California Department of Education
School Accountability Report Card
Reported Using Data from the 2018-19 School Year

Aseltine School
EDUCATE • GROW • EMPOWER
—Since 1968—

Address: 4027 Normal Street
San Diego, CA 92103

Phone: 619-296-2135

Principal: Florida May Padilla

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 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 2019-20)

School Name	Aseltine School
Street	4027 Normal Street
City, State, Zip	San Diego, CA 92103
Phone Number	619-296-2135
Principal	May Padilla
E-mail Address	mpadilla@aseltine.org
Web Site	www.aseltine.org
County-District-School (CDS) Code	37-68338-6975270

School Description and Mission Statement (School Year 2019-20)

Aseltine School is a California Department of Education certified non-public school (NPS) who has been committed to serving students within San Diego County for the more than 50 years. The school embraces a philosophy of uncommon commitment to special education students and their families. We believe that students can become aware of, learn to cope with, and eventually overcome the circumstances or barriers that have limited their progress.

Aseltine School strongly supports the idea of cultural pluralism and celebrates the diversity of cultures and communities that make up the San Diego region. We are grounded in a fundamental respect for the uniqueness of each student and the circumstance that he or she brings to our setting. We believe that while learning is a serious manner, it can also be fun and relevant to the students' interests. We are committed to engaging students as thinkers, problem-solvers, and partners in the educational process.

Aseltine's mission is to educate and empower students to become critical thinkers of the world. All our efforts are used to nurture, challenge and engage K-12 students who do not learn like other children, empowering them to transform into passionate learners, critical thinkers and creative problem-solvers that thrive on challenge in school and the community.

The school offers a full array of special educational services for students from grades K-12. Services are assigned per student's IEP and additional services beyond the IEP are provided on an as-needed basis. These extensive services are provided by credentialed and highly qualified staff. Services provided at Aseltine School include: Specialized Academic Instruction, Behavior Intervention Planning/Implementation, Counseling and Guidance, Language/Speech Development and Remediation, Occupational Therapy, and Vocational Education and Career Development.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	4
Grade 4	6
Grade 5	3
Grade 6	3
Grade 7	9
Grade 8	7
Ungraded Elementary	N/A
Grade 9	4
Grade 10	1
Grade 11	0
Grade 12	3
Ungraded Secondary	N/A
Total Enrollment	41

Student Enrollment by Student Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	15%
American Indian or Alaska Native	2%
Asian	0%
Filipino	2%
Hispanic or Latino	44%
Native Hawaiian or Pacific Islander	0%
White	29%
Two or More Races	8%
Socioeconomically Disadvantaged	73%
English Learners	26.8%
Students with Disabilities	100%
Foster Youth	2%

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 2017–18	School 2018–19	School 2019–20
With Full Credential	4	4	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2017–18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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 and Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: 09/03/2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**Grades K-8:** Houghton Mifflin Harcourt School Publishers, 2017 **Grades 9-12:** McDougal Littell, 2006/2008; Houghton Mifflin Harcourt School Publishers, 2017	Yes	0%
Mathematics	**Grades K-5:** Pearson Prentice Hall, 2015 **Grades 7-8:** Big Ideas Learning, 2015 **Algebra I:** Holt, Rinehart, Winston, 2008; Pearson, 2013 **Geometry:** Prentice Hall, 2008; Pearson, 2013 **Algebra II:** Holt, Rinehart, Winston, 2008; Pearson, 2013	Yes	0%
Science	**Grades K-8:** McGraw-Hill, 2020 **Earth Science:** Holt, Rinehart, Winston, 2007	Yes	0%

	Physical Science: Prentice Hall, 2006 **Biology:** Kendall-Hunt, 2003 McGraw-Hill, 2020 **Chemistry:** Pearson, 2007 McGraw-Hill, 2020 **Physics:** Prentice Hall, 2006 McGraw-Hill, 2020		
History-Social Science	**Grades K-8:** McGraw-Hill, 2019 **Geography:** McGraw-Hill, 2019 **World History:** McDougal-Littell, 2006 McGraw-Hill, 2019 **U.S. History:** McDougal-Littell, 2006 McGraw-Hill, 2019 **Economics:** Prentice Hall, 2006, McGraw-Hill, 2019	Yes	0%
Foreign Language	N/A	Yes	0%
Health	**Grades 1-5:** Harcourt, 2006 **Grades 7-8:** Macmillan McGraw Hill, 2005	Yes	0%
Visual and Performing Arts	N/A	Yes	0%
Science Laboratory Equipment (Grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

At Aseltine School, safety is a priority. The school has developed a comprehensive plan which ensures compliance with California Department of Education (CDE) regulations. The school safety plan has been established and is updated annually for the county as required by California Education Code Section 35294.   In addition to meeting requirements, safety checks are conducted on a weekly basis by the Operations Coordinator to ensure that the school's grounds are secure and maintained. Monthly fire drills and quarterly disaster drills are conducted and follow the best practices of the local school district. The Operations Coordinator conducts monthly assessments and adapts the School Safety Plan to meet the changing needs of the campus.

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: *06/07/2019*

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

Overall Facility Rate

Year and month of the most recent FIT report: *06/07/2019*

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. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2017–18	2018-19	2017–18	2018-19	2017–18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	--	--	55%	55%	50%	50%
Mathematics (grades 3-8 and 11)	--	--	45%	46%	38%	39%

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	100%	--	61%	39%	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	100%	--	61%	39%	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017–18	**2018–19**	**2017–18**	**2018–19**	**2017–18**	**2018–19**
Science (grades 5, 8,and 10)	Not available	Not available	Not available	Not available	Not available	Not available

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

Note: The 2016-2017 and 2017-2018 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-2019 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-2017 and 2017-2018) and the CAA for Science will be field-tested in 2018-2019.

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., achieve Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2018-19)

Aseltine School provides students with courses necessary for a high-school diploma as determined by the requirements of their district of residence. In the 2018-2019 school year, less than 10 students in grades 9 through 12 were enrolled in courses leading to a high school diploma. In addition to earning a high school diploma, Aseltine School also focuses in preparing students to return to a less restrictive environment. By the end of the 2018-2019 school year (July 1, 2018 to June 30, 2019), 35% of students who regularly attended successfully transitioned back to public school; and 17 students were dual-enrolled with Aseltine School and a public school within their school district.

Aseltine School provides vocational training and transitional services for students. Throughout the year there are several opportunities provided for students to get them ready for life after school. Incorporated within the instructional program, students are enrolled in electives and are engaged in activities that teach them how to obtain and retain gainful employment. These activities foster students' development in autonomy and responsibility. In addition to these instructional opportunities, Aseltine School has established a Culinary Arts Program and provides community-based instruction as required by their Individualized Transition Plan.

Aseltine School's Culinary Arts Program provides students with the skills they need to find employment in the community as well as basic skills such as healthy meal planning, food preparation, and financial budgeting – skills needed to lead independent, self-sufficient lives. As a result of the culinary arts program, students develop basic cooking and inventory skills and learn health and safety standards for proper food preparation and storage. Students practice math skills as well as vital problem-solving skills and learn important tools to help them compete in the job market: marketing, customer service, dependability, and basic accounting – all while they develop a work-ethic and gain real-life work experience. Students begin seeing the connection between school and work and begin to build confidence, resulting in improved academics and attendance.

Career Technical Education Participation (School Year 2018-19)

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

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.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018-19)

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	--	--	--
7	--	--	--
9	--	--	--

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 district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Aseltine School is committed to communicating with and engaging parents/guardians as partners in their children's education. Opportunities for involvement in the school are numerous, including any or all of the following: parent conferences/meetings, IEP process, participation in seasonal and special events, community outreach, home visits, telephone contact, website, and weekly progress reports which are sent via student or e-mail.

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)

Indicator	School 2015-16	District 2015-16	State 2015-16
Dropout Rate	--	3.4%	10.7%
Graduation Rate	--	89.43%	82.27%

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

Indicator	School 2016–17	School 2017–18	School 2018–19	State 2016–17	State 2017–18	State 2018–19
Dropout Rate	--	--	--	9.7%	9.1%	9.6%
Graduation Rate	--	--	--	83.8%	82.7%	83%

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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

State Priority: 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			District			State		
	2016–17	2017–18	2018–19	2016–17	2017–18	2018–19	2016–17	2017–18	2018–19
Suspensions	20	19	30	3.3%	3.5%	3.6%	3.6%	3.5%	3.5%
Expulsions	0	0	0	0.0%	0.1%	0.2%	0.1%	0.1%	0.1%

Note: Number reported for school is an actual number not a percentage as reported by district and state.

School Safety Plan (School Year 2019-20)

At Aseltine School, safety is a priority.   The school has developed a comprehensive plan which ensures compliance with California Department of Education (CDE) regulations. The school safety plan has been established and is updated annually for the county as required by California Education Code Section 35294.   As of 2018, this plan also includes a Suicide Prevention Plan and a revised Active Shooter Plan. Staff have participated in these related trainings on an annual basis. In addition to meeting requirements, safety checks are conducted on a weekly basis by the Operations Coordinator to ensure that the school's grounds are secure and maintained. Monthly fire drills and quarterly disaster drills are conducted and follow the best practices of the local school district. The Operations Coordinator conducts monthly assessments and adapts the School Safety Plan to meet the changing needs of the campus.

School Safety Behavior Program

At Aseltine, staff and students work together as equal partners – staff do not try to manipulate students into acting in a certain way; we teach students to learn to make effective and thoughtful decisions for themselves. Staff help students realize they have control over their lives – and the ability to determine their futures and make better choices for themselves. Although we recognize and respect students' frustrations with and criticisms of their past schooling, we do not accept this as an excuse for their behavior. We encourage students to carefully examine their actions and then thoughtfully decide what actions they must take to realize their goals – a necessary step before they can make any academic progress.

Every aspect of the Aseltine Program is grounded in reinforcing and strengthening students' conflict resolution skills. For students experiencing difficulty working in their regular classrooms and who cannot reach an agreement with staff on how to approach their difficulties, the Conflict Resolution Program offers intensive opportunities for students to explore their problematic behavior – and reach an effective resolution for themselves and the entire Aseltine community. The Conflict Resolution Program challenges students to identify, understand, and overcome the conflicts they have with people, with circumstances, and within themselves. During this intensive process, staff challenge students to consider their behavior – and its consequences – from five points of view:

1) **Pragmatic (practical)**: What are the practical problems the student's behavior has for the classroom and for him/her?
2) **Political (community)**: What direction will the student's future take if he/she continues this problematic behavior?
3) **Personal-ethical (right action)**: Would the student allow others to act similarly toward him/her?
4) **Self-paradigmatic (identity/worldview)**: Is the student a victim with no control over their actions or life – as his/her behavior implies – or a capable, responsible young person?
5) **Expressed intentionality (students' goal)**: Will this behavior help the student achieve his/her goal – as stated in the student's IEP or in personal conversations with staff – or make it more difficult to achieve?

By engaging the students as thinkers, problem-solvers, and partners in their learning process, Aseltine students master the tools necessary to develop themselves into self-aware, confident, responsible young people prepared for life. We believe all students have it within themselves to respond to life's most difficult challenges in a thoughtful, self-disciplined, and responsible manner.

The goal of the Conflict Resolution Program – and the entire Aseltine program – is to teach students to become thinkers, not reactors; to evaluate situations; to identify their options; to decide which option is best to try in a given situation, and then to learn to apply a similar evaluation process in everyday situations, including life outside Aseltine School. Through this process, students develop self-awareness, personal and social coping skills, communication skills, problem-solving skills, and a sense of empowerment. When students learn to effectively handle the challenges that have prevented their success in school, their grades and attendance improve as they begin to take responsibility for and control over their own lives – often for the first time.

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 2016–17)

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

*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 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	13	N/A	N/A	N/A
2	13	N/A	N/A	N/A
3	13	N/A	N/A	N/A
4	13	1	N/A	N/A
5	13	1	N/A	N/A
6	12	1	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*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 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	12	N/A	N/A	N/A
2	12	N/A	N/A	N/A
3	12	N/A	N/A	N/A
4	12	1	N/A	N/A
5	12	1	N/A	N/A
6	13	1	N/A	N/A
Other**	N/A	N/A	N/A	N/A

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

**"Other" category is for multi-grade level classes.

[Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)](#)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	1	N/A	N/A
Mathematics	12	1	N/A	N/A
Science	12	1	N/A	N/A
Social Science	12	1	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

[Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)](#)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	11	1	N/A	N/A
Mathematics	11	1	N/A	N/A
Science	11	1	N/A	N/A
Social Science	11	1	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

[Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)](#)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	1	N/A	N/A
Mathematics	12	1	N/A	N/A
Science	12	1	N/A	N/A
Social Science	12	1	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	1:40

*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.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	1	N/A
Other	2.5	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 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$37,002.60	0	$37,002.60	$58,955
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$7,125	$80,765
Percent Difference – School Site and State	N/A	N/A	135.415%	-31.2196%

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

Types of Services Funded (Fiscal Year 2018–19)

Supportive and related services provided by Aseltine School are extensive. Services are assigned per student's IEP and some services are provided if students are eligible on an as-needed basis. All services are provided by credentialed and highly qualified staff. Services provided at Aseltine School include: Specialized Academic Instruction, Behavior Intervention Planning/Implementation, Counseling and Guidance, Language/Speech Development and Remediation, Occupational Therapy, and Vocational Education and Career Development.

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,124	$48,612
Mid-Range Teacher Salary	$70,086	$74,676
Highest Teacher Salary	$95,262	$99,791
Average Principal Salary (Elementary)	$125,328	$123,830
Average Principal Salary (Middle)	$128,724	$131,167
Average Principal Salary (High)	$138,823	$144,822
Superintendent Salary	$259,600	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2018–19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All Courses	N/A	N/A

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

* Where there are student course enrollments of at least one student.

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Note: In addition to the days posted, Aseltine School offers Staff Development Training every Thursday during the school year from 1:45-3:30 during the regular school year. The school has up to 30 Thursday Training Days in one school year.

Professional Development

Over the course of the school year, teachers and staff attend on-site trainings, as well as professional development provided by local districts when applicable. Professional development is a vital area at Aseltine School and it is imperative that our staff receive on-going opportunities to learn, develop, strengthen and refresh skills in innovative, best practices in academic instruction and classroom management, student social/emotional, and behavioral development and management. Teachers and staff are provided professional development via trainings and staff meetings in areas such as: Conflict Resolution, Assessment Administration, Instructional Planning and Implementation, IEP/BIP/ITP Development, Student Supervision and Safety, Disaster/Emergency Preparedness, Universal Health Precautions, Child Abuse and Mandated Reporting Procedures, Sexual Harassment, Pro-ACT refresher training, First Aid, Data Collection, Hughes Bill and Special Education Law, Extended School Year Procedural Training, and Suspension/Expulsion Policy. Aseltine School Staff also participated in trainings hosted by school districts and the San Diego County Office of Education. Some examples of trainings attended are Web-based IEP development, CAASPP Testing, Mental Health Training, LGBTQ Training, Common Core State Standards Awareness, and the Autism Authorization Program.   To date, all teaching and classroom staff have been trained and certified in Pro-ACT procedures. There are 3 allotted days for Staff Development in addition to training that takes place during modified days 2-3 times a month. Methods by which professional development is delivered varies from after-school workshops, weekly meetings, individual mentoring, on-the job coaching, and collaboration. Teachers' professional development is supported by weekly meetings (group and individual), on-going trainings, and internal student accountability systems that measure weekly, quarterly, and annual progress.