

## Executive Summary School Accountability Report Card, 2006-2007

### *Pacific Autism Center for Education (PACE) Early Intervention & Sunny Days Preschool*

**Address:** 897 Broadleaf Ln., San Jose, CA 95128

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**Phone:** 408.551.0312

**Grade Span:** Preschool

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. For additional information about PACE, parents and community members should review the entire SARC or contact the school principal or the district office.

#### **About This School**

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*The PACE Early Intervention & Sunny Days Preschool is a certified, non-profit, non-public school for persons with autism and related developmental disabilities, serving students 0 to 5 years of age.*

*PACE Preschool implements a multi-disciplinary team approach, combining therapeutic and educational strategies created to optimize the child's progress. This one-on-one approach includes a special education teacher, and instructional specialist, occupational therapist, and speech and language pathologist. Together, the team, which also includes the student's parents, helps to assess the student's individual needs and creates a program that will optimize his/her growth.*

*The fundamental **philosophy** of the PACE Preschool is that every child is an individual and thus programs should be built around each child's particular learning style. We also believe that there is no one method that is right for every child or the best way to teach for every need. We strive to provide our students with the very best of evidenced-based interventions, enhanced by those approaches that may be more cutting-edge. The program includes a number of blended methodologies that in collaboration provide for the unique needs of the child. The areas specifically targeted include the following key elements: communication, sensory integration, social relatedness, gross and fine motor development, play, and self-help skills.*

*Early Intervention is the key to enabling young children diagnosed with ASD to achieve their full potential. The PACE program provides a bridge between Regional Center providers (0-3yrs) and the School District (3-6yrs) in order to serve students as soon as they are diagnosed and provide for them through age five. A team of full-time professionals assesses and responds to the specific needs of each child to maximize his/her potential as quickly as possible. PACE Early Intervention includes an intensive home-based therapy program, center-based playgroups, and a typical preschool class as well as individual and group treatment that includes speech, occupational and physical therapy. The team helps decide between a home-based program, center-based classrooms or a combination of the two. Assessment is continuous, ensuring the child's program always relates to his/her needs and interest.*

*Parents are an integral part of the EI program participating actively on the assessment team and on the development of each treatment plan. Parents have the opportunity to receive training in consultative sessions, as well as while working with their child in the classroom and home settings. In addition, we provide individualized parent and family training, parent/family support groups and resource information.*

*Our goal is to provide a child and family centered, team approach that coordinates all services being provided so children can get the maximum benefit from their program in order to reach their highest potential. Each family is assigned a Case Manager who organizes team correspondence, data collection, reports, and encourages family participation at all levels.*

## Student Enrollment

Group	Enrollment
Number of students	10
African American	
American Indian or Alaska Native	
Asian	20%
Filipino	
Hispanic or Latino	
Pacific Islander	
White (not Hispanic)	60%
Multiple or No Response	20%
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	50%

## Teachers

Indicator	Teachers
Teachers with full credential	1
Teachers without full credential	1 (ECSEIC)
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

The PACE Preschool is located on a leased San Jose Unified School campus (Cory School). PACE operates its school on a completely enclosed section of the property which include three portable buildings and an enclosed playground with a garden. The most recent on-site review by the California Department of Education took place in May, 2006 in which PACE received a clear inspection record.

### Repairs Needed

No recommendations were issued – no repairs required.

### Corrective Actions Taken or Planned

No corrective actions were requested.

## Curriculum and Instructional Materials

### School Instruction and Leadership

The PACE School is aligned with SJUSD (LEA) functional skills curriculum for preschools. Given the specific needs of students affected by Autism Spectrum Disorder (ASD), a strong emphasis is placed on innovative social/communication vehicles (ie. Picture Exchange System (PECS), social stories, affect methods – Floortime, AAC devices) and behavior shaping methods.

# School Accountability Report Card

## Reported for School Year 2006-07

*Published During 2007-08*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Pacific Autism Center for Education	<b>District Name</b>	San Jose Unified School District
<b>Street</b>	897 Broadleaf Ln.	<b>Phone Number</b>	408.535.6090
<b>City, State, Zip</b>	San Jose, CA 95128	<b>Web Site</b>	www.sjUSD.org
<b>Phone Number</b>	408.551.0312	<b>Superintendent</b>	Don Iglesias
<b>Principal</b>	Marcia Goldman	<b>E-mail Address</b>	Don_Iglesias@sjUSD.org
<b>E-mail Address</b>	marciagoldman@pacificautism.org	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

**PACE provides** for the educational & residential needs of individuals with autism and other developmental disorders. Specialists in speech and language development, occupational therapy, behavior management and special education instruction work as a team to serve the diverse needs of our clients. Research has shown that people with learning disabilities who are enrolled in effective programs at an early age are better equipped to achieve academic, social and workplace success, allowing them to reach their full potential and to lead rewarding lives

**Our Mission** at PACE is to provide high quality programs for individuals with autism /developmental disabilities, so they may experience the satisfaction and fulfillment that accompany learning, self expression, self-care, productive work and interpersonal and community experiences

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Family involvement** is crucial to the success of each student and is encouraged. The PACE Preschool was designed to allow parents to freely observe the classroom activities without affecting the dynamics of the daily routine. Through the use of a one-way observation mirror for the classroom, PACE encourages parents to visit routinely to observe the program design. PACE also provides daily communication updates via a narrative communication log that is sent home with every student. In addition, PACE routinely offers evening education classes and independent parent meetings.

**PACE** offers several opportunities to volunteer. While hands-on participation is limited due to the severe disabilities of our students, there are special day activities occasionally along with after school programs. There are year-round opportunities to participate in administration and fundraising efforts such as event management, marketing, publicity and PR. For more information, contact Karen Kennan, Development Director, at 408.245.3400 or [karenkennan@pacificautism.org](mailto:karenkennan@pacificautism.org).

## Student Enrollment

The PACE Preschool has a typical classroom size of 5 students.

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American		White (not Hispanic)	60%
American Indian or Alaska Native		Multiple or No Response	20%
Asian	20%	Socioeconomically Disadvantaged	
Filipino		English Learners	
Hispanic or Latino		Students with Disabilities	50%
Pacific Islander		---	---

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

**PACE** has an extensive safety program to include fire drills, Injury Illness Prevention Plans (IIPP), blood borne pathogens, hazardous communication, and many other programs. In addition, emergency kits are prepared with individual student emergency forms, first-aid kit and emergency supplies.

### School Programs

This section provides information about the school's program design.

**Home-based Program** is designed to provide a child who may be more withdrawn or sensory involved with an intensive, one-on-one experience tailored to jumpstart the child's education experience. A home-based program should provide the best start for certain children with the goal to move to the preschool program as soon as they may benefit from such a program. The staff provides a total of 20 to 24 hours a week of therapy which includes consultative sessions and parent training.

Preschool Program is designed to provide a dedicated year-round program with classroom which provide varying environments controlled for sensory regulation. Children receive three hours of instruction a day, 4 days a week which includes classroom instruction, pullout sessions and individual/group therapy sessions. The fifth day of the week is reserved for evaluation report writing, intakes and staff in-service.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

**PACE** offers the students individualized educational programs that are supported by one-to-one (1:1) instructional aides that are trained to be especially attentive to the specific behavioral and self-regulatory needs of the severely autistic and developmentally disabled students we serve. The small, structured class size is supported through an interdisciplinary staff that work to build academic, communication, vocational and social skills to develop a better life for the students. Students are provided an opportunity to learn within the standard classroom as well as seek out extensive involvement in the neighboring community. Given the reactions that may arise from severe sensory regulatory challenges and other social environmental concerns, PACE staff are trained on positive behavior plans and redirection methods.

Although some students with autism present genuine instructional challenges, they learn well with appropriate systemic and individualized teaching practices. Special attention is given to the following key areas: health, structured environment, graphical examples and gradual transitions/change.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2000-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	0	0			
Expulsions	0	0	0			

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The **PACE Preschool** is located on a leased San Jose Unified School campus (Cory School). PACE operates its school on a completely enclosed section of the property which include three portable buildings and an enclosed playground with a garden. The most recent on-site review by the California Department of Education took place in May, 2006 in which PACE received a clear inspection record. For additional information about the school or to schedule a site visit, please feel free to call the main administration office at 408.245.3408.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential		1	1	
Without Full Credential (SEIC)		1	1	
Teaching Outside Subject Area of Competence		0	0	

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

**PACE** has established a practice of recruiting and hiring only the most highly qualified candidates for substitute teaching positions. Wherever possible, PACE seeks to promote and encourage individuals within its highly trained instructional aide staff to obtain the necessary certifications to become substitute teachers.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The **Program Director** evaluates all certified employees in teaching positions with the Education Director providing secondary oversight and review. The goal of the evaluation is to identify, reinforce and assist in the improvement of skills, attitudes and abilities which will result in better educational opportunities for all students. Due to the specific developmental challenges of the students, teachers are carefully evaluated for their ability to manage the self regulation and behavioral challenges. In addition, the mentoring, instruction and management of the large instructional aide staff in each classroom is heavily considered. Evaluations are formally conducted annually but are routinely reviewed on a continuing monthly basis. Evaluations include a series of evaluation conferences and periodic observations.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1 SLP & 1 OT	---
Resource Specialist (non-teaching)		---
Other		---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

### School Instruction and Leadership

The PACE School is aligned with SJUSD (LEA) functional skills curriculum for preschools which includes Pebble Soup and Growing with Math. Given the specific needs of students affected by Autism Spectrum Disorder (ASD), a strong emphasis is placed on innovative social/communication vehicles (ie. Picture Exchange System (PECS), social stories, affect methods – Floortime, AAC devices) and behavior shaping methods.

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

**PACE** educational program is designed using a multi-disciplinary model. Working together as a team, the teacher, instructional aides, speech & language therapist, occupational therapist and program director collaborate on the individualized program for each student. The instructional goals and objectives outlined in the IEP are based on measurable data with an emphasis on the specific needs and challenges of the student.

The **leadership team** is comprised of a Program Director that oversees the implementation of the curriculum and consistency with the IEP alignment and an Educational Director that is responsible for the higher level school methodology and training practices. In addition, a staff of full-time speech and occupational therapists are integral into all aspects of the program design and development.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

**PACE** provides professional development and training to our staff through a variety of approaches.

- Monthly In-Service- This is a 3 hour period on the fourth Thursday of the month that is reserved for staff training on a variety of subjects including positive behavior intervention, IEP tracking/reporting, social story development and team building.
- Weekly Staff Meetings – The larger school staff meets regularly every Wednesday after school to discuss operations and educational components of the program. The professional teaching staff also meets weekly after school on Thursday for individual specialized training on key topics.
- Outside Consultants – PACE seeks to bring outside specialists in developmental education in for training on a 2-day intensive seminar every year in the Spring break. Additionally, specialists are also brought in quarterly for a shorter duration.
- Subject matter experts are brought in on an as-needed basis for specific areas of concern.
- Staff are provided a \$1,200 stipend for professional development at external workshops and seminars.
- All staff are trained in Handle with Care behavior intervention training.