

School Accountability Report Card Reported Using Data from the 2023–24 School Year

California Department of Education

For Switzer Learning Center

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

Principal: Paul D. Bailey

Grade Span: K-T4

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2024–25)

Entire table - data provided by the CDE (DPC)

Entity	Contact Information
District Name	Compton USD, El Dorado Charter, El Segundo USD, Green Dot, Inglewood USD, LAUSD, Lawndale USD, Long Beach USD, Palos Verdes USD, Port of LA, Redondo Beach USD, SEED, Torrance USD

Table 2: School Contact Information (School Year 2024–25)

Entire table - data provided by the CDE (DPC)

Entity	Contact Information
School Name	Switzer Learning Center
Street	2201 Amapola Court
City, State, Zip	Torrance, CA 90501-1431
Phone Number	310-328-3611
Principal	Paul D. Bailey
Email Address	pbailey@switzercenter.org
Website	www.switzercenter.org
Grade Span	K-T4
County-District-School (CDS) Code	19-65060-6936025

Table 3: School Description and Mission Statement (School Year 2024–25)

Narrative provided by the LEA (DPL) – use this space to provide information about the school, its program, and its goals.

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.

Table 4: Student Enrollment by Grade Level (School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	1
Grade 7	8
Grade 8	8
Grade 9	4
Grade 10	13
Grade 11	7
Grade 12	9
Total Enrollment	50

Table 5: Student Enrollment by Student Group (School Year 2023–24)*Entire table - data provided by the CDE (DPC)*

Student Group	Percent of Total Enrollment
Female	18
Male	32
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	2
Foster Youth	-
Homeless	1
Migrant	-
Socioeconomically Disadvantaged	-
Students with Disabilities	50

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.

Table 6: Teacher Preparation and Placement (School Year 2020–21)*Entire table - data provided by the CDE (DPC)*

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5					
Intern Credential Holders Properly Assigned	2					
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0					
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0					
Unknown/Incomplete/NA	0					
Total Teaching Positions	7					

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.

Table 7: Teacher Preparation and Placement (School Year 2021–22)*Entire table - data provided by the CDE (DPC)*

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5					
Intern Credential Holders Properly Assigned	2					
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0					
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0					
Unknown/Incomplete/NA	0					
Total Teaching Positions	7					

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.

Table 8: Teacher Preparation and Placement (School Year 2022–23)

Entire table - data provided by the CDE (DPC)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5					
Intern Credential Holders Properly Assigned	2					
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0					
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0					
Unknown/Incomplete/NA	0					
Total Teaching Positions	7					

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.

**Table 9: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Entire table - data provided by the CDE (DPC)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

**Table 10: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Entire table - data provided by the CDE (DPC)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Table 11: Class Assignments*Entire table - data provided by the CDE (DPC)*

Indicator	2020–21 Percent	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	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	0

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

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)*Entire table – data provided by the LEA (DPL)***Year and month in which the data were collected: 6/2023**

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		
Houghton Mifflin Harcourt California Journeys Grade 5	2017/Yes	0%
Houghton Mifflin Harcourt California Journeys Grade 6	2017/Yes	0%
Houghton Mifflin Harcourt California Journeys Grade 7	2017/Yes	0%
Houghton Mifflin Harcourt California Journeys Grade 8	2017/Yes	0%
Houghton Mifflin Harcourt California Journeys Grade 9	2017/LAUSD	0%
Houghton Mifflin Harcourt California Journeys Grade 10	2017/LAUSD	0%
Houghton Mifflin Harcourt California Journeys Grade 11	2017/LAUSD	0%
Houghton Mifflin Harcourt California Journeys Grade 12	2017/LAUSD	0%
Mathematics		
Houghton Mifflin Harcourt California Go Math! Grade 5	2015/Yes	0%
McGraw-Hill Education; California Math, Course 1, Volume 1 & 2 Grade 6	2015/Yes	0%
McGraw-Hill Education; California Math, Course 2, Volume 1 & 2 Grade 7	2015/Yes	0%
McGraw-Hill Education; California Math, Course 3, Volume 1 & 2 Grade 8	2015/Yes	0%
Big Ideas Math: Algebra 1	2015/LAUSD	0%
Big Ideas Math: Geometry	2015/LAUSD	0%
Big Ideas Math Algebra 2	2015/LAUSD	0%
Science		
California HMH Science Dimensions	2018/Yes	0%

Physical Geology: The Science of Earth	2017/LAUSD	0%
Experience Biology: The Living Earth	2020/LAUSD	0%
Concord Consortium: Interactions for Physical Science	2019/LAUSD	0%
CA Science Dimensions: Chemistry in Earth Systems	2020/LAUSD	0%
History-Social Science		
IMPACT: California, Grade 5: US History: Making A New Nation	2019/Yes	0%
IMPACT: California, Grade 6: World History & Geography, Ancient Civilizations	2019/Yes	0%
IMPACT: California Grade 7: World History & Geography, Medieval & Early Modern Times	2019/Yes	0%
IMPACT: California Grade 8: United States History & Geography, Growth & Conflict	2019/Yes	0%
Geography Alive! Regions and People	2019/LAUSD	0%
California World History: The Modern World	2018/LAUSD	0%
US History: The Twentieth Century	2019/LAUSD	0%
Magruder's American Government (California)	2018/LAUSD, TUSD	0%
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)	2016LAUSD	0%
Foreign Language		
Anecdotas 1- Spanish 1	2021/LAUSD	0%
Anecdotas 1- Spanish 2	2021/LAUSD	0%
Health		
The Great Body Shop –Grade 5	2022/LAUSD	0%
The Great Body Shop –Grade 6	2020/LAUSD	0%
The Great Body Shop –Grade 7	2020/LAUSD	0%

he Great Body Shop – Grade 8	2020/LAUSD	0%
Comprehensive Health Skills-High School	2020/LAUSD	0%
Science Laboratory Equipment (grades 9-12)	N/A	

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

Table 13: School Facility Conditions and Planned Improvements

Narrative provided by the LEA (DPL) – Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]

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.

Table 14: School Facility Good Repair Status

Entire table – data provided by the LEA (DPL)

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

Year and month of the most recent FIT report:

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			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Entire table – data provided by the LEA (DPL)

Year and month of the most recent FIT report: [DPL]

Table 15: 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. 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 Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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.

Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

Entire table - data provided by the CDE (DPC)

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts/Literacy (grades 3-8 and 11)	23%	39-46%	38-48%	45-54%	43-54%	47.03
Mathematics (grades 3-8 and 11)	0%	17-27%	13-30%	26-32%	27-33%	35.89

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: 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.

Table 17: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Entire table - data provided by the CDE (DPC)
Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	39	100%	0%	
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					

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.

Table 18: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Entire table - data provided by the CDE (DPC)
Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
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					

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.

Table 19: CAASPP Test Results in Science for All Students*Entire table - data provided by the CDE (DPC)***Grades Five, Eight, and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8 and high school)						

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.

Table 20: CAASPP Test Results in Science by Student Group*Entire table - data provided by the CDE (DPC)***Grades Five, Eight, and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
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					

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.

Table 21: Career Technical Education (CTE) Programs (School Year 2023–24)

Narrative provided by the LEA (DPL) – use this space to provide information about Career Technical Education (CTE) programs as follows:

- *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

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Table 22: Career Technical Education (CTE) Participation (School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	50
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%

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Entire table - data provided by the CDE (DPC)

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	-
2022–23 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

**Table 24: California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components**

Entire table - data provided by the LEA (DPL)

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: The administration of the PFT requires only participation results 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.

Table 25: Opportunities for Parental Involvement (School Year 2024–25)

Narrative provided by the LEA (DPL) – use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

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 graduation rates,

- High school dropout rates, and
- Chronic Absenteeism

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)*Entire table - data provided by the CDE (DPC)*

Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate			100%						
Dropout Rate									

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.

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2023–24)***Entire table - data provided by the CDE (DPC)*

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.

Table 28: Chronic Absenteeism by Student Group (School Year 2023–24)*Entire table - data provided by the CDE (DPC)*

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism 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.

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

Table 29: Suspensions and Expulsions*Entire table - data provided by the CDE (DPC)*

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions									
Expulsions									

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.

**Table 30: Suspensions and Expulsions by Student Group
(School Year 2023–24)***Entire table - data provided by the CDE (DPC)*

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.

Table 31: School Safety Plan (School Year 2024–25)

Narrative provided by the LEA (DPL) – use this space to provide information about the school’s comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

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.

**Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Entire table - data provided by the CDE (DPC)

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

*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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2022–23)**

Entire table - data provided by the CDE (DPC)

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

*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.

Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2023–24)

Entire table - data provided by the CDE (DPC)

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

*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.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)

Entire table - data provided by the CDE (DPC)

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

*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.

Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2022–23)

Entire table - data provided by the CDE (DPC)

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

*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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2023–24)**

Entire table - data provided by the CDE (DPC)

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

*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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Title	Ratio
Pupils to Academic Counselor*	50/1

*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.

Table 39: Student Support Services Staff (School Year 2023–24)

Entire table - data provided by the CDE (DPC)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other**	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.

** “Other” category is for all other student support services staff positions not listed.

Table 44: Professional Development*Entire table - data provided by the LEA (DPL)*

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7