

**TERI, INC. The Country School**  
**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:** Shane Hamilton

**Phone:**

**Grade Span:** 6-12

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.

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## About This School

### Shane Hamilton

📍 Principal, TERI, INC. The Country School

### About Our School

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### Contact

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TERI, INC. The Country School  
3225 Roymar Rd.  
Oceanside, CA 92058-1311

Phone:

Email: [shanep@teriinc.org](mailto:shanep@teriinc.org)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Oceanside Unified School District
<b>Phone Number</b>	760-966-4006
<b>Superintendent</b>	Vitale, Julie
<b>Email Address</b>	<a href="mailto:superintendent@oside.us">superintendent@oside.us</a>
<b>Website</b>	<a href="http://www.oside.us">www.oside.us</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	TERI, INC. The Country School
<b>Street</b>	3225 Roymar Rd.
<b>City, State, Zip</b>	Oceanside, CA , 92058-1311
<b>Phone Number</b>	
<b>Principal</b>	Shane Hamilton
<b>Email Address</b>	<a href="mailto:shanep@teriinc.org">shanep@teriinc.org</a>
<b>Website</b>	<a href="http://www.teriinc.org/programs-and-services/country-school/about.html">www.teriinc.org/programs-and-services/country-school/about.html</a>
<b>County-District-School (CDS) Code</b>	37737916927644

*Last updated: 1/23/24*

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

TERI's Country School serves students living in San Diego and South Riverside counties who have Autism, ADD/ADHD, and other forms of mild to moderate disabilities affecting learning, behavior, and social skills. The Country School offers children and young adults aged 11-22 an alternative path to their final destination - a small school setting and safe haven where they can learn what they need to know in order to live a life filled with endless possibilities.

The Country School's team of professionals is committed to the success of each student in reaching his or her full potential. Instruction is tied to state standards with a focus on strategies and skills that help students achieve both academically and socially. The Country School is a diploma granting educational institution licensed by the State of California and also serves students receiving certificates of completion.

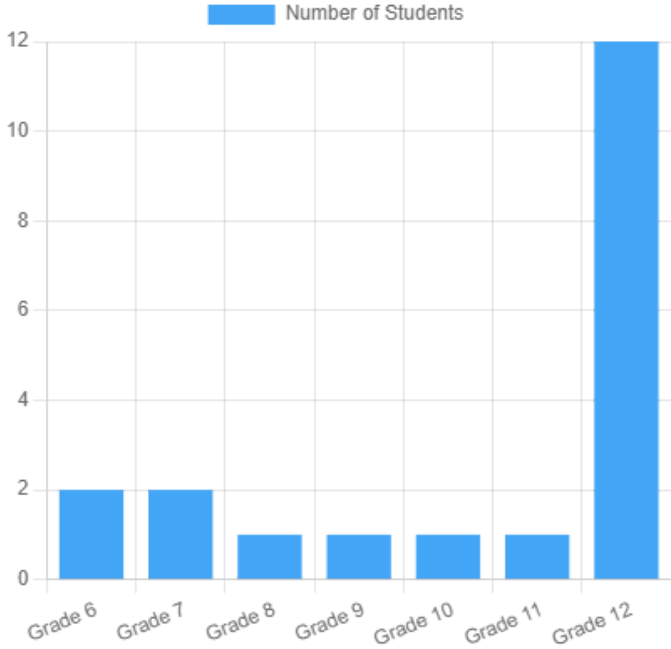
Teachers work together with classroom aides, a speech and language pathologist, an occupational therapist and behavior specialist to provide a seamless and integrated program in a teacher to student ratio of 1:9, 1:3, or 1:1 based on individual need. The Country School includes multi-age, multi-grade middle school, high school, and practical skills classes (for those who will not receive a high school diploma), and a transition class to prepare students for adult life. All of our teachers are highly qualified with their special education credentials. In addition to remedial academics, students also participate in a range of electives including music instruction, fitness, therapeutic equestrian classes, drama, and more. The school admits both students who are privately placed and those on IEP's and referred by Public School Districts. Parents should contact the Country School Principal to arrange an intake interview and tour and receive tuition information. The Country School operates on a traditional school year calendar with summer school available (based on enrollment).

*Last updated: 1/23/24*

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

6th grade - 22 years old

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



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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	20.00%
Male	80.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	1.00%
Filipino	0.00%
Hispanic or Latino	2.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	76.00%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	0.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	0.00%
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)	2	1%	702.00	86.80%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1	100%	1.40	0.18%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0%	90.60	11.20%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0%	14.60	1.82%	12115.80	4.41%
Unknown/Incomplete/NA	0	0%	0.00	0.00%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>3</b>	<b>3%</b>	<b>808.80</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

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: 1/23/24*



### 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)	1	.33%	734.70	88.63%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2	.66%	1.90	0.24%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0%	13.40	1.63%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0%	10.50	1.27%	11953.10	4.28%
Unknown/Incomplete/NA	0	0%	68.20	8.24%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>3</b>	<b>3%</b>	<b>829.00</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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: 1/23/24*

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

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
Permits and Waivers	1	2
Misassignments	0	0
Vacant Positions	0	1
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0</b>	<b>0</b>

*Last updated: 11/2/23*

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

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

*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: December 2023

The current Country School Students are on a Certificate of Completion track (we do not currently have any Diploma Bound Students). Students have access to modified Common Core Standards and a Functional Skills ULS curriculum.

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	2014/ULS 2014	yes	0%
<b>Mathematics</b>	2015/ULS 2016	yes	0
<b>Science</b>	2006/ULS 2016	Yes	0
<b>History-Social Science</b>	2017/ULS 2014	yes	0
<b>Foreign Language</b>	n/a		
<b>Health</b>	n/a		
<b>Visual and Performing Arts</b>		no	
<b>Science Laboratory Equipment (grades 9-12)</b>	n/a		

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts			0
Mathematics			0
Science			0
History-Social Science			0
Foreign Language			0
Health			0
Visual and Performing Arts			0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

*Last updated: 1/23/24*

**School Facility Conditions and Planned Improvements**

The Country School completes a "General Health and Safety Checklist" 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. During the school closure due to COVID-19, several improvements were made to the school, including painting the entire school, updating bathrooms and installing new flooring in the school entrance, hallways and four bathrooms. Additionally, artificial turf was replaced on an area of the playground. 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 Country School 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: 1/23/24*

**School Facility Good Repair Status**



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



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: 2022

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

### Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Exemplary
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Last updated: 1/23/24

## 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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021-22</b>	<b>School 2022-23</b>	<b>District 2021-22</b>	<b>District 2022-23</b>	<b>State 2021-22</b>	<b>State 2022-23</b>
Science (grades 5, 8, and high school)			39.30%	39.64%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

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

*Last updated: 1/23/24*

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

The Country School has two high school programs. An academically geared class (9<sup>th</sup> – 12<sup>th</sup> grade) as well as a Functional skills class (11<sup>th</sup>-12 grade + (18-22 years of age) which students receive a certificate of completion. Each of our high school classes develop a vocational/career assessment portfolio and offers a wide range of vocational activities.

The academic high school class works on interest inventories and assessments throughout the year that rates each student’s strengths and interests and pairs them with jobs they would be best suited for. We provide tours of college campuses as well as vocational opportunities. Vocational opportunities include but are not limited to; work in our agency thrift store, work experience at our Equestrian and Agricultural programs and micro-enterprises specific to student’s interests.

Our Functional skills class provided a variety of vocational opportunities throughout the school year. They have access to jobs within our company of TERI, Inc as well as work 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 Country School at 22 will enter Adult Day Programs funded by the Regional Center.

*Last updated: 1/23/24*

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)  
Admission Requirements**

N/A



<b>UC/CSU Course Measure</b>	<b>Percent</b>
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/23/24*

### **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 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 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 Back to School nights, Open House, Surf events, Prom, Holiday parties, Graduations etc

## State Priority: Pupil Engagement

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

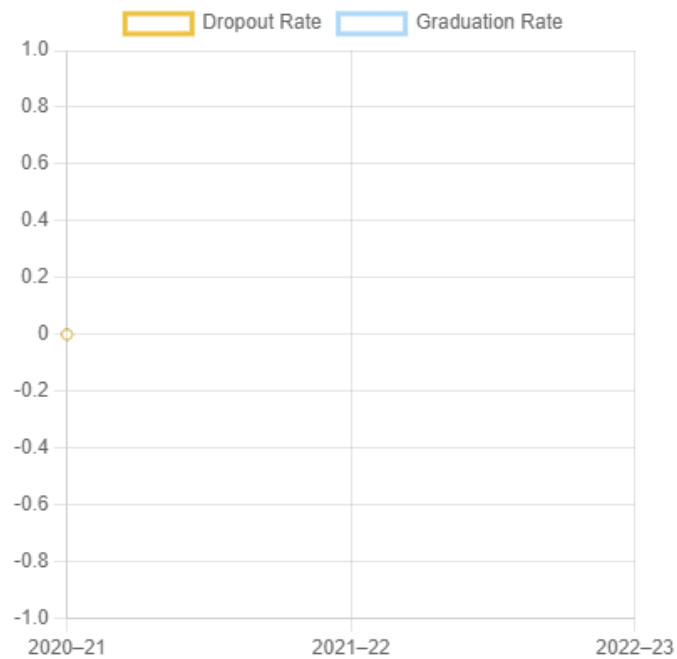
- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

N/A - we do not have drop outs

Indicator	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
Dropout Rate				4.4%	3.3%	3.8%	9.4%	7.8%	8.2%
Graduation Rate				93.5%	94.9%	94.3%	83.6%	87%	86.2%

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



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)**

N/A Our students age out at 22

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Last updated: 1/23/24

**Chronic Absenteeism by Student Group (School Year 2022–23)**

N/A

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	0	0	0	0.0%
Female	0	0	0	0.0%
Male	0	0	0	0.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	0	0	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	0	0	0	0.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	0	0	0	0.0%
English Learners	0	0	0	0.0%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	0	0	0	0.0%
Students Receiving Migrant Education Services	0	0	0	0.0%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Students with Disabilities	0	0	0	0.0%

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.

*Last updated: 1/23/24*

**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**

N/A we do not suspend and expel students

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	2.51%	0.00%	0.00%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	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.

*Last updated: 1/23/24*

**Suspensions and Expulsions by Student Group (School Year 2022–23)**

N/A We do not suspend students

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

**School Safety Plan (School Year 2023–24)**

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*Last updated: 1/23/24*



## 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.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

We have 4 multi-age, multi-grade classrooms - 6th - 22+ years old

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	6.00	1	0	0
Other**	9.00	3	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 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
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	6.00	1	0	0
Other**	0.00	3	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 2022–23)**

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

\* 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 2020–21) (HIGH SCHOOL)**

N/A we do not have classes separated by academic areas.

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	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 2021–22) (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	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 2022–23) (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

\* 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.

*Last updated: 1/23/24*

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

N/A we do not need an academic counselor

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: 1/23/24*

**Student Support Services Staff (School Year 2022–23)**

TERI, INC. The Country School has teachers, instructional support staff, a behavior specialist, BCBA, SLP and OT.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	1.00

\* 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: 1/23/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

N/A

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	--	--	--
District	N/A	N/A	--	\$89968.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$90632.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/23/24*

**Types of Services Funded (Fiscal Year 2022–23)**

*The Country School has 4 multi-age, multi-grade classrooms with a 1:9 ratio led by an Education Specialist. Some students also require a 1:1 instructional assistant based on their needs behaviorally and/or academically. A Board Certified Behavior Analyst oversees 2 onsite behavior specialist at the school and conducts a functional assessment following admission. Speech Language Pathology and Occupational Therapy is provided through direct and consultant services. The Country School provides a number of enrichment programs/activities to the students. These programs include: Equestrian Therapy, Agricultural experience, Music Therapy, Fitness classes, yoga classes, Drama classes, Drums Alive.*

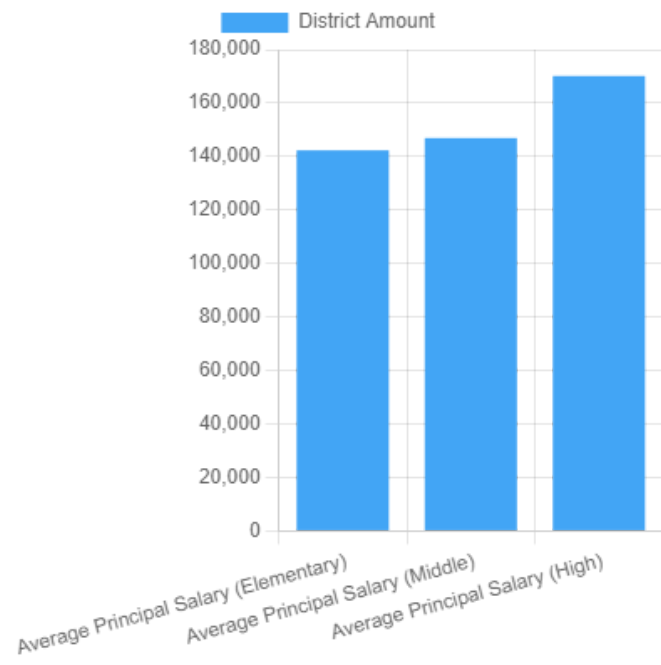
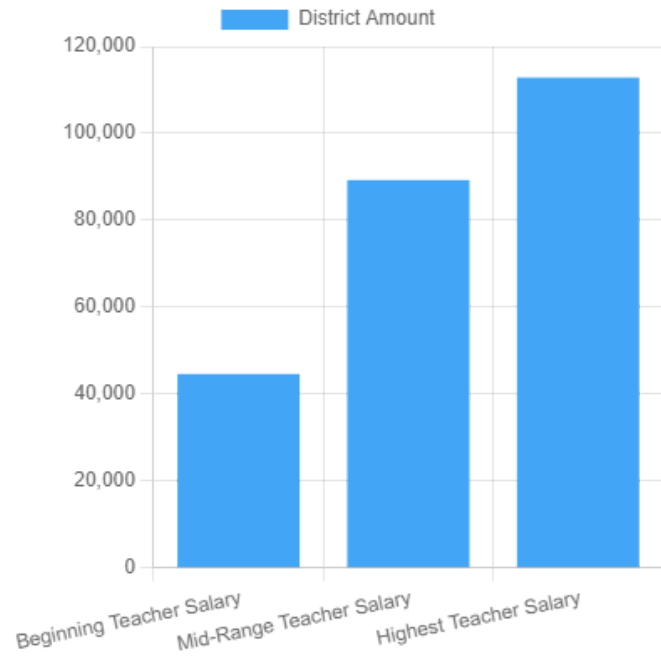


*Last updated: 1/23/24*

**Teacher and Administrative Salaries (Fiscal Year 2021–22)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$44639.00	\$55549.60
Mid-Range Teacher Salary	\$89272.00	\$84644.63
Highest Teacher Salary	\$112852.00	\$111284.00
Average Principal Salary (Elementary)	\$142348.00	\$139859.59
Average Principal Salary (Middle)	\$146938.00	\$146439.85
Average Principal Salary (High)	\$170134.00	\$158447.41
Superintendent Salary	\$284625.00	\$278268.23
Percent of Budget for Teacher Salaries	36.38%	32.21%
Percent of Budget for Administrative Salaries	4.74%	4.89%

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



**Advanced Placement (AP) Courses (School Year 2022–23)**

**Percent of Students in AP Courses %**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

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

*Last updated: 1/23/24*

**Professional Development**

The Country School offers an annual 40 hour recertification prior to the start of school. During this recertification the Country School staff are recertified in: behavior interventions, safety protocol, first aid, CPR, IEP implementation, curriculum planning. Throughout the school year, teachers have access to professional conferences provided by NCCSE (North Coastal Consortium for Special Education). Teachers can attend these workshops free of charge. Teachers also receive individual mentoring throughout the year and meet monthly with the school principal to make sure that they are on track. Staff have bi-weekly staff meetings and teachers meet with their staff at least once a month to talk in depth about student data and progress.

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

*Last updated: 1/23/24*