School Accountability Report Card
Reported Using Data from the
2022–23 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.

About This School

School Contact Information (School Year 2023–24)

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 2023–24)

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 to educate diverse minds, build social confidence, and create a path to independence 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 possible shadowed job internship at local businesses help students gain valuable vocational and work skills.

Student Enrollment by Grade Level (School Year 2022 – 2023)

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	Not Applicable
Grade 6	6
Grade 7	5
Grade 8	7
Grade 9	15
Grade 10	10
Grade 11	15
Grade 12 +	19
Total Enrollment	77

Note: Switzer Learning Center had 80 students enrolled throughout the 2022- 2023 school year. Due to the high residence and school transition in the student demographic, no more than 63 students were enrolled at one time throughout the school year.

Student Enrollment by Student Group (School Year 2022 – 2023)

Student Group	Percent of Total Enrollment
Female	27%
Male	73%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	3%
Black or African American	33%
Filipino	1%
Hispanic or Latino	33%
Native Hawaiian or Pacific Islander	0%
Two or More Races	6%
White	24%
English Learners	9%
Foster Youth	13%
Homeless	3%
Migrant	0%
Socioeconomically Disadvantaged	67%
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.

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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 2022 – 2023)

Authorization/ Assignment	School Number	School Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	67%
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
<u>Additional</u> Instructional Assistants with 30-Day Substitute Credentials Assigned to Classrooms	6	+ 100%
Total Teaching Positions	10	167%

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	2021–22 Number	2022–23 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	2021–22 Number	2022–23 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	2021–22 Percent	2022–23 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 2023–24)

Year and month in which the data were collected: January 2024

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 Grade 6	2017	YES	0%
7. Houghton Mifflin Harcourt Collections California Grade 7	2017	YES	0%
8. Houghton Mifflin Harcourt Collections California Grade 8	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: Algebra 1	2015	LAUSD	0%
10. Big Ideas Math: Geometry	2015	LAUSD	0%
11. Big Ideas Math: Algebra 2	2015	LAUSD	0%
Science			
5. California HMH Science Dimensions	2018	YES	0%
6. California HMH Science Dimensions	2018	YES	0%
7. California HMH Science Dimensions	2018	YES	0%
8. California HMH Science Dimensions	2018	YES	0%
9. Physical Geology: The Science of Earth	2017	LAUSD	0%
10. Experience Biology: The Living Earth	2020	LAUSD	0%
11. Concord Consortium: Interactions for Physical Science	2019	LAUSD	0%
12. CA Science Dimensions: Chemistry in Earth Systems	2020	LAUSD	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.

In the summer of 2017, solar panels were installed on the roof of both buildings. During winter break 2018 the OT/sensory training room, board conference IEP room, and landscaping were upgraded. In 2019, the campus technology infrastructure and internet access were upgraded, and a new security system including security cameras was installed. In 2020 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.

In 2023 the school library was completely renovated and moved to a new location. A science lab including a three-dimensional printer was installed. Air conditioning units were replaced. Missing brick façade pieces were replaced on the exterior of the school building. New classroom furniture has been brought into several classrooms, with more furniture upgrades on the way. A classroom has been identified and equipped to support our after-school enrichment programs.

As 2024 begins a new locked and code-controlled entry gate has increased campus security and visitor control. Campus maintenance and improvement is and ongoing process that our team works on throughout the school year and progressively over time.

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		Facilities & Maintenance Director has been addressing an issue regarding a few instances of backup flooding from sewer drainage.
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

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessment [CAA] 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 CAA. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 state-administered assessments
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts/Literacy (grades 3-8 and 11)	--	23%	39- 46%	38- 48%	45- 54%	43- 54%
Mathematics (grades 3-8 and 11)	--	0%	17- 27%	13- 30%	26-32%	27-33%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. This sampling is taken from Switzer Learning Center's largest school district only and does not represent the school as a whole.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

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 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	22	100%	0%	--
Female	7	7	100%	0%	--
Male	15	15	100%	0%	--
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	12	12	100%	0%	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100%	0%	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	22	100%	0%	--
Female	7	7	100%	0%	--
Male	15	15	100%	0%	--
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	12	12	100%	0%	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100%	0%	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8 and high school)	--	--	16- 25%	6- 24%	25- 31%	26- 31%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	15	100%	0%	--
Female	5	5	100%	0%	--
Male	10	10	100%	0%	--
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	11	11	100%	0%	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100%	0%	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2022–23)

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 address the individual transition needs, and may include guest speakers, local college tours, job interview skills, resume writing, internet research concerning careers of interest, and job application completion. School behavioral expectations, class curriculums, additional supplemental materials, are used 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, 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 practical science applications.

- 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 or vocational schools.
- 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 in roles that teach job responsibilities on and off campus, such as working with Community's Child to supply and run an on-campus food bank for students and families.

Career Technical Education (CTE) Participation
(School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	78
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%

<u>High School Diploma</u>

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
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2022–23)
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	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023–24)

Partnership with parents in 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 alumnus 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 2023 graduation rate was 60% from that student group's freshman year that graduated from Switzer Learning Center. Students who have left Switzer Learning Center may have graduated from other schools

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 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation 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	--	--	--

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.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Chronic Absenteeism by Student Group
(School Year 2022–23)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	77	77	15	19%
Female	21	21	4	19%
Male	56	56	11	20%
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	52	52	10	19%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	77	15	19%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Suspensions and Expulsions by Student Group
(School Year 2022–23)

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	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023–24)

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 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**	10	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 2022–23)

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**	12	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10	4	0	0
Mathematics	10	3	0	0
Science	10	2	0	0
Social Science	8	3	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	4	0	0
Mathematics	9	3	0	0
Science	8	3	0	0
Social Science	8	3	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 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	13	3	0	0
Mathematics	13	3	0	0
Science	12	2	0	0
Social Science	11	3	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 2022–23)

Title	Ratio
Pupils to Academic Counselor*	78 / 1

*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 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Psychologist & Marriage & Family Therapist Counselors	4
Speech/Language/Hearing Specialist	1
Classroom Instructional Aides	6
Dean of Students	1
Positive Behavior Intervention Instructor	1
Art Therapist	0.5
1:1 Behavior Aides	19

*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.

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

<u>Director of Education:</u> 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.

<u>Clinical Director:</u> 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.

<u>Dean of Students</u>: 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.

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 27of 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.

Professional Development