohort rate of dropout and graduation.

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	10	9	90%
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	10	9	90%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Graduation rate by student group are not shown because the numbers of students tested in many categories and student groups are too small for statistical accuracy or to protect student privacy of individual performance.

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	75	75	9	12%
Female	--	--	--	--
Male	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	75	75	9	12%

Rates of chronic absenteeism by student group are not shown because the numbers of students in many categories and student groups are too small for statistical accuracy or to protect student privacy of individual performance.

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

Students have a high sense of safety in the therapeutic and nurturing environment created by a very dedicated staff. Multiple levels of supports are available to assist students with extreme behaviors learn more positive ways of coping. Individuals with exceptional needs cannot be expelled from school for infractions related to their disabilities. When a student exhibits a pattern of challenging behaviors, a behavior intervention plan is developed, implemented, tracked, and adjusted if necessary by the student's multidisciplinary team.

Whenever possible, attempts are made to avoid suspending students. Some of the alternatives to suspension include: coordinated behavior plans, alternative programming, behavior monitoring, in-school suspension alternatives, community service, counseling, calls to parents to talk with students during the day, parent conferences, educational packets, restitution, problem solving, negotiating contracts, social skills education, mediation meetings, and positively reinforcing good behaviors. The principal or another school administrator must approve suspensions from school. Functional Behavior Assessments and Behavior Support Individual Education Plan meetings are coordinated with parents, wraparound service providers and district personnel as needed. Prior to considering any possible disciplinary changes in educational placement, a manifest determination must consider if the student's inappropriate conduct was a direct result of his or her disability, and whether the student's IEP had been properly implemented.

**Suspension and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	--	--
Female	--	--
Male	--	--
Non-Binary	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	--	--
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	--	--
English Learners	--	--
Foster Youth	--	--
Homeless	--	--
Socioeconomically Disadvantaged	--	--
Students Receiving Migrant Education Services	--	--
Students with Disabilities	--	--

Rates of suspension and expulsions by student group are not shown because the numbers of students in many categories and student groups are too small for statistical accuracy or to protect student privacy of individual performance.

School Safety Plan (School Year 2022–23)

Switzer Learning Center has a comprehensive Emergency Preparedness Plan that can be reviewed on site. The written plan documents procedures for emergency operations, including specific staff responsibilities for handling various emergencies, including, medical, earthquake, fire, hazardous materials spills, and other emergencies. The plan requires staff and student training where appropriate. Disaster drills are conducted as required, including “duck and cover”, “shelter in place”, fire drill, and evacuation. All staff members are trained annually for CPR, first aid, using universal health care precautions for protecting against blood-borne pathogens, and for using nonviolent CPI behavioral interventions. To protect student and employee health and safety, all employees and volunteers are examined for tuberculosis, and have DOJ cleared fingerprints before coming in contact with students.

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 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	8	2	0	0

*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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	9	1	0	0

*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 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	8	1	0	0

*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 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10	7	0	0
Mathematics	10	7	0	0
Science	9	5	0	0
Social Science	9	5	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.

**Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10	7	0	0
Mathematics	10	7	0	0
Science	10	7	0	0
Social Science	8	7	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.

**Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9	6	0	0
Mathematics	9	6	0	0
Science	8	6	0	0
Social Science	8	6	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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	1/39

*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.

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Psychologist & Marriage Family Therapist Counselors	5
Speech/Language/Hearing Specialist	1
Classroom Instructional Aides	7
Dean of Students	1
Positive Behavior Intervention Instructor	1
Art Therapist	0.5
Tutor	0.5
1:1 Behavior Aides	18

*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.

Types of Services Funded (Fiscal Year 2021–22)

Approximately 12 public school districts and charter schools in the south western part of Los Angeles county contract with Switzer Learning Center's school to provide basic special education instruction for 180 regular school year days and 20 extended school year days, plus designated instructional services that include: transportation, counseling, and speech and language therapy, 1:1 behavioral aides, and 1:1 independent living aides.

School Administration

Director of Education: Colmcille Coffey, M.Ed.

Mr. Coffey began teaching at Switzer Center in 1999, with a Master's of Education for Students with Serious Emotional Disability from the George Washington University of America. He holds a clear Level II Education Specialist Instruction Credential with Specialization for Moderate/Severe Disabilities issued by the California Commission on Teacher Credentialing. He led crisis intervention teams, and promoted growth and development for new teachers as the Center's mentor teacher. In 2017, after teaching high school for 18 years, Mr. Coffey became the school principal. In 2022, he also took on the title and responsibilities of Director of Education. Mr. Coffey can be reached at (310) 328-3611 x 133 or ccoffey@switzercenter.org.

Clinical Director: Felicia Bookchin, Psy.D., L.M.F.T.

Dr. Felicia Bookchin is a licensed Marriage and Family Therapist with a Doctorate in Clinical Psychology, who has been working with children and adolescents in private practice and non-public school settings for over 25 years. Dr. Bookchin was the Clinical Director, supervising related service providers at two nonpublic schools prior to becoming Clinical Director at Switzer Learning Center in 2014. She provides individual counseling sessions for Switzer students and supervises the clinical psychologists, marriage and family therapists, speech and language therapists, counselor interns, and art therapists. Dr. Bookchin can be reached at (310) 328-3611 x 328 or fbookchin@switzercenter.org.

Dean of Students: Telpher Youman, B.A.

Mr. Youman is a graduate of Tuskegee University. He began working at Switzer Learning Center in 2006 as an instructional aide, and holds a 30-Day Substitute Teaching Permit. He is a multitalented team player and positive role model for students. Over time he has taught the range of standard academic instruction, as well as extracurricular classes, such as music and cooking. His relational strengths and insights have built trust with the student body while guiding them toward healthy decision making. Mr. Youman has also been a leader and teacher of adults working on the Switzer Learning Center team. He has served as CPI instructor and lead behavioral interventionist. He uses his wealth of experience in special education to continue to serve the school community as the Dean of Students. Mr. Youman can be reached at (310) 328-3611 x134 or tyouman@switzercenter.org.

Professional Development

Switzer Learning Center assesses professional development needs of the school and staff on an ongoing basis. Prior to the beginning of the school year, all staff participates in pupil-free staff training days. Those annual staff development training complies with the following requirements:

- Conducted by persons licensed or certified in fields related to the evidence-based practices and interventions being taught.
- Taught in a manner consistent with the development and implementation of individualized education programs.
- Is consistent with the requirements of Article 5.2 (commencing with Section 49005) of Chapter 6 of Part 27 of California Education Code, relating to pupil discipline.

The content of the training includes:

- Positive behavioral intervention and supports, including collection, analysis, and use of data to inform, plan, and implement behavioral supports.
- How to understand and address challenging behaviors, including evidence-based strategies for preventing those behaviors.
- Evidence-based interventions for reducing and replacing challenging behaviors, including de-escalation techniques.
- All staff members who will have contact or interaction with students during the school day are trained and certified in Crisis Prevention Institute's CPI Nonviolent Crisis Intervention for Educators.

For any new staff member hired during the school year, the training is provided within 30 days of employment.

We also use ongoing professional development opportunities to share new information with staff, to reinforce school standards, procedures and expectations, and to provide training on topics related to students' needs. During the school year, our assessed professional development needs are addressed during staff trainings on ten minimum days. Additional topics are covered during monthly staff meetings, weekly school and clinical department meetings, and bi-weekly team meetings. Annually, Switzer Learning Center staff members participate in the staff development conference and also the Administrator Training workshop sponsored by the California Association of Private Special Education Schools.

Classroom teachers, instructional aides and behavioral aides working with students in our Certificate-Track classrooms are also trained to incorporate the theories and techniques guided participation. The focus is strengthening the six core deficits of autism: 1) motivation and ability to share experiences; 2) co-regulate with others; 3) integration of thoughts; 4) feelings and meaning to create personal memories; 5) self-awareness and appraising "best-fits" with their environment; and 6) flexible, creative thinking and problem solving. Guided participation techniques foster creative problem solving, referencing others to learn what is appropriate, and self-regulation.