

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

Speech and Language Development Center

Address: 8699 Holder Street Buena Park, CA 90620

Phone: (714) 821-3620

Principal/ Director of Education: David Cavanaugh

Grade Span: Kindergarten through Post-Secondary (Transition)

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2017–18)

School Name	Speech and Language Development Center
Street	8699 Holder Street
City, State, Zip	Buena Park CA 90620
Phone Number	(714) 821-3620
Principal/ Director of Education	David Cavanaugh, M.S.
E-mail Address	dcavanaugh@sldc.net
Web Site	www.sldc.net

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

The Speech and Language Development Center (SLDC) is a State-certified Non-public school located in Buena Park, CA. SLDC has been serving children and young adults since 1955 in both clinical and educational settings. Students served range in age from 3 years to 21 years in age. SLDC provides classroom programs and support services to children who have educational eligibilities, including Autism Spectrum Disorders, Speech/Language Disorder, Intellectual Disability, Specific Learning Disability, Other Health Impairments and Multiple Disabilities. The majority of SLDC's student have language/communication issues which adversely affect behavior and their ability to meet educational goals.

Our Mission

The Mission of SLDC is to “assist children and young adults with special needs reach their maximum potential through education and therapy provided in an environment which nurtures growth and inspires achievement.”

Our Approach

SLDC's educational approach is eclectic in that it draws upon best practices from a variety of disciplines yielding a truly interdisciplinary model tailored to the needs and strengths of our students. A breadth of Designated Instructional Services or therapies are available on-site per IEP authorization, IFSP or medical insurance authorization. These services include: Speech and Language, Assistive Technology, Augmentative/ Alternative Communication (AAC), Occupational Therapy, Physical Therapy, Adaptive Physical Education, Counseling and Applied Behavior Analysis (ABA). Augmentative/ Alternative Communication (AAC) assessments are also provided on-site. Adaptive devices are available through the speech department, in the media center and classroom settings. These devices include FM sound field systems, Smart Boards, iPads and a Smart Table. Behavior services including FBA assessments, are provided by BCBA level staff.

SLDC is a Workability 1 site and provides extensive vocational training, job development and job placements for its students, as well as access to classes at a local Community College and through Regional Occupational Programs.

The Jolin program is available for students performing at or close to grade level expectancy K-8th grade. This model provides a daily program for students with special needs and some typical peers in the same classroom, focusing on core academics and social skills. These classes are taught by Special Education teachers.

Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	1
Ungraded Elementary	72
Ungraded Secondary	76
Total Enrollment	149

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

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	-
Asian	1.3
Filipino	-
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	-
White	45.7
Two or More Races	-
Socioeconomically Disadvantaged	Not Tracked
English Learners	19.5
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 Credentials

Teachers	School 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	16	17	17	-
Without Full Credential	4	4	2	-
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	N/A	-

Teacher Mis-assignments and Vacant Teacher Positions

Mis-assignments are typically reflective of a student's placement in a SLDC program whose primary eligibility does not align with the authorization for the classroom teacher. However, secondary eligibilities or related factors align with classroom placement and teacher authorizations.

Indicator	2015–16	2016–17	2017–18
Mis-assignments of Teachers of English Learners	0	0	1
Total Teacher Mis-assignments*	0	0	1
Vacant Teacher Positions	1	1	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks & Instructional Materials (School Year 17–18)

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-12 Unique Learning System/ 2012 Publisher: N2Y K-6 Reading Wonders/ 2017 Publisher McGraw-Hill Education 6-7 th Grade Study Sync California/ 2017 Publisher: McGraw-Hill 7-12 th Grade Collections California/2017 Publisher: Houghton Mifflin	All textbooks are selected from CDE list for adopted curriculum.	
Mathematics	K-12 th Unique Learning System/ 2012 Publisher: N2Y K-8 Go Math/2015 Publisher: Houghton Mifflin Harcourt 9-12 th Grade Core Connections Algebra/2013 Publisher: CPM 9-12 th Grade Core Connections Geometry/2013 Publisher: CPM 9-12 th Grade Core Connections Algebra II /2013 Publisher: CPM	All textbooks are selected from CDE list for adopted curriculum.	
Science	K-12 th Unique Learning System/ 2012 Publish N2Y K-6 th California Science/ 2007 Publisher: Houghton Mifflin 7 th Grade Focus on Life Science/ 2008 Publisher: Pearson Prentice Hall 8 th Grade Focus on Physical Science/ 2007 Publisher McGraw Hill 9-12 th Grade Glencoe Science: Biology/2012 Publisher Glencoe/McGraw Hill 9 th Grade Concepts and Challenges in Earth Science/ 2003 10 th Grade Concepts and Challenges in Life Science/ 2003 Publisher: Globe Fearson	All textbooks are selected from CDE list for adopted curriculum.	There is a sufficient quantity for students to have access to materials in all subject areas.
History-Social Science	K-12 th Unique Learning System/ 2012 Publisher: N2Y K-6 Reflections/ 2007 Publisher Harcourt School 7 th Grade Discovering our Past/ 2006 Publisher McGraw Hill 8 th Grade The American Journey to WWII/ 2006 Publisher: McGraw Hill 9 th Grade Life Skills Health/2007 Publisher: Peason/AGS Globe 10 th Grade World History/2001 Publisher AGS Secondary 11 th Grade United States History/2005 Publisher AGS Secondary 12 th Grade Magruder's American	All textbooks are selected from CDE list for adopted curriculum.	

	Government/2006 Publisher: Prentice Hall		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	DPL

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

School Facility Conditions and Planned Improvements

Based upon the standards set forth in the Facility Inspection Tool (FIT), Speech and Language Development Center meets or exceeds the standards for good repair for its facility in Buena Park.

Planned Improvements have been executed during the 2016-2017 school year including upgrades to classroom HVAC units, flooring to common instructional areas (e.g. a few classrooms) and a substantial improvement to the campus parking lots and entry. In addition, improvements to non-classrooms were also made (e.g. teacher workroom, staff lounge and meeting rooms). Regularly scheduled painting of interior and exterior surfaces have occurred throughout the year along with repairs to restrooms (e.g. fixtures).

SLDC maintains a three capital improvement plan to ensure facility remains in good repair.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: July 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Students test scores are reported through their Local Education Agency (LEA). All eligible students are administered the appropriate state mandated tests as supplied by their LEA.

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

Career Technical Education Programs (School Year 2016–17)

Students enrolled in grades 9-12th who are (or about to be) 16 years of age, work with their classroom teachers and counselors to develop individual Transition Plans (ITP). Classes and discussions are incorporated to identify interests, explore after graduation options and practice skills such as filling out job applications, developing portfolios, mock interviews, visiting potential job sites and college campuses. Students may also participate in our Workability program with off campus employment. Community based travel and experiences are a component of the program as well. Students who utilize alternative communication strategies are supported by the speech department.

Career Technical Education Participation (School Year 2016–17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	76
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016–17)

Students participate in physical education through our adapted physical education program working on individualized goals in both group and individual settings.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017–18)

Parent involvement continues to be a priority at SLDC. Parents are invited to school events throughout the year. Events include back to school night at the beginning of the year to meet with administrators, teachers and therapists. There are opportunities to attend student talent show, student of the year assembly, awards assemblies, graduation/promotions and school wide events such as the jog-a-thon and our annual walk. Parents are always welcome to schedule observations and/or meetings with administrators, teachers or therapists to inquire about their student's progress and utilize a communication log to ensure strong communication between school and home.

Other volunteer opportunities include classroom volunteering or accompanying classes on field trips in the community. Additional organizational opportunities for involvement include communication through SLDC website and social media outlets.

State Priority: Pupil Engagement

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

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

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

The majority of our students age out of our program departing with a Certificate of Completion after completing post-secondary transition programs.

Indicator	School			District (Anaheim Union High)			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Dropout Rate	0	0	0	8.60	7.30	-	11.50	10.70	-
Graduation Rate	N/A	N/A	N/A	84.81	87.31	88.41	81	82.30	83.20

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School		
	2014–15	2015–16	2016–17
Suspensions	1	1	0
Expulsions	0	0	0

School Safety Plan (School Year 2017–18)

SLDC has a comprehensive Safety and Emergency Preparedness plan, headed up by an Emergency Preparedness team that meets on a weekly basis. The team addresses such potential emergencies such as: fire, earthquake, intruder on campus, active shooter, missing student, tragedies (deaths), area flooding or other natural disaster (including those areas where students are living) and school wide evacuation. Drills are held monthly to ensure fluency with procedures and protocols. A sea-land container is maintained with supplies available to support all students and staff for 3-5 days. Emergency medications are also kept on hand and updates as needed. Seizure protocols are available for each student with medical requirement. CPR and First Aid classes are available through an on-site trainer. Members of the Emergency Preparedness team attend annual conferences such as those held by Red Cross to ensure up to date training in the event of an emergency.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017–18)

SLDC is a non-profit organization and non-public school. Therefore all improvements are subsequently funded independent of Title 1 funding.

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A

Average Class Size and Class Size Distribution

Grade Level	2014-2015 Avg. Class Size	2014–15 Number of Classes*	2015-2016 Avg. Class Size	2015–16 Number of Classes*	2016-2017 Avg. Class Size	2016–17 Number of Classes*
K-3	10	2	8	3	10	4
4-6	10	2	10	3	9	3
7-8	8	3	11	4	11	4
9-12	8	3	11	5	10	5
Post-Secondary	8	4	9	4	10	4

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

Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* On School Site	Average Number of Students per Academic Counselor
Speech/Language/Hearing Specialist	14	N/A
Occupational Therapist	4	N/A
Physical Therapist	1	N/A
Adapted Physical Education Teacher	3	N/A
Counselor (Social/Behavioral)	3.5	N/A
Board Certified Behavior Analyst	1.25	N/A
Psychologist	1	N/A
Vocational Specialist (Career Development)	1	N/A
Nurse	1	N/A
Media Teacher/ Assistive Technology	1	N/A
Resource Specialist (non-teaching)	N/A	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Students are placed at SLDC through their school district of residence. Therefore funding related to expenditures per pupil would be reflective of the individual school district each student resides.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	-	-	-	\$58,464
District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	\$62,232
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Types of Services Funded (Fiscal Year 2016–17)

Our educational programs are funded by the student's school district of residence. Funded services include the academic school year consisting of 180 school days and up to 20 days of extended school year offered over the summer months. In addition a variety of designated instructional services or therapies are offered on campus to meet each student's individual needs as required by their Individualized Education Program (IEP). SLDC takes pride in offering the following designated instructional services: speech and language therapy (including augmentative/alternative communication), occupational therapy, physical therapy, adapted physical education, counseling and behavioral interventions (e.g. ABA). These services may be delivered in either individual or group formats in either classroom or clinic based settings to best accommodate each student's unique needs.

Teacher and Administrative Salaries (Fiscal Year 2015–16)

Category	District Amount (Orange County)	State Average For Districts In Same Category
Beginning Teacher Salary	40,729	42,598
Mid-Range Teacher Salary	75,702	62,232
Highest Teacher Salary	110,675	80,964
Average Principal Salary (Elementary)	96,125	102,366
Average Principal Salary (Middle)	103,336	104,982
Average Principal Salary (High)	101,955	115,194
Superintendent Salary	126,855	117,868
Percent of Budget for Teacher Salaries	6.42	6.61
Percent of Budget for Administrative Salaries	31.72	32.28

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. Data above retrieved from: <https://cde.ca.gov/fq/fr/sa/cefavg salaries.asp>

Professional Development

SLDC takes pride in offering professional development opportunities to our staff. Our professional development focus for the 2016-2017 school year included an emphasis on curriculum, technology and behavioral strategies geared for the unique learning needs of our students. Within the area of curriculum the need to provide training on our Unique Learning System curriculum was provided to enhance our staff's utilization of this curriculum across all subject areas. The use of technology in the forms of educational apps, AAC and hardware were included to ensure confidence and fluency with our teachers and therapy staff. Behavioral interventions continue to be an important component of our training as many of our students have a behavior intervention plan.

To achieve these objectives, SLDC sent a few key staff to attend professional conferences and then share their new knowledge with their colleagues. SLDC also hosted workshops on-site bringing experts from the field to conduct seminars with our staff and finally we provided certificated programs on-site for staff which satisfy behavioral intervention requirements such as ProAct and the RBT certification from the BACB.

Staff have been provided on-going support during implementation of these new strategies. Examples include post training coaching from the content expert, coaching from their supervisor and on-going supervision hours to ensure accuracy of application of the methodologies.