

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

Address: 4027 Normal Street
San Diego, CA , 92103-2617

Principal: Mrs. Florida (May) Padilla, Executive Director

Phone: (619) 296-2135

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

Mrs. Florida (May) Padilla, Executive Director

Principal, Aseptine School

About Our School

The 2020-2021 school year was an unprecedented year on so many levels for all of us. It brought about so many challenges and as each day, week and month passed we had the privilege watching our students and staff rise to each challenge with perseverance, courage, dedication and determination. While there were obstacles, we pulled through in true Aseptine form---together. 2020-2021 was an unforgettable, yet successful year.

Some of the year's highlights included:

- Providing Equitable Access: 100% of our students were provided with a laptop computer for use at home and a separate one at school ensuring consistent access for all services;
- 31% of our student population successfully transitioned back to their public school; and
- More than 366 home visits (and 20,000 miles) were made to students throughout the year to ensure consistent positive intervention supports between school and home were in place for all. These visits served as an anchor to a pathway to student progress.

Contact

Aseptine School
4027 Normal Street
San Diego, CA 92103-2617

Phone: (619) 296-2135

Email: mpadilla@aseltine.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	San Diego Unified School District
Phone Number	(619) 725-8000
Superintendent	Jackson (Interim Superintendent), Dr. Lamont
Email Address	ljackson@sandi.net
Website	www.sandiegounified.org

School Contact Information (School Year 2021—2022)

School Name	Aseptine School
Street	4027 Normal Street
City, State, Zip	San Diego, CA , 92103-2617
Phone Number	(619) 296-2135
Principal	Mrs. Florida (May) Padilla, Executive Director
Email Address	mpadilla@aseltine.org
Website	http://www.aseltine.org
County-District-School (CDS) Code	37683386975270

Last updated: 1/29/22

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

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 more than 53 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 matter, 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.

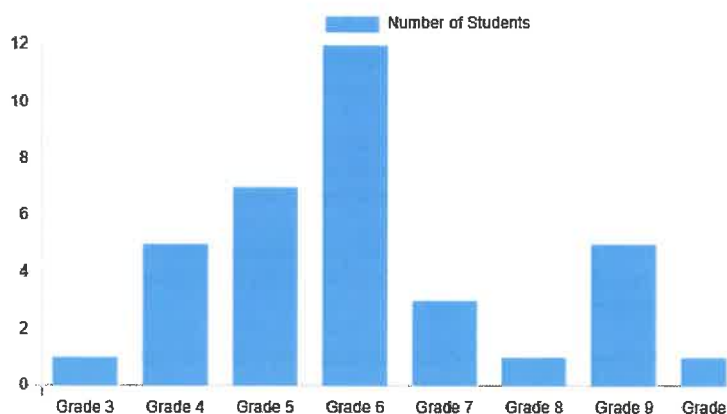
Aseltine's mission is to educate and empower students to become critical thinkers of the world. All our efforts are used to nurture, challenge and engage K-12 students who do not learn like other children, empowering them to transform into passionate learners, critical thinkers and creative problem-solvers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

Last updated: 1/29/22

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

Grade Level	Number of Students
Grade 3	1
Grade 4	5
Grade 5	7
Grade 6	12
Grade 7	3
Grade 8	1
Grade 9	5
Grade 11	1
Grade 12	1
Total Enrollment	36



Last updated: 1/29/22

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

Student Group	Percent of Total Enrollment
Female	2.70%
Male	94.59%
Non-Binary	2.70%
American Indian or Alaska Native	5.60%
Asian	0.00%
Black or African American	8.30%
Filipino	0.00%
Hispanic or Latino	44.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.60%
White	36.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	36.10%
Foster Youth	0.00%
Homeless	3.00%
Migrant	0.00%
Socioeconomically Disadvantaged	77.80%
Students with Disabilities	100.00%

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

**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:

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: September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-8th: Houghton Mifflin Harcourt California Journeys Student Edition Hardcover 2017 12th: Holt Literature and Language Arts, Sixth Course, Grade 12, Holt Rinehart & Winston 2013	Yes	0%
Mathematics	K-5th: enVision Math California Common Practice Student Workbook 2015 6th-8th: Big Ideas Math A Common Core Curriculum, CA Student Edition 2015 12th: Core Connections Integrated Math III, CPM 2015	Yes	0%
Science	K-8th: California Inspire Science 2020 12th: Foundations of Physics, CPO Science 2004	Yes	0%
History-Social Science	K-8th: Impact: California 2019 12th: Magruder's American Government, Prentice Hall, 2006	Yes	0%
Foreign Language			0%
Health	K-5th: Harcourt Health and Fitness, 2006 6th-8th: Macmillan/McGraw-Hill Health and Wellness, 2005 12th: Comprehensive Health, 2018	Yes	0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/28/22

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.

Last updated: 1/28/22

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: October 2020

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2020

Overall Rating	Good
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Last updated: 1/28/22

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 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	29	20	69	31	--
Female	1	1	100	0	--
Male	35	19	55	45	--
American Indian or Alaska Native	2	1	50	50	--
Asian	0	0	0	0	0
Black or African American	3	2	66	33	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	9	57	43	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	50	50	--
White	13	8	62	39	--
English Learners	13	5	39	62	--
Foster Youth	0	0	0	0	0
Homeless	1	0	0	0	--
Military	0	0	0	0	--
Socioeconomically Disadvantaged	28	18	65	35	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	29	80	20	--

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: 1/28/22

**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	29	20	69	31	--
Female	1	1	50	50	--
Male	35	19	55	45	--
American Indian or Alaska Native	2	1	50	50	--
Asian	0	0	0	0	0
Black or African American	3	2	66	33	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	9	57	43	--
Native Hawaiian or Pacific Islander	0	0	0	0	--
Two or More Races	2	1	50	50	--
White	13	8	62	39	--
English Learners	13	5	39	62	--
Foster Youth	0	0	0	0	--
Homeless	1	0	0	0	--
Military	0	0	0	0	--
Socioeconomically Disadvantaged	28	18	65	35	--
Students Receiving Migrant Education Services	0	0	0	0	--
Students with Disabilities	36	29	80	20	--

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: 1/28/22

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

Aseltine School provides students with courses necessary for a high-school diploma as determined by the requirements of their district of residence. In the 2020-2021 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 on preparing students to return to a less restrictive environment. By the end of the 2019-2020 school year (July 1, 2020 to June 30, 2021), nearly 31% of students who regularly attended successfully transitioned back to public school. Due to the pandemic no 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.

Last updated: 1/28/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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)

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.

Through Distance Learning and Hybrid Learning Model, parents also have increased daily access to Aseltine staff via Home Visits, GoogleMeet, emails, and texts as needed. This partnership between school and home have been essential in ensuring academic and behavioral progress. Most important, these daily connections ensure and promote social/emotional wellness during the pandemic.

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	0.00%	0.00%	0.00%	4.10%	3.90%	4.20%	9.00%	8.90%	9.40%
Graduation Rate	0.00%	0.00%	0.00%	84.70%	85.60%	85.90%	84.50%	84.20%	83.60%



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

School Safety Plan (School Year 2021-2022)

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. The School Safety Plan also includes a COVID-19 Prevention Plan, Suicide Prevention Plan and a revised Active Shooter Plan. More recently, as of August 2021, includes compliance to SB-1172. Staff have participated in these related trainings on an annual basis and/or within 30 days of employment. 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.

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.

Last updated: 1/28/22

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	0
6	0.00	0	0	0
Other**	12.00	2	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

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	0
6	0.00	0	0	0
Other**	12.00	2	0	0

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

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

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

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	0
6	0.00	0	0	0
Other**	12.00	2	0	0

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	12.00	1	0	0
Math	12.00	1	0	0
Science	12.00	1	0	0
Social Science	12.00	1	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	12.00	1	0	0
Math	12.00	1	0	0
Science	12.00	1	0	0
Social Science	12.00	1	0	0

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

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

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	12.00	1	0	0
Math	12.00	1	0	0
Science	12.00	1	0	0
Social Science	12.00	1	0	0

Last updated: 1/28/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	1

Last updated: 1/29/22

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
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	1.00
Resource Specialist (non-teaching)	1.00
Other	4.00

Last updated: 1/29/22

* 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)

Supportive and related services provided by Asetline 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 Asetline 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.

Last updated: 1/26/22

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	28	25	35