

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

## *For Capitol Autism Services – Land Park Campus*

**Address:** 2751 Wilmington Avenue, Sacramento, Ca 95820  
**Phone:** 916-427-2273  
**Principal:** Robert Hanson, M.Ed., B.C.B.A.  
**Grade Span:** Preschool-Young Adult

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.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

### **About This School**

**District Contact Information (School Year 2016–17)**

<b>District Name</b>	Sacramento City Unified School District
<b>Phone Number</b>	916-643-7400
<b>Superintendent</b>	Jorge A. Aguilar
<b>E-mail Address</b>	Kristine-Peixoto@scusd.edu
<b>Web Site</b>	<a href="http://www.scusd.edu/">http://www.scusd.edu/</a>

**School Contact Information (School Year 2016–17)**

<b>School Name</b>	Capitol Autism Services – Land Park Campus
<b>Street</b>	2751 Wilmington Avenue
<b>City, State, Zip</b>	Sacramento, Ca. 95820
<b>Phone Number</b>	916-417-2273
<b>Principal</b>	Robert Hanson, M.Ed., B.C.B.A.
<b>E-mail Address</b>	RHanson@TeamCAS.com
<b>Web Site</b>	<a href="http://www.teamcas.com/CAS/CAS_welcome.html">http://www.teamcas.com/CAS/CAS_welcome.html</a>
<b>County-District-School (CDS) Code</b>	34 67439 0115220

**School Description and Mission Statement (School Year 2016–17)**

Capitol Autism Services - Land Park Campus is a non-public school primarily serving children diagnosed on the autism spectrum, ages from pre-kindergarten through young adult (age 22). We contract with approximately 13 school districts in the greater Sacramento, Yolo, Placer, and Solano county areas. Funding and referrals to our program is provided by the school districts in which our students reside. We are a team of dedicated individuals with the goal of providing caring, comprehensive educational services with a commitment to a collaborative approach and to transition our students to the next Least Restrictive Environment (LRE) as quickly as possible. Land Park's program provides intensive individualized educational programs developed for each student based on an assessment of their skill deficits. Assessment results identify key behaviors interfering with learning and general adaptive functioning, individual learning styles and preferences which are used to develop individualized education plans and behavior intervention plans for student success. While our goal is to progress the student to learn in a large group setting the average classroom ratio range from 7-8 staff per every 12 students, allowing for intensive instruction as well as small and large group work across functional environments throughout the school day. The educational program is behaviorally based to address each individual through comprehensive programming. Our program structure may be visualized as a pyramid which allows us to treat the "whole" child, taking into consideration physical needs, relational/social-emotional skills, formal communication skills, pre-requisite and advanced learning and academic skills. Our program addresses the needs of academics, independent living skills, communication and socialization skills, community integration and physical education. The school offers behavior therapy, speech/language therapy, and occupational therapy as well as daily exercise. We provide teaching and support to enable our students to be as independent as possible in the least restrictive environment. Our mission statement is "To provide individuals living with Autism effective, meaningful services and support using Applied Behavior Analysis".

**Student Enrollment by Grade Level (School Year 2015–16)**

Grade Level	Number of Students
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Pre-Kindergarten	10
Kindergarten	4
Grade 1	4
Grade 2	4
Grade 3	5
Grade 4	7
Grade 5	1
Grade 6	3
Grade 7	4
Grade 8	5
Ungraded Elementary	0
Grade 9	3
Grade 10	6
Grade 11	6
Grade 12	7
Ungraded Secondary	22
<b>Total Enrollment</b>	<b>91</b>

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

Student Group	Percent of Total Enrollment
Black or African American	28%
American Indian or Alaska Native	0%
Asian	12%
Filipino	2%
Hispanic or Latino	30%
Native Hawaiian or Pacific Islander	4%
White	22%
Two or More Races	2%
Socioeconomically Disadvantaged	N/A
English Learners	24%
Students with Disabilities	100%
Foster Youth	0

## 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 2014–15	School 2015–16	School 2015–16	District 2017-18
With Full Credential	3	8	4	N/A
Without Full Credential	6	0	5	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	N/A

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	3	0
Vacant Teacher Positions	0	3	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 2016–17)

Year and month in which the data were collected: March 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Journeys/2017	Yes	Yes
Mathematics	Go Math!/2015	Yes	Yes
Science	California Science/2008	Yes	Yes
History-Social Science	California Vistas/2007	Yes	Yes

## School Facility Conditions and Planned Improvements

Capitol Autism Services - Land Park Campus operates on the grounds of Sacramento Children's Home and is a large enclosed campus located within a community setting. The school is comprised of 6 wings which include 8 classrooms, MP room, administration office, OT area, and 4 speech therapy rooms. There are 2 large playgrounds to provide structured/independent play activities as well as PE during the school day. The classrooms are routinely painted, cleaned, and updated to ensure improvements meet the needs of our students. Unless a repair is required to be completed in a timely manner (e.g., heating/air), some repairs may be scheduled for during holidays and school breaks.

## 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:** March 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Daily/Weekly repair of damage occurs due to student property destruction (holes in walls).
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Identified roof leaks were repaired by owner of property (Sacramento Children's Home).
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

**Year and month of the most recent FIT report:** March 2017

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016-17	2015–16	2016-17	2015–16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC

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.

## Career Technical Education Programs (School Year 2016–17)

Capitol Autism Services – Land Park Campus offer students the opportunity to gain work experience in the community and related educational activities. When our students have progressed to the point where their school and community behaviors support further challenges we obtain vocational opportunities for our students to generalize their job skills with off campus opportunities. This may include but is not limited to county/public libraries, clerical work, and ground maintenance. It is our goal for all of our students to develop employable skills prior to transition to a Least Restrictive Environment (LRE) or age out of our educational setting. Students participating in Career Technical Education Programs receive 1:1 guidance in the areas of interest (e.g., construction, computer science, cooking, cleaning) and independent living. By focusing on the interests of the students' progress is achieved at a rate which provides additional opportunities and challenges which may present in vocational opportunities or transition to a Least Restrictive Environment (LRE). The students' performance is measured on their individual independence with the activity and then the quality of their work product; as necessary modification to the student's training/teaching to ensure optimal job performance/skills.

## Career Technical Education Participation (School Year 2016–17)

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

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

UC/CSU Course Measure	Percent
2015–16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

[Student Physical Fitness Test Results reported by student's district of residence]

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	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

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 schoolsite

### Opportunities for Parental Involvement (School Year 2017–18)

Land Park provides opportunities for parents to communicate with their child's teachers through written communication logs which go between home and school daily, teacher availability upon arrival and departure of students from school, email, phone and voicemail, parent-scheduled classroom and DIS observation and conferences, quarterly update reports and annual Individualized Education Plan meetings. We have an open-door policy where parents/caregivers are encouraged to visit their child's classroom throughout the year without a scheduled appointment. An Open House is held each fall and we attempt to host a parent/care-provider and student social event each year to provide families opportunities to see what their child is learning and observe their engagement in group and social activities. In addition, Parents are welcome to attend school trips which provide opportunities for community based instruction.

### 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			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Dropout Rate	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	N/A	N/A	N/A	DPC	DPC	DPC	DPC	DPC	DPC

### 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		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC

### School Safety Plan (School Year 2017–18)

A School Emergency Plan for Land Park is provided to all team members in an effort to promote consistent practices in the event of any emergency situation. This plan addresses the following areas: evacuation, emergency/fire drills, fire, bomb threat, and hostage crisis or weapon threat, drive-by shooting/show-by, and van evacuation procedures.

### 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)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A				N/A				N/A			
1	N/A				N/A				N/A			
2	N/A				N/A				N/A			
3	N/A				N/A				N/A			
4	N/A				N/A				N/A			
5	N/A				N/A				N/A			
6	N/A				N/A				N/A			
Other	12	1	0	0	12	1	0	0	12	1	0	0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	1	0	0	12	1	0	0	12	1	0	0
Mathematics	12	1	0	0	12	1	0	0	12	1	0	0
Science	12	1	0	0	12	1	0	0	12	1	0	0
Social Science	12	1	0	0	12	1	0	0	12	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.

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	DPL
Counselor (Social/Behavioral or Career	1	N/A



<b>Development)</b>		
<b>Library Media Teacher (librarian)</b>	0	N/A
<b>Library Media Services Staff (paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	2 SLP/12 SLPA	82
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	56	N/A

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$3200	DPL	DPL	\$55,000
<b>District</b>	N/A	N/A	DPL	DPC
<b>Percent Difference – School Site and District</b>	N/A	N/A	DPL	DPL
<b>State</b>	N/A	N/A	DPC	DPC
<b>Percent Difference – School Site and State</b>	N/A	N/A	DPL	DPL

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

### Types of Services Funded (Fiscal Year 2016–17)

Students who receive related services (as dictated by their current IEPs), may do so at Land Park as we employ full-time specialists in the areas of Speech/Language/Hearing, and Occupational Therapy. If caseloads are exceeded, Land Park will contract with subcontractors as needed and/or work with districts to ensure student services are provided locally by another provider until services may be provided at the school. Land Park may provide transportation for students to and from school on a limited basis and provides behavioral support services to individuals and classrooms. As necessary Land Park contracts with outside entities to provide additional services requested by families/caregivers (e.g., psychiatric/counseling services).

### Teacher and Administrative Salaries (Fiscal Year 2015–16)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	DPC	DPC
<b>Mid-Range Teacher Salary</b>	DPC	DPC
<b>Highest Teacher Salary</b>	DPC	DPC
<b>Average Director Salary</b>	DPC	DPC

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

### Professional Development

Capitol Autism Services - Land Park Campus provides professional development opportunities through various local, state and regional conferences and professional

trainings as well as on-site continuing education twice per month. In addition, employees pursuing their credential and certification programs may be eligible for tuition reimbursement. Approximately 23 on-site continuing education trainings are provided to staff each year covering topics including, safety, PECS, reinforcement, basic behavior principles, teaching strategies and communication strategies. Weekly team meetings are held to ensure communication and consistency across team members. Teachers are supported in their professional development activities by the school director as well as lead teacher. New teachers are assigned a peer mentor for the first year of employment. Classroom Teachers and Lead Instructional Assistants are provided 13 professional development days per school year.