

TERI- The Learning Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	3225 Roymar Rd. Oceanside, CA , 92058-1311	Principal:	Patricia Friedman
Phone:		Grade Span:	1-12

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 and access to prior year reports, 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.

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

Patricia Friedman

📍 Principal, TERI- The Learning Academy

About Our School

Contact

TERI- The Learning Academy
3225 Roymar Rd.
Oceanside, CA 92058-1311

Phone:

Email: patf@teriinc.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oceanside Unified
Phone Number	(760) 966-4000
Superintendent	Vitale, Ph.D., Julie
Email Address	julie.vitale@oside.us
Website	www.oside.us

School Contact Information (School Year 2023–24)

School Name	TERI- The Learning Academy
Street	3225 Roymar Rd.
City, State, Zip	Oceanside, CA , 92058-1311
Phone Number	
Principal	Patricia Friedman
Email Address	patf@teriinc.org
Website	www.teriinc.org
County-District-School (CDS) Code	37735697105075

Last updated: 1/30/24

The Learning Academy is a non-public school that serves individuals with autism and other developmental disabilities. The school is certified by the Department of Education for students 6 to 22 years of age. The program is designed to meet the needs of students with significant behavioral and learning challenges. Upon admission, a Board-Certified Behavior Analyst conducts a Functional Assessment and develops a Behavior Intervention Plan that addresses the student's behavioral needs. Functional communication is taught, and reinforcement-based programs are designed according to student need/preference.

Each student's schedule is specifically designed for him/her—we know from experience that no one strategy or approach works for everyone. Students are provided with 1:1 instruction with the ultimate goal of fading that instruction to whole-group integration. The program includes instruction in academics, applied academics, communication, vocational, social and daily living skills; designed and implemented by highly qualified certified teachers. Services in Occupational Therapy and Speech Therapy are provided in accordance with the student's IEP. Enrichment activities include music, equestrian therapy, relaxation therapy and staff run clubs that promote student interaction based on like interests. Students at the Learning Academy are on track for a Certificate of Completion

School Description and Mission Statement (School Year 2023–24)

The Learning Academy is a non-public school that serves individuals with autism and other developmental disabilities. The school is certified by the Department of Education for students 6 to 22 years of age. The program is designed to meet the needs of students with significant behavioral and learning challenges. Upon admission, a Board-Certified Behavior Analyst conducts a Functional Assessment and develops a Behavior Intervention Plan that addresses the student's behavioral needs. Functional communication is taught, and reinforcement-based programs are designed according to student need/ preference.

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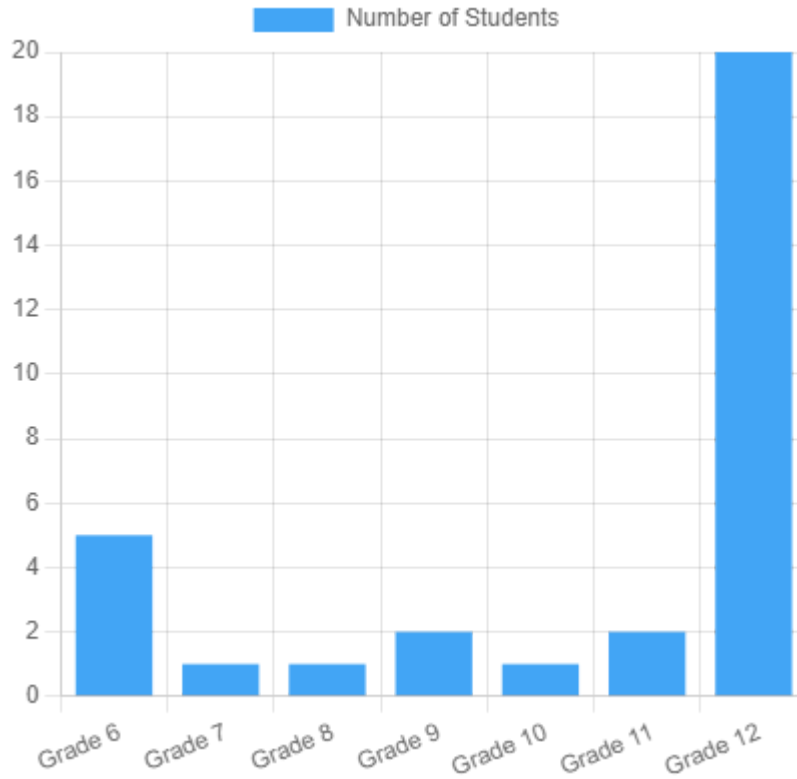
Vision: *To provide models of the best methods for assuring a life of quality for those who have special needs so the models can be replicated internationally.*

Mission Statement: *Changing the way the world sees and empowers people with autism and other developmental and learning disabilities.*

Last updated: 1/30/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	5
Grade 7	1
Grade 8	1
Grade 9	2
Grade 10	1
Grade 11	2
Grade 12	20
Total Enrollment	32



Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	6.00%
Male	94.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically	0.00%

Student Group	Percent of Total Enrollment
Asian	6.00%
Black or African American	3.00%
Filipino	3.00%
Hispanic or Latino	9.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	9.00%
White	69.00%

Student Group (Other)	Percent of Total Enrollment
Disadvantaged	
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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0	0%	755.10	85.67%	228366.10	83.12%
Intern Credential Holders Properly Assigned	3	100%	5.40	0.61%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0%	14.90	1.70%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0%	52.70	5.98%	12115.80	4.41%
Unknown/Incomplete/NA	0	0%	53.10	6.03%	18854.30	6.86%
Total Teaching Positions	3	100%	881.50	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/30/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2	67%	781.40	89.21%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1	33%	2.90	0.34%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0%	12.80	1.47%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0%	44.00	5.03%	11953.10	4.28%
Unknown/Incomplete/NA	0	0%	34.60	3.95%	15831.90	5.67%
Total Teaching Positions	3	100%	875.90	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/30/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	3	2
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	2

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	3	1
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2022

All students at the Learning Academy are non-diploma bound and are working towards a Certificate of Completion. The Learning Academy unitizes Unique Learning Systems which is an online, interactive, standards based curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Unique Learning Systems	Yes	0
Mathematics	Unique Learning Systems	Yes	0
Science	Unique Learning Systems	Yes	0
History-Social Science	Unique Learning Systems	Yes	0
Foreign Language	None		0
Health	Unique Learning Systems		0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

School Facility Conditions and Planned Improvements

The Learning Academy completes a "General Health and Safety Checklist for the Safety Committee or Self inspection" form quarterly which is then reviewed by the safety committee members on a quarterly basis. The most recent checklist was free from any non-compliant issues. The school is painted on a regular basis and an Annual Facility Needs Assessment is completed with the Director of Maintenance at the end of each school year. These maintenance tasks are then completed during the school closure/summer break. Last August, the school was painted but no other major changes were made to the school. A system is in place to address maintenance needs as they come up. The maintenance department is also available in the case of an emergency or urgent need. The Learning Academy does not have any major upcoming maintenance projects for the current school year. The school is cleaned on a daily basis by an outside cleaning service provider.

Last updated: 1/29/24

School Facility Good Repair Status

The Learning Academy completes a "General Health and Safety Checklist for Safety Committee or Self inspection" form quarterly which is then reviewed by the safety committee members on a quarterly basis. The most recent checklist was free from any non-compliant issues. The school is painted on a regular basis and an Annual Facility Needs Assessment is completed with the Director of Maintenance at the end of each school year. These maintenance tasks are then completed during the school closure/summer break. The maintenance department is available in the case of routine maintenance or an emergency or urgent need. The Learning Academy does not have any major upcoming projects for the current school year. The school is cleaned on a daily basis by an outside cleaning service provider.

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 2022

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 2022

Overall Rating	Good
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Last updated: 1/29/24

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 [CAA] 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 the most significant cognitive disabilities).

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

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

Career Technical Education (CTE) Programs (School Year 2022–23)

The Learning Academy offers a multi-year course of study for pupils on a certificate of completion graduation track. The Learning Academy transition age students are enrolled in academic/functional coursework leading to a certificate of completion. Students participate in vocational training on site and at sites in the community. Students have opportunities to learn and explore a variety of vocational opportunities such as office work, urban farming, sales, janitorial work, etc. Most students aging out of the Learning Academy will enter Adult Day Programs funded by the Regional Center. The Learning Academy focuses on preparing students to enter these programs by writing IEP goals focusing on working in groups, coping with unstructured time, engaging in leisure

activities, and learning vocational skills. Staff complete interest and engagement inventories with the students to assess areas of interest outside of reinforcement.

Last updated: 1/29/24

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

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

TERI is dedicated to fostering a partnership with parents whose children and adults are involved in our programs. A good partnership meets the needs of the family and the program as well as the community. Communication is the foundation of an effective partnership, and we want to foster a Parent Organization in which parents can learn from and help each other as well support their child's program. We attempt to connect parents and their children to information and social experiences and to build a sense of community. Parents are encouraged to attend events and activities at the school such as Winter Performance and Graduation, Summer Performance and Graduation and holiday events/parties. A Parent Meet and Greet was held for parents of both the Learning Academy and Country School.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Referrals to the Learning Academy are generally made for behavioral reasons. Most students at the Learning Academy have not been successful in traditional public-school programs due to behavioral issues. A functional assessment is completed by a Board Certified Behavior Analyst and a Behavior Intervention Plan is implemented. Suspensions and Expulsions generally do not occur at the school, but the school abides by educational code pertaining to student discipline.

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	3.18%	0.00%	0.00%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.03%	0.00%	0.00%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2023–24)

The Learning Academy has a comprehensive Emergency plan that is updated at least annually. The Emergency plan is reviewed with staff on an annual basis. The plan includes a variety of topics including Safety in the Workplace, Reporting Emergencies, Responding to Emergencies such as fire, Earthquakes, Bomb threats, Violence, Power outages, etc. Fire Drills are conducted monthly, and Earthquake and Lockdown drills are conducted yearly. The agency has a Safety committee and representative from the Learning Academy attends the monthly meetings.

Last updated: 1/29/24

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.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

Last updated: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.50
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	2.50

* 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 2022–23)

The Learning Academy provides one to one instructional services to the students in a small classroom setting. A Board-Certified Behavior Analyst is on site at the school and conducts a functional assessment following admission. Speech Language Pathology and Occupational Therapy is per each students IEP. The Learning Academy provides a number of enrichment activities to the students. These activities include: Equestrian Therapy, Music classes, Fitness classes, yoga classes and opportunities for community involvement.

Last updated: 1/30/24

Professional Development

The Learning Academy offers an annual recertification during the first month of the new school year. During this month, staff are recertified in areas such as Standard First Aid/CPR, Sexual Harassment, Behavioral intervention and emergency behavior management procedures, etc. These classes are provided through on-line training as well as through classroom training. Professional development in services are conducted twice monthly for the Instructional Assistants on a variety of topics such as teaching strategies, data collection, ABA practices, Abuse prevention and reporting, etc. These trainings occur on student “early release” days which equals 3 hours per month. Teachers and Instructional Assistants meet bi-weekly to discuss lesson plans, behavioral or academic progress, etc.

Throughout the school year, teachers have access to continuing education classes and conferences provided by NCCSE (North Coastal Consortium for Special Education) Teachers can attend these workshops free of charge. An education specialist consults with the teachers as needed, in addition to the Program Director who meets at least weekly with the teachers. Teachers meet bi-weekly with the BCBA to discuss program fidelity and review student progress and data.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement			

Last updated: 1/31/24