

Executive Summary School Accountability Report Card, 2008-09

Springall Academy

Address: 6460 Boulder Lake Avenue
San Diego, CA 92119

Phone: 619-460-5090
Grade Span: K – 12+, Special Education

Principal: Dr. Heather Dierolf

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. For additional information about the school, parents and community members should review the entire SARC or contact the school director, Heather Dierolf

About This School

Springall Academy's primary focus is to serve students with learning disabilities who may also have social-emotional or behavioral difficulties. In general, students have complex needs not addressed in terms of a single handicapping condition. Springall Academy offers comprehensive, multi-disciplinary services and therapies with an individualized academic program. Parent involvement, positive behavior change, and school-to-life transition including a WorkAbility I program for both middle school and high school students are important components of our program. Services provided on-site include group and individual counseling, speech and language, occupational therapy, and adaptive physical education.

Springall Academy also offers an adult transition program for students 18 – 22 years. The program meets the IEP needs of young adult student in academics, work preparation, job training, mobility and life skills, as well as social skills development and personal growth. The flexible school schedule and opportunity for related services accommodates students who need support and services not available in a traditional academic program.

Mission statement: Springall Academy provides an intensive, structured and individualized special education program aimed at strengthening each student's academic skills, social, and emotional abilities, responsibility and organizational skills, as well as their self-esteem, to the point where they may successfully re-enter the mainstream of school and community. All students are respected, encouraged, and supported in fulfilling their potential in an enriched and positive environment.

Student Enrollment

Group	Enrollment
Number of students	68
African American	18%
American Indian or Alaska Native	0%
Asian	3%
Filipino	3%
Hispanic or Latino	18%
Pacific Islander	0%
White (not Hispanic)	58%
Multiple or No Response	3%
Socioeconomically Disadvantaged	62.5%
English Learners	0%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	7
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The most recent site inspection by the California Department of Education was conducted May 24 and 25, 2006. This Onsite Review was scheduled because Springall Academy (SA) combined their Soledad Mountain Road site in La Jolla and their Los Ranchitos Road site in Lakeside into one site at 6460 Boulder Lake Avenue in San Diego in September 2005. The new school is on the grounds of a former elementary school. The site that Springall Academy leases from the San Diego Unified School District includes four buildings/wings of classrooms and administrative offices, with adjacent asphalt and grass playing fields. The nonpublic school serves students 5 to 21 years of age in grades Kindergarten through 12. Enrollment consists primarily of Learning Disabled students who may also have social-emotional or behavioral difficulties. Springall Academy offers a comprehensive, multi-disciplinary program with an individualized academic program. Springall Academy provides Adapted Physical Education, Behavior Interventions including Development and Implementation of Behavior Modification Plans, Counseling and Guidance, Language and Speech Development, Occupational Therapy and Specially Designed Vocational Education and Career Development by appropriately licensed and/or credentialed staff.

Springall Academy was commended for the following: Organized and efficient record keeping and filing system, detailed preparation for the review and the assistance provided to the review team, the various extracurricular activities offered to their students, and the organization and effective use of the Guidance Center as well as the Behavior Support Center.

The San Diego Fire Department facility inspections are conducted in September of each school year.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%

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 at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Springall Academy	District Name	n/a
Street	6460 Boulder Lake Avenue	Phone Number	
City, State, Zip	San Diego, CA 92119	Web Site	<i>Springall Academy is a private (nonpublic) special education school</i>
Phone Number	619-460-5090	Superintendent	
Principal	619-460-5191	E-mail Address	
E-mail Address	Springall@springall.org	n/a	n/a

School Description and Mission Statement

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

Springall Academy's primary focus is to serve students with learning disabilities who may also have social-emotional or behavioral difficulties. In general, students have complex needs not addressed in terms of a single handicapping condition. Springall Academy offers comprehensive, multi-disciplinary services and therapies with an individualized academic program. Parent involvement, positive behavior change, and school-to-life transition including a WorkAbility I program for both middle school and high school students are important components of our program. Services provided on-site include group and individual counseling, speech and language, occupational therapy, and adaptive physical education.

Springall Academy also offers an adult transition program for students 18 – 22 years. The program meets the IEP needs of young adult student in academics, work preparation, job training, mobility and life skills, as well as social skills development and personal growth. The flexible school schedule and opportunity for related services accommodates students who need support and services not available in a traditional academic program.

Mission statement: Springall Academy provides an intensive, structured and individualized special education program aimed at strengthening each student's academic skills, social, and emotional abilities, responsibility and organizational skills, as well as their self-esteem, to the point where they may successfully re-enter the mainstream of school and community. All students are respected, encouraged, and supported in fulfilling their potential in an enriched and positive environment.

Opportunities for Parental Involvement

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

Parent involvement is an important component of the Springall Academy program in terms of emphasis on open communication between home and school. Parent support for the program is very important and collaboration between home and schools is accomplished through daily reports of student performance to parents and opportunities for frequent phone contacts or parent conferences. Parents are encouraged to follow through at home with recognition and rewards for positive behavior in school and to support school staff in managing interventions and disciplinary actions. The goal is to work cooperatively with parents to help students achieve success in school by meeting the challenges of academics, self-control and self-responsibility. Parents are also welcomed to attend school events including Open House, Holiday Potluck, Awards Night and sports league activities. Parents are also invited to participate in the Springall Academy Parent Coalition, which supports parent education, special events, and fundraising activities. Parents or guardians participate in IEP meetings at least annually or more frequently if needed. Parents may contact Dr. Heather Dierolf at 619-460-5090 for additional information.

Student Enrollment by Grade Level as of October 2008

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	0	Grade 8	13
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	7
Grade 3	4	Grade 10	9
Grade 4	0	Grade 11	10
Grade 5	3	Grade 12	8
Grade 6	2	Ungraded Secondary	7
Grade 7	5	Total Enrollment	68

Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	18%	White (not Hispanic)	58%
American Indian or Alaska Native	0%	Multiple or No Response	35
Asian	3%	Socioeconomically Disadvantaged	62.5%
Filipino	3%	English Learners	0%
Hispanic or Latino	18%	Students with Disabilities	100%
Pacific Islander	0%	n/a	n/a

Average Class Size and Class Size Distribution

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 -4									4	1		
5-6	8	1			9	1			3	1		
7-8	10	2			10	2			7	2		
9-10	9	2			9	2			9	2		
11-12	9	3			9	3			9	2		
12+	8	1			10	1			10	1		

Average Class Size

The maximum number of students in a single class at Springall Academy has not exceeded 11 students. The overall average class size in the 2007– 2008 school year was 7.5 students and in the 2008 – 2009 school year was 8.5 students. Each classroom is staffed with a specialist teacher and 2 classroom assistants position. The overall ratio of students to staff is 3:1 when instructional services for counseling, speech and language, occupational therapy and adaptive physical education are also taken into account.

II. School Climate

School Safety Plan

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

Springall Academy has developed a comprehensive school safety plan that meets state requirements as described in California Education Code Section 35294 et seq. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Positive Behavior Intervention Practices

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

Springall Academy uses a point system in each classroom and a school wide level system to implement a highly structured, positive and supportive learning environment. Expectations are clearly defined and students are rewarded for following directions, completing work assignments and being kind to others. The purpose of this program is to provide instruction and practice in and reinforcement of successful student social interaction and academic performance. Springall Academy provides a multi-disciplinary program to meet student needs and increase independence and responsibility across all school settings. Individual and group counseling is provided for all students. The school Guidance Center and Student Support Center offer alternatives settings for students to receive additional assistance as needed to address behavior or emotional issues. Two certified Pro-ACT trainers provide training on-site in behavior interventions and emergency procedures for all direct service staff.

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 Year		
	2006-07	2007-08	2008-09
Suspensions	5%	6%	4%
Expulsions	n/a	n/a	n/a

III. School Facilities

School Facility Conditions and Improvements

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

Springall Academy leases a school facility from San Diego Unified School District. The facility consists of four buildings including classrooms, administration offices, therapy settings, and an all-purpose room used as a gym, assembly and cafeteria. Outdoor play areas and adjacent sports fields are extensive. The school grounds are maintained by a full-time grounds keeper/custodian. Building maintenance for cleanliness and sanitation occurs daily, and pest control as needed. The school buildings were constructed in the 1960s and is undergoing renovations by the district as part of a Building Modernization Effort. This includes window and door hardware replacement, new lighting, parking lot upgrades, side-walks and upgrades to ensure the buildings and property is accessible for Individuals with Disabilities.

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)	√			
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		√		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Springall had one teacher working with an intern Teacher Credential for the 2008-2009 school year. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School		
	2006-07	2007-08	2008-09
With Full Credential	10	8	7
Without Full Credential	0	0	1

Vacant Teacher Positions

This table displays the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Indicator	2006-07	2007-08	2008-09
Vacant Teacher Positions	0	0	0

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Caseload per Support Staff
Academic/Guidance Counselor	1	68
Psychologist	1	40
Counseling Interns	6	n/a
Speech/Language/Hearing Specialist	1	35
Resource Specialist (non-teaching)	1	n/a
Occupational Therapist	1	30
Adaptive Physical Education Specialist	1	5
Other	3	n/a

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

In accordance EC Section 56366.10 (a-d), students at Springall Academy have access to the standards-based, core curriculum and the same instructional materials used by the San Diego City School district. Springall Academy maintains extensive resources of instructional textbooks and supplemental materials sufficient for all students in the subject areas of reading/English language arts, science, history/social science, and mathematics. In addition, sufficient materials are available in foreign language health, and visual and performing arts in Grades 9–12. Standards-based instructional materials in mathematics, reading/English language arts, history/social studies, and science are available at all grade levels. Students have access to college preparation courses, extracurricular activities, career preparation and vocational training, and supplemental assistance for academic tutoring, psychological counseling, and career and college counseling. Every effort is made to assure that students receive appropriate accommodations and modifications of materials as determined by their Individualized Education Plans.

VII. School Finances

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Springall Academy had a daily rate of \$166.00 for the 2008– 2009 school year. Public school districts provide funding for placement at Springall Academy when there is no appropriate placement available in the public setting to meet the individual needs of a student and the requirements for service and placement included in the Individual Education Plan. This rate was inclusive of the following services: Special Education, Counseling and Guidance Services, Occupational Therapy, Language and Speech Development and Remediation, Adaptive Physical Education, Vision Services, Behavior Intervention - Including Development and Modification, Behavior Intervention – Implementation of Behavior Modification, and Specially Designed Vocational Education and Career Development. Disabilities served primarily include: Specific Learning Disability, Emotional Disturbance, and Other Health Impaired.

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) scores are not available for all students attending Springall Academy. Student progress is assessed and evaluated annually as part of the Individual Education Plan process. Overall students demonstrate progress on academic, behavioral, and transition goals.

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is not available to Springall Academy.

Springall Academy is certified by the California Department of Education as a nonpublic school and must meet state and federal laws and regulations, which are reviewed through an annual certification process and periodic on-site reviews. Contracting districts and Special Education Local Plan Areas also provide oversight and monitoring of Individual Education Plans and program components.

X. School Completion and Postsecondary Preparation

Students in special education are eligible to remain in school until age 22. Springall Academy provides opportunities for students to continue to work on graduation requirements while also addressing community living, vocational preparation, and employment.

School-to-Life Transition Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

School-to-Life Transition Skills are addressed at appropriate grade levels from middle school through grade 12+. Classroom and support staff help students with nutrition, life skills, job-related academic and social skills, and career development stages including awareness, exploration, and preparation. Job training in the community is provided as part of the Workability I Program. The Academy's individualized academic and vocational training program is provided for special education students who remain eligible for services until age 22. Services include school-based instruction, supervised independent study, independent living skills, vocational education and counseling, mobility training, job placement including job coaching, and paid employment. Adult students who need to focus on a high school diploma can earn credits to meet district high school requirements through on-site content area instruction and individualized, independent assignments in core academic areas to complete at home. Students who need to focus on independent living skills, job readiness, and applied or functional academic skills have the opportunity to prepare for employment and maximum independence. Students are advised, supported and rewarded for establishing participation in routine physical fitness activities and community fitness resources.

Transition planning is the process of students, school, families and communities working together to determine effective educational experiences to assist students with disabilities to achieve their goals and prepare for their adult roles. Springall Academy works with students to provide work-based learning experiences and community linkages that support transition planning and progress.

XI. Instructional Planning and Scheduling

School Instruction and Leadership

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

Instructional leadership is a fundamental responsibility of administration and support staff at Springall Academy. The Executive Director, Dr. Heather Dierolf, and Pupil Personnel Services Coordinator, Lanae Aguilera, have experience at Springall Academy since 1994 and 1996 respectively. The Program Coordinator, Steve Taylor has worked for Springall for over twenty-five years. Dr. Natalie Winspear, Curriculum Coordinator, has worked with Springall for three years yet has been in Special Education for fifteen years. These individuals provide instructional leadership and support to teachers through staff conferences, frequent opportunities for collaborative study and planning, and individual teacher coaching based on ongoing classroom observations. The school wide focus at Springall Academy is for all students to achieve the goals and objectives established by their Individualized Education Plans (IEP), which address grade level standards as required and appropriate. The administrators and support staff provide ongoing professional development for the teaching staff. Teachers are provided opportunities to study and improve instructional practice through professional development, grade-level planning, classroom observations, and participation in outside workshops. In order to improve student achievement, our administrators work with staff and parents to review the instructional program and allocate resources to best meet the needs of students. Teachers monitor student progress on a daily basis and report progress through quarterly report cards, benchmark reviews and annual IEP assessment and evaluation.

Professional Development

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

Through Springall Academy's staff development policies, teachers, support and administration are engaged in ongoing professional development in areas of academics, behavior management, technology applications, and teaching strategies for students with disabilities and special needs. Opportunities for teachers to improve their professional knowledge are available on-site and through participation in programs offered at local, county and state agencies and higher education institutions. All direct service staff maintain certification in Professional Assault Response Training (Pro-ACT) with emphasis on safe interventions and ways to avoid behavior escalations and physical confrontations.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Instructional Grade Minutes	Level Offered	State Requirement
K 64080		36,000
1 64080		50,400
2 64080		50,400
3 64080		50,400
4 64080		54,000
5 64080		54,000
6 64080		54,000
7 64080		54,000
8 64080		54,000
9 64080*		64,800
10 64080*		64,800
11 64080*		64,800
12 64080*		64,800

*Eligible students may have additional time in job training or dual enrollment.

Instructional Days

This table displays a comparison of the number of instructional days offered at the school to the state requirement for each grade level.

Grade Level	Instructional Days	
	Offered	State Requirement
9	204	180 days
10	204	180 days
11	204	180 days
12	204	180 days