

Executive Summary School Accountability Report Card, 2008-09

For The Avalon Academy

Address: 818 Mahler Road, Burlingame, CA 94010 **Phone:** 650.777.9130
Principal: Lynette Mullens and Annie Noonan **Grade Span:** K-8

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. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Avalon Academy is a school dedicated to providing exceptional educational services to children with movement disorders such as cerebral palsy. In our highly-skilled and nurturing environment, we integrate academic and motor-skill development. Our individualized, interdisciplinary, and family-focused approach encompasses all areas of challenge for our students. This enables our children to fulfill their maximum personal potential, so that they thrive in both school and society.

Student Population

Students attending The Avalon Academy have significant motor impairment caused by disorders such as cerebral palsy. In addition to orthopedic impairments, our students generally have multiple disabilities which frequently coexist with motor disorders (for example cognitive, communicative, visual etc).

Although The Avalon Academy caters principally for children with cognitive impairment which coexists with cerebral palsy, the school also provides a non-academic movement-based afternoon program one day a week for motor-impaired children with all ranges of cognitive abilities.

While The Avalon Academy readily caters for needs such as tube-feeding and routine seizure management, we are currently unable to accept students who require complex nursing care at school.

Student Enrollment

Group	Enrollment
Number of students	7
African American	0%
American Indian or Alaska Native	0%
Asian	14%
Filipino	0%
Hispanic or Latino	14%
Pacific Islander	0%
White (not Hispanic)	72%
Multiple or No Response	0%
Socioeconomically Disadvantaged	NA
English Learners	NA
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	NA
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The school has annual inspections for: Fire Extinguishers; Building Alarm (burglary and fire); Fire Department Clearance.

The Avalon Academy was inspected in March 2006 by the County of San Mateo Health Department when it was determined that the facility is 'clean, safe, sanitary, and in good repair'.

A Building Safety Inspection was performed in April 2006 and December 2009 when the school was found to be in compliance with local and state applicable standards.

An annual Fire Inspection Clearance was obtained in September 2009 when no violations were found.

The Avalon Academy is cleaned daily by staff members with a routine janitorial service once a week.

Repairs Needed

None

Corrective Actions Taken or Planned

None

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

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 on the California Department of Education (CDE) SARC Web page 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.

I. Data and Access

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, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	The Avalon Academy	District Name	Burlingame School District
Street	818 Mahler Road	Phone Number	650.259.3805
City, State, Zip	Burlingame, CA 94010	Web Site	www.bsd.k12.ca.us
Phone Number	650.777.9130	Superintendent	Dianne Talarico
Principal	Lynette Mullens and Annie Noonan	E-mail Address	dtalarico@bsd.k12.ca.us
E-mail Address	lynette@theavalonacademy.org annie@theavalonacademy.org	CDS Code	41-68882-0112995

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Mission Statement

The Avalon Academy is a school dedicated to providing exceptional educational services to children with movement disorders such as cerebral palsy. In our highly-skilled and nurturing environment, we integrate academic and motor-skill development. Our individualized, interdisciplinary, and family-focused approach encompasses all areas of challenge for our students. This enables our children to fulfill their maximum personal potential, so that they thrive in both school and society.

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Although The Avalon Academy caters principally for children with cognitive impairment which co-exists with cerebral palsy, the school also provides a non-academic movement-based afternoon program one day a week for motor-impaired children with all ranges of cognitive abilities.

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Programs

A variety of programs are offered to address each student's unique needs.

Full-Time Program

The full-time program focuses on functional skill development for cognitively-impaired students and runs from 9am until 3pm, Monday through Friday for 180 days a year. This program covers all developmental areas: academic, gross and fine motor, speech, communication, social, emotional and self-help.

Our approach is integrated and transdisciplinary to optimize learning for each child. Our team includes a movement intervention specialist, physical therapist, speech and language pathologist, and teacher of the visually impaired whose services are integrated into the educational setting as appropriate for each student.

Movement Education Program

The movement education program runs from 3-5 pm on Thursdays during the regular school year. This is a non-academic program which caters for children of all cognitive abilities. This program focuses on motor-skill development to foster functional movement and self-help skills. It also provides opportunities for children to develop their social and emotional competencies through peer support with other motor-disabled students, several of whom are "talkers".

Summer Program

The summer program runs for 6 weeks during July and August. It follows a similar format to the full-time program but with additional recreational-movement activities.

Reverse Mainstreaming Program

The Avalon Academy understands the importance of building social and emotional skills by interactions with typically developing peers. The reverse mainstreaming program fosters these interactions in our school and in community settings by organizing periodic visits by typical students from a local school. Siblings also regularly attend social events, both at Avalon and in the community.

Consulting Services

The Avalon Academy provides training and consulting services to school districts and their staff for students with multiple disabilities and orthopedic impairments. We offer support to general and special education teachers, inclusion specialists, adapted physical education specialists, instructional assistants and therapists. We assist school districts with assessments of motor-disabled students and in the development of appropriate goals and objectives. Our staff also advise on handling and positioning techniques and the classroom adaptations necessary to maximize success for these students in general or special education settings.

Opportunities for Parental Involvement (School Year 2008-09)

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

The Avalon Academy considers partnership with parents to be essential to the success of the school. The school welcomes parents to visit the classroom and provides a lounge area for informal meetings. Parents are especially encouraged to participate in workshops that occur throughout the year which provide opportunities for our students to participate in creative activities such as dance and art. Parties for the entire Avalon community also take place periodically to celebrate events such as holidays and birthdays.

Regular workshops are held which are aimed primarily at training parents and caregivers in a variety of topics related to the population served at The Avalon Academy. Hands-on techniques are demonstrated which can be used at home to facilitate handling and positioning of motor-disabled people. Techniques for lifting and transitioning are also explored to help protect caregivers from associated injuries.

Parent involvement is also an integral part to the fundraising activities of the school.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	1	Grade 8	2
Grade 1	0	Ungraded Elementary	
Grade 2	1	Grade 9	
Grade 3	0	Grade 10	
Grade 4	2	Grade 11	
Grade 5	0	Grade 12	
Grade 6	1	Ungraded Secondary	
Grade 7	0	Total Enrollment	7

Student Enrollment by Group (School Year 2008-09)

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)	72%
American Indian or Alaska Native		Multiple or No Response	
Asian	14%	Socioeconomically Disadvantaged	NA
Filipino		English Learners	NA
Hispanic or Latino	14%	Students with Disabilities	100%
Pacific Islander		n/a	n/a

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	3	2			4	2			6	2		

III. School Climate

School Safety Plan (School Year 2008-09)

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

The Avalon Academy has developed its own Emergency Procedures Plan (last revised in December 2009). This plan describes the process to be implemented in the event of a disaster.

All staff members with direct contact with students are required to maintain First Aid and CPR certification as well as annual training in Universal Precautions.

The school has an annual Fire Inspection performed by Burlingame Fire Department. There is a fire warning system and fire extinguishers which are inspected annually. Fire drills are conducted in conjunction with the Burlingame Fire Department.

Each classroom has a fully-supplied First Aid kit and quick access to earthquake survival supplies maintained on the school site.

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		
	2006-07	2007-08	2008-09
Suspensions	0	0	0
Expulsions	0	0	0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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

The school has annual inspections for: Fire Extinguishers; Building Alarm (burglary and fire); Fire Department Clearance.

The Avalon Academy was inspected in March 2006 by the County of San Mateo Health Department when it was determined that the facility is 'clean, safe, sanitary, and in good repair'.

A Building Safety Inspection was performed in April 2007 when the school was found to be in compliance with local and state applicable standards.

An annual Fire Inspection Clearance was obtained in September 2009 when no violations were found.

The Avalon Academy is cleaned daily by staff members with a routine janitorial service once a week.

School Facility Good Repair Status (School Year 2009-10)

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

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

V. 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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School		
	2006-07	2007-08	2008-09
With Full Credential	1	2	4
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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
Academic Counselor	0
Teacher of Visually Impaired	0.2
Speech/Language/Hearing Specialist	1.0
Physical Therapist	1.2
Instructional Assistants	7

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Unique Learning System Books from CDE's recommended literature list K-12
Mathematics	Growing with Mathematics Unique Learning System
Science	Harcourt Unique Learning System
History-Social Science	Adventures in Time and Place (McGraw-Hill) Unique Learning System

IX. Student Performance

Standardized Testing and Reporting Program

The Avalon Academy provides a functional skills-based curriculum. Students are tested using standardized CAPA tests.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The philosophy of The Avalon Academy is to incorporate movement seamlessly into the daily classroom schedule. The Director of Education is a certified Practitioner in the Anat Baniel Method, based on the work of Dr. Feldenkrais. All classroom staff receive monthly training in movement education on an in-service basis at the school. Additionally, staff are encouraged to enroll in the offsite training course in the Anat Baniel Method to work towards certification.

Our staff also undergo in-service training weekly in augmentative communication so that they may better assist students in technology solutions for communication