

ECE 4 Autism
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 2000 E Ivy Hill Ln
Orange, CA , 92867-1701

Principal: Hoonoosh Virgo, Administrator

Phone: (714) 637-1489

Grade Span: K-12

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <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.

About This School

Hoonoosh Virgo, Administrator

Principal, ECE 4 Autism

About Our School



In January of 2015 Hoonoosh Virgo joined ECE 4 Autism as the director and behavioral specialist. Through her direction the previous Non public Agency was credentialed through the California Department of Education as a Non public School working in close collaboration with schools and the department of education, Regional centers, as well as parents to help achieve success for each and every student at ECE 4 Autism. Mrs. Virgo has worked in the field of education, child development and special education for the past 25 years. Her extensive work in the field of behavioral support as well as developmental psychology and autism specifically has helped cultivate a program unlike any other in Southern California. Her passion has always been helping children who are struggling with their current environment and strives each day to create an environment that not only supports the students, but also the staff working with them and any family member living with the student.

Contact

ECE 4 Autism
2000 E Ivy Hill Ln
Orange, CA 92867-1701

Phone: (714) 637-1489
Email: noosh@ece4autism.com

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Orange Unified
Phone Number	(714) 628-4000
Superintendent	Hansen, Gunn Marie
Email Address	noosh@ece4autism.com
Website	www.orangeusd.org

School Contact Information (School Year 2021—2022)

School Name	ECE 4 Autism
Street	2000 E Ivy Hill Ln
City, State, Zip	Orange, CA , 92867-1701
Phone Number	(714) 637-1489
Principal	Hoonoosh Virgo, Administrator
Email Address	noosh@ece4autism.com
Website	http://www.ece4autism.com
County-District-School (CDS) Code	30666210133082

Last updated: 7/13/22

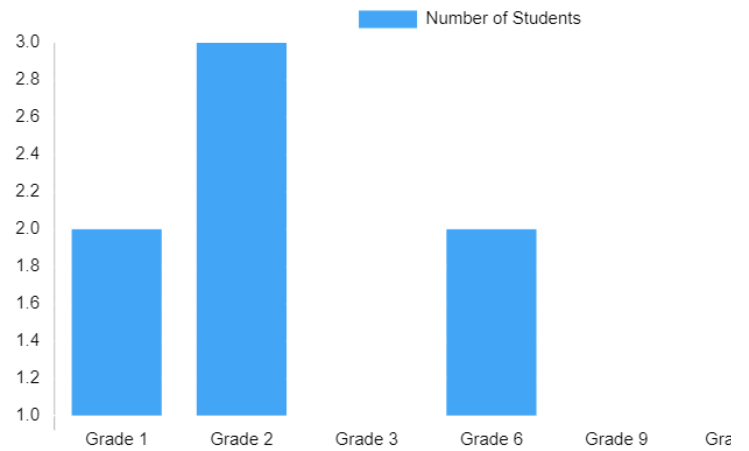
School Description and Mission Statement (School Year 2021—2022)

ECE 4 Autism is a program designed to address the unique needs of students with Autism Spectrum Disorder (ASD) and related disorders between kindergarten and ATP (Adult Transition Program age 22) while also offering parent support in all areas. We work hand in hand with each family and the Special Education Department of the local school districts to determine and implement the Individualized Education Plan. Consistency is a vital aspect of our program. Through engagement and interaction, we help each student develop his or her full potential. Our mission is to support individuals with ASD (Autism Spectrum Disorder) and other related disabilities through a practical, functional and developmentally appropriate approach to learning and behavior modification focused on functional skills, independent life skills, social skills and academics. We believe that each person thrives on clear and consistency with responsibilities, positive environment, clear and consistent expectations as well as the sense of belonging in order to experience who they are and live up to their individual potential. This is especially important in individuals with special needs. At ECE 4 Autism we pride ourselves on allowing each student the opportunity to be a dynamic part of a team with responsibilities, expectations and accountability. We also work directly with parents to generalize expectations at home and society as a whole.

Last updated: 2/17/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	2
Grade 2	3
Grade 3	1
Grade 6	2
Grade 9	1
Grade 10	1
Kindergarten	1
Total Enrollment	11



Last updated: 2/17/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	0.00%
Male	13.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	3.00%
Black or African American	1.00%
Filipino	3.00%
Hispanic or Latino	2.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.00%
White	2.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	3.00%
Students with Disabilities	13.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

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)			968.2	89.8	228366.1	83.1
Intern Credential Holders Properly Assigned			1	0.1	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			5.5	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			28.5	2.6	12115.8	4.4
Unknown			74.8	6.9	18854.3	6.9
Total Teaching Positions			1078.1	100	274759.1	100

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

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

Last updated:

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 2021—2022)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ECE 4 Autism uses different modalities and curriculum to best support our students with their learning. Our focus is to always provide the highest level of education with accessibility for each student. The current curriculum and instructional materials that we use are through Unique Learning System which is one of the most proficient for students with special needs N2Y Learning Platform (Unique Learning Systems) state adopted full Curriculum.	Yes	0%
Mathematics	N2Y Learning Platform:Our math is state aligned for core compliance and we use Unique Learning Systems for all subject matters.	Yes	0%
Science	N2Y Learning Platform (Unique Learning Systems):Science is taught through Unique Learning Systems based on grade level and testing level.	Yes	0%
History-Social Science	N2Y (Unique Learning Systems):	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/17/22

School Facility Conditions and Planned Improvements

ECE 4 Autism was inspected and all of the systems of the building were determined to be in full operation. A fire inspection by the Orange Fire Department is also conducted annually. A comprehensive evaluation of the ECE 4 Autism facilities and grounds is conducted monthly for quality assurance procedure to ensure that all systems are in good working order and to identify any areas of needed improvement. In addition, ECE 4 Autism faculty and staff are aware of the need to report any known problems that may occur. Steps are taken to correct any identified problems in the school facility immediately.

Last updated: 2/17/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Monthly inspections are done to ensure all facilities are in pristine working condition and continuous repairs are made to ensure safety.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	ECE 4 Autism has monthly contracted service with local pest control as well as spot treatments if any signs of infestation arise. Currently there are no reported infestations. ECE 4 Autism also employs a daily janitorial service on campus through out the day to keep facility clean, free of dust, debris, and sanitary.
Electrical: Electrical	Good	Monthly inspections are conducted to ensure safety and working condition.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Daily inspection is conducted by ECE 4 Autism staff, as well as Janitorial staff.
Safety: Fire Safety, Hazardous Materials	Good	A fire inspection by the Orange Fire Department is also conducted annually.
Structural: Structural Damage, Roofs	Good	ECE 4 Autism has Solar Power roof and quarterly inspections are conducted to ensure the status of the roof and structure are in good working order.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Daily inspection is done by opening and closing staff to ensure all equipment is in good condition. This year, new turf was installed on the playground to replace the previous one that had aged. Playground equipment were also updated and evaluated for safety.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Exemplary
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Last updated: 2/17/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 2/18/22

**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 2020—2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/17/22

**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 2020—2021)**

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

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/17/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	34.95	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/17/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

ECE 4 Autism serves a population of students that are considered functional academic learners who are diagnosed with intellectual and learning disabilities. As such, the programs that are designated for students are vocational and independent living curriculum.

Last updated: 2/17/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

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

Last updated: 2/17/22

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 2020—2021)

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: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 2/17/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

We provide daily communication logs that are sent at the end of each day through our parent communication app. Parents review this information and add updates or questions directly in the portal to teachers and director. ECE 4 Autism is a program designed to address the unique needs of students with Autism Spectrum Disorder (ASD) and related disorders between Kindergarten and ATP (Adult Transition Program age 22) while also offering parent support in all areas. We work hand in hand with each family to support them as their student continues to grow. We believe that it is only through a united group effort that we can help foster the success of each student.

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
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%	0.00%	2.56%	0.19%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.01%	0.00%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	2.03%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Last updated: 2/17/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

In compliance with state mandates and in conjunction with local fire authorities (OCFA), a mass casualty and disaster plan Has been adopted for emergencies such as fire and earthquakes for ECE 4 Autism. ECE 4 Autism has developed the Emergency disaster plan with the SEMS (Standardized Emergency Management System). The plan gets reviewed, and Training is done annually for all faculty. Students run fire and earthquakes monthly and quarterly in accordance to Fire Clearance code.

Last updated: 2/17/22

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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	
6	0.00	0	0	
Other**	0.00	1	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 2019—2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	3.00
Resource Specialist (non-teaching)	1.00
Other	3.00

Last updated: 12/31/99

* 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.

Types of Services Funded (Fiscal Year 2020–2021)

Specialty services are provided with in the school day for each student who has a determined need based on IEP assessment and team recommendation. They are provided either as a pull out service where the student and service provider have a private work space or as a push in service with in the classroom based on the need of the student and the goal that is being worked on.

Behavior Intervention / Modification

ECE 4 Autism was founded on the belief that maladaptive behavior is a product of one's environment. With small group, 1:1, behavior intervention and support, and a whole person approach, ECE 4 Autism will help motivate change in each student's life both inside and outside of school.

Occupational Therapy

Occupational Therapists are National Board Certified Occupational Therapists who address sensory modulation, fine motor, gross motor, visual motor and coordination skills. These services are offered as a need basis for the student based on IEP or as requested by private placement. ECE 4 Autism provides Occupational Therapy related services on an individual basis

To help support and implement a student's IEP. Students also get the benefits of working on Occupational Therapy goals as part of their day-to-day classroom goals as well as individual therapy.

Speech and Language

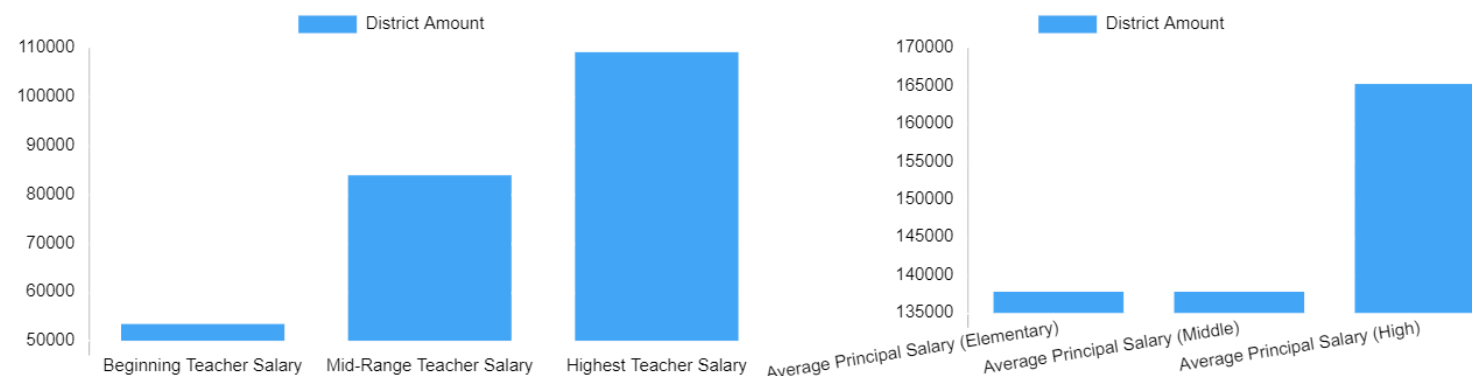
ECE 4 Autism is proud to work along side some of the best and well trained SLP and SLPAs that have first hand knowledge of the unique learning styles of our students. Our team implements the speech services of an IEP as well as collaborate and consult with our SLPs to continue the work inside the classroom on a daily basis.

Last updated: 2/17/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53446.00	\$50897.00
Mid-Range Teacher Salary	\$83885.00	\$78461.00
Highest Teacher Salary	\$109082.00	\$104322.00
Average Principal Salary (Elementary)	\$130156.00	\$131863.00
Average Principal Salary (Middle)	\$137808.00	\$137086.00
Average Principal Salary (High)	\$165215.00	--
Superintendent Salary	\$256476.00	\$297037.00
Percent of Budget for Teacher Salaries	34.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	20