



SENECA

FAMILY OF AGENCIES | UNCONDITIONAL CARE

Catalyst Academy

1060 Manor Road,
El Sobrante, CA 94803

Jessica Donohue
Division Director

Phone: 510-300-6350

Tannea Nelson

Website: www.senecafoa.org

Program Director

2018-2019 School Accountability Report Card

Published During the 2019-2020 School Year

Seneca Family of Agencies' Catalyst Academy is a Nonpublic School (NPS) in El Sobrante, CA. As such, it is a unique program that specializes in providing educational and mental health services for students with needs so exceptional that they cannot be met in a public school setting. Students must qualify for special education services as detailed in an Individualized Education Program (IEP) in order to be placed in an NPS. Nonpublic schools often serve students with serious emotional disturbance, learning disabilities, intellectual disabilities, autism, speech and language impairments, or other health impairments. Upon qualifying for special education services through an IEP, students must be approved by their home county and school district for this intense level of service.

In our three small classrooms, we provide individualized attention and direct instruction in core areas in order to help our students make adequate yearly progress on their IEP goals while adhering to a general education standards-based curriculum. We pair this rigorous course of study with a therapeutic milieu and a behavioral program.

This School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of our school environment. The data presented in this report are reported for the 2018-19 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school director.

GRADE RANGE

2-12

AVERAGE STUDENT ENROLLMENT:

18

CLASSROOM STAFF TO STUDENT RATIO

1:3

AVERAGE CLASS SIZE:

6

ABOUT SENECA'S CATALYST ACADEMY

Seneca Family of Agencies' mission is to help children and families through the most difficult times of their lives by providing them with unconditional care. The goal of Seneca Family of Agencies, Catalyst Academy is to actualize this mission by providing high quality educational and clinical services to students experiencing severe emotional difficulties. Most of our students are referred to us after being unsuccessful in previous school settings. Our goal is to re-create a successful school environment for them here, one filled with the joy of learning and the supports they'll need along the way. We aim to provide an environment that seeks out and expands on their strengths and teaches them strategies to cope with their challenges so that they can benefit from their educational experiences.

CORE PRINCIPLES

A primary focus of all Seneca programs is to help students and families building enduring, supportive relationships which can allow them to transition back to a less restrictive educational setting. Seneca has always focused on developing and strengthening positive relationships between students and staff, among family members, and between students and supportive resources in the community. Coupling innovative programming and high staff-to-student ratios in delivering high quality services, Seneca believes that the formation of supportive relationships is the most powerful tool for helping emotionally troubled students and their families to achieve therapeutic progress and long-term stability. The program philosophy of Seneca Family of Agencies, Catalyst Academy includes five core principles:

STUDENT ENROLLMENT BY STUDENT GROUP (18/19)*	
Student Group	Percent of Total Enrollment
Black or African American	50%
American Indian or Alaska Native	0%
Asian	5%
Filipino	0%
Hispanic or Latino	22%
Native Hawaiian or Pacific Islander	0%
White	22%
Two or More Races	28%
Socioeconomically Disadvantaged	61%
English Learners	22%
Students with Disabilities	100%
Foster Youth	17%

STUDENT ENROLLMENT BY GRADE LEVEL (18/19*)	
Grade	Number of Students
1st Grade	0
2nd Grade	0
3rd Grade	0
4th Grade	1
5th Grade	3
6th Grade	0
7th Grade	6
8th Grade	3
9th Grade	0
10th Grade	3
11th Grade	0
12th Grade	2
Total Enrollment	18

*As of 10/02/2018

- **Unconditional Care** means accepting young people who have been failed by other agencies, doing whatever it takes to ensure that each student and his/her family achieve a successful outcome. The program's comprehensive array of educational, treatment and support services are tailored to address challenging needs. We make a commitment to a successful discharge for every student.
- **Parent-driven, strengths-based, educational planning** makes it possible for seriously troubled students and families to break patterns of failure and to rebuild their lives. At Seneca, we form partnerships with parents and focus on the strengths and competencies of each student and family when planning and delivering services, both treatment and educational. Seneca's staff members view parents as the experts on their own children and work closely with them during the IEP and treatment planning process.
- **Individualized care** enables Seneca to address the complex and multidimensional needs of seriously emotionally disturbed adolescents and their families. To enable troubled students to succeed, Seneca strives to provide each student and family with an individualized package of services tailored to meeting their unique needs.
- **Cultural competence and sensitivity** are incorporated into all aspects and services of our program. We provide services to an extremely diverse population of students and families, including those with ethnic and cultural backgrounds such as African American, Latino, Native America, Asia, and Caucasian. In response, Seneca has aggressively recruited a culturally diverse staff and created an agency culture that builds on our commonalities while celebrating our differences.
- **Interagency collaboration and close communication** between Seneca staff, public school districts personnel, and community-based service providers are essential to the successful operation of Seneca Family of Agencies, Catalyst Academy. Many, if not most, of our students are involved with multiple placing agencies, including county mental health, social services, probation departments, as well as the local special education planning area. Our staff collaborate with these public agencies and community-based providers in order to coordinate and deliver a wide range of mental health, special education, and community-based after care services.

ADMISSION

The process of admission to Seneca Family of Agencies, Catalyst Academy begins with a referral by the school district. The placing school district sends us the student's most recent Individualized Education Plan (IEP), Educational/Psychological testing, as well as any other pertinent mental health information. The intake coordinator reviews the packet and then contacts the caregiver to arrange a tour and intake meeting. We invite the caregiver, student and any other people involved to participate in this initial meeting, in which we explain the program and discuss whether Seneca Family of Agencies, Catalyst Academy is an appropriate placement. Once the caregiver, school district and Seneca agree on the placement, the caregiver signs the necessary consents and intake documents in order to enroll the student.



ASSESSMENT

The purpose of Seneca’s assessment services is to guide action. Beginning at intake and continuing throughout a student’s tenure in our program, staff members provide ongoing assessment of each student in the context of her or his ecological situation. Assessments conducted by Seneca Family of Agencies’ staff are formal information gathering processes that make it possible to provide family members and the treatment team with useful data— and recommendations—from which they can make decisions about their lives. Bilingual-bicultural program staff help with the assessment of bilingual-bicultural students and families. Assessments not only identifies areas of concern, but also the strengths, talents, successes, and supportive resources enjoyed by the student and family. Comprehensive assessment of Catalyst Academy students in collaboration with school districts includes, as needed: psycho-educational testing, teacher administered academic testing, speech and language assessment, psychological testing, family assessment, and therapeutic milieu assessment. The information proves useful in developing a comprehensive IEP that pinpoints a student’s strengths and growth areas and identifies strategies to help the student progress.

SERVICE PLANNING

Seneca’s child and family team – a unique decision making body – develops individualized needs and service plans for each student. This serves to define actions and activities that build upon the identified strengths of each student and family, focusing on the development of greater competencies in family, school, and community functioning. Seneca Family of Agencies, Catalyst Academy staff invites and encourages students, family members, county case workers, probation officers, CASA workers, lawyers, and other people who play a significant role in the student’s life to be involved in the treatment planning process. Every needs and services plan includes an emergency intervention component to anticipate potential crisis and detail the roles of service team members in responding.



OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Parental involvement in our school is encouraged in a variety of ways — parents help coordinate and develop treatment plans with their student’s therapist; they are invited to attend school events such as back to school night and the science fair; and they attend IEP meetings and parent-teacher conferences which are instrumental in helping teachers and classroom teams work with students to achieve their goals.

Parents have full access to school personnel in regards to any issue they may have. Parents can contact their child’s therapist, teacher, or administrative staff during the school day and often before or after the school day. Formally, the school communicates with parents/guardians in the following ways:

- Family Therapy that is offered bi-monthly throughout the regular and extended school year
- Individualized Education Plan meetings
- Letters sent home from the Director and/or teachers conveying any new, and vital information
- Quarterly reports that document the students’ grades, behaviors, progress, or concerns in any areas of academics, and progress on their students individualized Education Plan goals

Beyond these formalized structures, our Catalyst teachers and therapists make regular efforts to connect with parents. Twice yearly, Catalyst holds parent-teacher conference weeks. Teachers reach out directly to invite each parent to schedule a conference, working to accommodate the parents’ schedules. Throughout the rest of the year, Seneca Family of Agencies strives to develop and maintain strong lines of communication with parents and guardians regarding their children’s day-to-day activities, accomplishments and progress made on goals. We encourage our teachers and therapists to make regular phone contact with parents. Seneca operates with an open door approach. Therefore, teachers, therapists, and administrators are available to meet with parents whenever the need arises. Parents know that they can meet with the Director anytime and often give valuable suggestions and feedback.

NONPUBLIC SCHOOL (NPS) SERVICES

Beginning at intake, it is the foremost goal of Seneca’s nonpublic school to support each student in graduating with a high school diploma, either from our school or from a local public school. Within students’ first month of enrollment, an assessment is completed to determine their specific educational needs. This assessment includes academic testing with a variety of formal and informal assessment tools, an evaluation of transcripts, and an analysis of the coursework necessary to fulfill graduation requirements. Students are then offered classes based on their individual needs and course availability. As students are able to show their ability to succeed within the various aspects of the classroom, they are then recommended to mainstream to the public school system, or step down to a less-restrictive educational setting.

INSTRUCTIONAL PRACTICES

Seneca Family of Agencies' team of Special Educators is dedicated to providing our students with research-driven, individualized instruction at their target academic level. Using a rigorous, standards-based curriculum that mirrors the curriculum used by the local school districts we serve, Seneca's goal is to help our students progress academically and remain on-level with their non-disabled peers. To this end, we offer small-group and individual instruction to students in order to help them achieve to their fullest ability. Alongside our balanced literacy and mathematics core instruction, we offer a variety of additional coursework to students, including all high school graduation requirements, social studies, music, vocational education and training, physical education, sexual education, test preparation and summer electives. Furthermore, we support our students in enrolling in additional courses at the local community college. Recognizing that, for many of our students, Seneca may be their first successful school experience, our program also places a high value on bringing engaging and rewarding educational experiences to our school.



THERAPEUTIC MILIEU

Our mental health services are seamlessly integrated with the academic program. Throughout the school day, staff members provide interventions in support of students' individual treatment plan goals, addressing behaviors and emotions as they arise. Students also participate in expressive art therapy (art, music, drama, and movement), individual therapy, family therapy, and large group therapy. Additional activities also include recreation therapy, social skill building groups, and restorative practice circles.

The primary goal of the therapeutic milieu is to guide and support students in developing the skills needed to establish and maintain healthy and reaffirming relationships. Catalyst Academy's classrooms employ the agency's behavioral level system to provide students with daily feedback on their progress, support them in accepting responsibility for their individual behavior, and to encourage their development and use of adaptive and pro social behaviors and coping skills. Program staff set limits for students in a supportive and non-judgmental manner to help them better understand themselves while learning to take responsibility for their actions. The student's day is structured from the moment they arrive. Daily rituals, routines and activities are designed to engage, challenge, motivate and support each student and facilitate the achievement of placement and service goals.

INDIVIDUAL THERAPY

Individual therapy is designed to work hand-in-hand with the milieu treatment that takes place in the classrooms. While the highly structured classroom environment strives to impact students' acting out behavior directly, the goal of therapy is to gain access to the thoughts and feelings that underlie the acting-out behaviors. Once a trusting relationship with the therapist is established, students are encouraged to "work through" underlying thoughts and feelings. When this process is effective, the intensity of such influences on the student's behavior lessens. "Working through" can sometimes involve a student talking about what is bothering him/her or involve the student "playing out" their thoughts and feelings by using various play materials in the therapy room. Therapists are trained to understand and interpret the language of play and to help the student utilize play in helpful and therapeutic ways.

Therapists generally schedule one 50 minute session with each student per week. Sometimes, therapists may alter the duration and frequency to better meet the needs of the student. For example, some students benefit from two shorter sessions rather than one longer one. In addition to these regularly scheduled appointments, therapists are available to check in with their students as needed throughout the week. Therapists strive to avoid scheduling therapy sessions during important academic periods.

GROUP THERAPY

Students at Catalyst Academy receive various modalities of group therapy weekly, our elementary and middle school students receive 50 minute group therapy sessions twice a week, and our high school students receive group therapy once a week. The focus of group therapy and the modalities used vary depending upon the needs and interests of the students.

All of our students also participate in Restorative Practice circles with the emphasis of building a strong sense of community and collaboratively addressing relational or behavioral issues as they arise

FAMILY THERAPY

Working collaboratively with students' families is another vital component of the therapeutic program; when we successfully partner with families, we afford our students a much greater chance of success. Just as our school aims to recreate a positive school experience for students, Seneca therapists work to do the same for service providers and family members. We encourage families to become actively involved in their child's work at Seneca. Each family works with the therapist to choose their own therapy goals and type of work. Regardless of the focus of treatment, the fact that the family is participating sends a very powerful message to the student that they are important, and that therapy is important.

ADDITIONAL SERVICES

Each of our students receive annual testing to determine what services may be needed. Some of our students may require special services such as intensive reading instruction or speech therapy, for example. If our assessment process indicates a need, we provide the requisite services in order to further support and develop each student.

Ultimately, we at Seneca Family of Agencies, Catalyst Academy strive to develop students who think about what they do before they act; who express their convictions and viewpoints effectively by utilizing spoken and written language; who contribute positively to the school culture and community through demonstrated honesty and integrity; and who take the initiative to care for themselves by voicing their needs and accessing resources in the community.

5 PILLARS OF LEARNING ACHIEVEMENT!

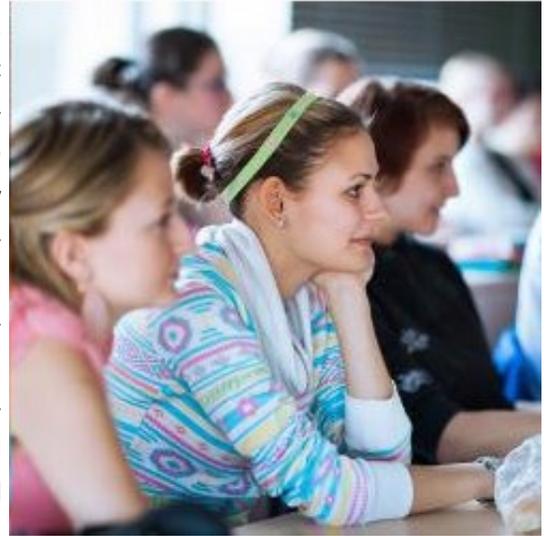
Seneca Center prepares our students to be life-long learners by practicing:

- Effective Communication**
Effective communicators express their thoughts and ideas through spoken and written language and visual media. They demonstrate the ability to work cooperatively with others and are aware of how words and actions affect group dynamics.
- Leadership**
Leaders build communities around them and contribute positively to the school culture and larger community. They demonstrate honesty and integrity through their words and actions. They are environmentally and socially responsible. They show respect for differences among others and have realistic and positive views of the world and their roles.
- Advocacy for Self and Others**
Advocates are self-aware and take the initiative to care for themselves. They recognize their strengths and struggles and voice their needs in productive ways. They access resources in the community to gain support in achieving their goals. Advocates are responsible to themselves and others and practice care and support for those around them.
- Critical Thinking**
Critical thinkers practice organization and planning to help them solve problems and create change in their lives. They think before they act and apply strategies they have learned to new situations. They are aware of their personal and academic goals, and are able to identify and acquire the skills necessary to achieve their goals. They are independent thinkers and doers and have the ability to prioritize their time and break larger tasks or problems into smaller parts.
- Continued Growth**
Life-long learners are self-confident and have an awareness of themselves and the world around them. They are expressive, open-minded, and work to be their best selves. They celebrate individuality and recognize that they are always learning and growing. They build and maintain healthy relationships and are resourceful, self-motivated and creative explorers.

Our Expected School Wide Learning Results drive every interaction that we have with our students.

STUDENTS

Catalyst Academy is designed to serve students grades 2 through 12 whose emotional difficulties prevent them from succeeding in public school settings. Nearly all of our students have qualified for Special Education services under the category of Emotionally Disturbed (ED), and have also been authorized for ERMHS Day Treatment Level Intensive services by the County Mental Health Department and the school district. Our students experience a wide variety of difficulties including intense anxiety, trauma reactions, depression, oppositional behavior, anger problems, impulsive behavior, difficulty sustaining attention, and learning disabilities. Despite the challenges that our students face, we operate with the confidence that the unconditional care and support that we provide, coupled with the courage and commitment of our truly remarkable students, will result in our students leading more stable and productive lives. The tables below and on the following pages display school enrollment information.



AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (ELEMENTARY)

SUBJECT	2016-17				2017-18				2018-19			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
Grades 1-4	6	1	-	-	4	1	-	-	6	1	-	-
Grades 5-8	6	1	-	-	8	1	-	-	6	1	-	-

AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (SECONDARY)

SUBJECT	2016-17				2017-18				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5	1	-	-	7	1	-	-	6	1	-	-
Mathematics	5	1	-	-	7	1	-	-	6	1	-	-
Science	5	1	-	-	7	1	-	-	6	1	-	-
Social Science	5	1	-	-	7	1	-	-	6	1	-	-

SUSPENSIONS AND EXPULSIONS

PERCENT PER SCHOOL YEAR	Catalyst Academy			California State		
	2016-17	2017-2018	2018-2019	2016-17	2017-2018	2018-2019
Suspensions	0.26%	0.30%	5%	3.7%	3.5%	3.5%
Expulsions	0%	0%	0%	0.1%	0.1%	0.1%

STUDENT PERFORMANCE

California Assessment of Student Performance And Progress (CAASPP) Results For All Students Meeting Or Exceeding State Standards				
Subject	Catalyst Academy		California State	
	2017-18	2018-19	2017-18	2018-19
English Language Arts / Literacy (grades 3-8 and 11)	*	*	50%	50%
Mathematics (grades 3-8 and 11)	*	*	38%	39%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results for All students (Grades 5,8, and 10) Percentage of Students Meeting or Exceeding the				
Subject	Catalyst Academy		California State	
	2017-18	2018-19	2017-18	2018-19
Science	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

CALIFORNIA PHYSICAL FITNESS TEST (2018—2019)			
Grade Level	Percentage of Students Meeting 4 of 6 Fitness Standards	Percentage of Students Meeting 5 of 6 Fitness Standards	Percentage of Students Meeting 6 of 6 Fitness Standards
5	*	*	*
7	*	*	*
9	*	*	*

**Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

**CAASPP Assessment Results — English Language Arts (ELA) by Student Groups
Grade 3-8 and 11
(2018-19_)**

Group	English-Language Arts			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	*	*	*
Male	16	*	*	*
Female	8	*	*	*
Black or African American	15	*	*	*
American Indian or Alaska Native	0	*	*	*
Asian	1	*	*	*
Filipino	0	*	*	*
Hispanic or Latino	2	*	*	*
Native Hawaiian or Pacific Islander	0	*	*	*
White	4	*	*	*
Two or More Races	0	*	*	*
Socioeconomically Disadvantaged	16	*	*	*
English Learners	4	*	*	*
Students with Disabilities	24	*	*	*
Students Receiving Migrant Education Services	0	*	*	*
Foster Youth	10	*	*	*
Homeless				

*Final results pending from district

**Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA test results include the Smarter Balanced Summative Assessment 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 Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Assessment Results in Mathematics by Student Group Grade 3-8 AND GRADE 11 (2018—2019)				
Group	Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	*	*	*
Male	16	*	*	*
Female	8	*	*	*
Black or African American	15	*	*	*
American Indian or Alaska Native	0	*	*	*
Asian	1	*	*	*
Filipino	0	*	*	*
Hispanic or Latino	2	*	*	*
Native Hawaiian or Pacific Islander	0	*	*	*
White	4	*	*	*
Two or More Races	0	*	*	*
Socioeconomically Disadvantaged	16	*	*	*
English Learners	4	*	*	*
Students with Disabilities	24	*	*	*
Students Receiving Migrant Education Services	0	*	*	*
Foster Youth	10	*	*	*
Homeless				

**Final results pending from district*

***Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

SCHOOL COMPLETION & POST SECONDARY PREP

COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS

The SARC provides the following information relevant to the Pupil Engagement Sate Priority: High school dropout rates and high school graduation rates. Please note that Catalyst Academy opened in the Fall of 2013; therefore, there is no data to report at the school level for four-year cohort rates.

Completion of High School Graduation Requirements—Graduating Class of 2018	
Group	School
All Students	n/a
Black or African American	n/a
American Indian or Alaska Native	n/a
Asian	n/a
Filipino	n/a
Hispanic or Latino	n/a
Native Hawaiian or Pacific Islander	n/a
White	n/a
Two or More Races	n/a
Socioeconomically Disadvantaged	n/a
English Learners	n/a
Students with Disabilities	n/a
Foster Youth	n/a

Graduation Rate (Four-Year Cohort Rate)			
	2015-2016	2016-2017	2017-2018
Catalyst Academy	n/a	n/a	n/a
California State	83.77%	82.7%	83%

Dropout Rate (Four-Year Cohort Rate)			
	2015-2016	2016-2017	2017-2018
Catalyst Academy	n/a	n/a	n/a
California State	9.7%	9.1%	9.6%

CAREER TECHNICAL EDUCATION PARTICIPATION

CAREER TECHNICAL EDUCATION PROGRAMS

Catalyst Academy offers vocational services for the high school program who supports our students in the transition process as they prepare for graduation. Services that are provided range from weekly classroom instruction in all of our high school classes to visits to junior colleges, universities, and trade schools, as well as transitional work programs in the area and opportunities for community service. Additionally, business and vocational colleges conduct site visits to our campus. Every student aged 14 or older has an Individualized Transition Plan (ITP) which sets goals for each student around financial responsibility, career interests, social-emotional development, and outside agency linkages. Additionally, we offer a summer volunteer/work experience opportunity for our junior and senior students, allowing them to learn job skills and complete community service hours. We provide opportunities for older students to work with younger students through peer tutoring and PE support. We also offer on campus jobs and work with School district Workability programs to offer our students employment opportunities.

Seneca works closely with each student's home school district to ensure the utilization of appropriate resources such as local ROP programs. These vocational programs in the general education setting allow for career specific training. These programs educate students about possible careers and helps to teach students how to prepare for, obtain, and keep a job. We work closely with school districts to help students obtain job permits, while also offering vocational education courses, in each high school classroom, that provide training similar to those available through the school districts. Finally, we ensure that students who are juniors and seniors are aware of community resources, including services from the Department of Rehabilitation, Regional Center, and County Adult Mental Health.

CURRICULUM AND INSTRUCTIONAL MATERIALS

The table below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at Catalyst Academy and information about use of any supplementary curriculum or non-adopted textbooks or instructional materials **in school year 2019-2020**

Grade	Subject	Current Textbook and Instructional Materials	Year	Publisher	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
2	ELA	Reach for Reading CA 2 + MyNGCon-	2017	Frey	YES	0%
2	ELA	Reach for Reading 1 Practice Book	2016	Frey	YES	0%
3	ELA	Reach for Reading CA 3 + MyNGCon-	2017	Frey	YES	0%
3	ELA	Reach for Reading 3 Practice Book	2016	Frey	YES	0%
4	ELA	Reach for Reading CA 4 + MyNGCon-	2017	Frey	YES	0%
4	ELA	Reach for Reading 4 Practice Book	2016	Frey	YES	0%
5	ELA	Reach for Reading CA 5 + MyNGCon-	2017	Frey	YES	0%
5	ELA	Reach for Reading 5 Practice Book	2016	Frey	YES	0%
6	ELA	STUDYSYNC CALIFORNIA ONLINE	2017	McGraw-Hill	YES	0%
7	ELA	STUDYSYNC CALIFORNIA ONLINE	2017	Prentice Hall	YES	0%
8	ELA	STUDYSYNC CALIFORNIA ONLINE	2017	Prentice Hall	YES	0%
2	MAT	enVision Math 2.0 Vol 1/Vol 2	2016	Pearson	YES	0%
3	MAT	enVision Math 2.0 Vol 1/Vol 2	2016	Pearson	YES	0%
4	MAT	enVision Math 2.0 Vol 1/Vol 2	2016	Pearson	YES	0%
5	MAT	enVision Math 2.0 Vol 1/Vol 2	2016	Pearson	YES	0%
6	MAT	California Go Math! Grade 6	2015	Houghton Mifflin Har-	Yes	0%
7	MAT	California Go Math! Grade 7	2015	Houghton Mifflin Har-	Yes	0%
8	MAT	California Go Math! Grade 8	2015	Houghton Mifflin Har-	Yes	0%
2	SCI	Amplify Science Elementary School:	2019	Amplify Science	YES	0%
3	SCI	Amplify Science Elementary School:	2019	Amplify Science	YES	0%
4	SCI	Amplify Science Elementary School:	2019	Amplify Science	YES	0%
5	SCI	Amplify Science Elementary School:	2019	Amplify Science	YES	0%
6	SCI	Amplify Science Middle School: G6	2019	Amplify Science	YES	0%
7	SCI	Amplify Science Middle School: G7	2019	Amplify Science	YES	0%
8	SCI	Amplify Science Middle School: G8	2019	Amplify Science	YES	0%
2	SS	Social Studies Alive! My Community	2016	TCI	YES	0%
3	SS	Social Studies Alive! Our Community	2016	TCI	YES	0%
4	SS	Social Studies Alive! California's	2018	TCI	YES	0%
5	SS	Social Studies Alive! America's Past	2016	TCI	YES	0%
6	SS	Discovery Education Social Science	2004	Discovery Education	YES	0%
7	SS	Discovery Education Social Science	2004	Discovery Education	YES	0%
8	SS	Discovery Education Social Science	2004	Discovery Education	YES	0%

CURRICULUM AND INSTRUCTIONAL MATERIALS

CONTINUED...

Grade	Subject	Current Textbook and Instructional Materials	Year	Publisher	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
9	ELA	SpringBoard ELA Grade 9 Student Workbook	2017	College Board	YES	0%
10	ELA	SpringBoard ELA Grade 10 Student Workbook	2002	College Board	YES	0%
11	ELA	Timeless Voices, Timeless Themes- American Experience	2005	Prentice Hall	YES	0%
12	ELA	Timeless Voices, Timeless Themes- British Tradition	2005	Prentice Hall	YES	0%
9	MAT	Pearson Algebra 1	2015	Pearson	YES	0%
10	MAT	Pearson Geometry	2015	Pearson	YES	0%
11	MAT	Pearson Algebra 2	2015	Pearson	YES	0%
12	MAT	Pearson Algebra 2	2015	Pearson	YES	0%
9	SCI	California Biology	2008	McDougal Littell	YES	0%
10	SCI	Chemistry	2007	Prentice Hall	YES	0%
11	SCI	Living In The Environment	2012	McDougal Littell	YES	0%
12	SCI	Hole's Essentials of Human Anatomy&Physiology	2006	McGraw Hill	YES	0%
9	SS	Modern World History: Patterns of Interaction	2006	McDougal Littell	YES	0%
10	SS	The Americans	2007	McDougal Littell	YES	0%
11	SS	Magruder's American Government	2003	Prentice Hall	YES	0%
12	SS	Economics:Concepts and Choices	2008	McDougal Littell	YES	0%
9-12	ELA	Edgenuity	2019	Edgenuity	YES	0%
9-12	MAT	Edgenuity	2019	Edgenuity	YES	0%
9-12	SCI	Edgenuity	2019	Edgenuity	YES	0%
9-12	SS	Edgenuity	2019	Edgenuity	YES	0%

INSTRUCTIONAL PLANNING AND SCHEDULING

PROFESSIONAL DEVELOPMENT

Our teachers and staff are provided several staff development days throughout the school year. Teachers are provided with two yearly all day workshops to learn new teaching strategies, lessons and effective ideas to use in the classroom. In addition to these two workshops, teachers attend monthly after school Professional Development in Reading Apprenticeship, as well as grade level subject area.

The IEP process and lesson planning are also reviewed and analyzed for further instruction during this time. Additionally, teachers are provided with one hour, per week, of supervision time with their immediate supervisor. Weekly teacher meetings focus on areas of instruction and classroom management. This is a time to seek out help in the areas of curriculum and instruction, as well as behavior management, the IEP process, and student goals. Bi-weekly observations are conducted by their immediate supervisor, these observations are discussed during the weekly supervision. Mandatory, one hour weekly trainings and meetings offer our staff new tools to utilize in working with our unique population. Finally, our teachers are allotted special funding to be used to attend instruction-related trainings of their own choosing.



Professional Development Days			
Measure	2017-18	2018-19	2019-20
Number of School Days Dedicated to Staff Development and Continuous Improvement			2

FACILITIES

Our school grounds are located at 1060 Manor Rd, El Sobrante, CA. We occupy the former grounds of El Sobrante elementary school and have three classrooms on site. Each classroom has large windows for adequate lighting and a working heating system. We also have one de-escalation classrooms that are useful for students who are having difficulty and are therefore not able to maintain positive behaviors in the regular classrooms. We have a large multi-purpose room that is used for school assemblies, meetings, and indoor P.E., when needed. A kitchen is also located in the multi-purpose room. The school has two large black top areas with basketball hoops and adequate space for all of our students to play and get exercise. We have an indoor game room, conference area, an alternative study space, two therapy rooms, as well as a large group therapy and art room. In addition, we have a school garden that is maintained by our students and staff together. In our main office, we have our administrative office spaces. We also have several restrooms for students and staff, all of which are well-maintained.

Seneca utilizes an on-line system for our staff to submit maintenance requests. Typically, all requests are completed within 48 hours by our maintenance team. If a request is a safety concern, it is completed within 24 hours. Our site is cleaned nightly by a cleaning service and our maintenance staff does a wonderful job of keeping the site clean and in good working order. We received our Joint Commission Accreditation in October of 2015 which required us to demonstrate a high standard of facility maintenance and compliance, which we were able to do so.

SCHOOL FACILITY GOOD REPAIR STATUS

The table below displays the results of the school site inspection, completed in January 2019, to determine the school facility's repair status.

Systems 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			
Restroom/ 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				

INSTRUCTIONAL PLANNING AND SCHEDULING

SCHOOL SAFETY PLAN

In conjunction with an outside emergency safety plan, Seneca created a comprehensive safety plan that was put in place specifically at our Concord campus. This plan is in written form and is reviewed often with our staff at trainings and meetings. The plan covers any type of school safety issue including site emergencies, evacuations, shelter in place, biological threats, chemical threats, radiation threats, fire, earthquake, bomb threats, suspicious box or item, air craft accidents, flood and flood contamination, gun shots, armed individuals, and challenging site visitors. The plan also includes emergency equipment and supplies that are kept on site, and in each classroom. Routine fire and earthquake drills are also held to ensure that students are aware of the emergency procedures. A paper copy of the plan can be requested by contacting the school at any time.

DATA AND ACCESS

- **DATAQUEST**

DataQuest is an online data tool located on the CDE DataQuest Webpage 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 print documents.

STAFF

Catalyst Academy recruits, trains and supports the most talented and qualified individuals possible to teach our students and assist them in a variety of ways. The tables below provide a brief snapshot of the qualifications of our staff.

Teacher Credentials			
Teachers	Catalyst Academy		
	2017-2018	2018-2019	2019-2020
With Full Credentials	3	4	4
Without Full Credential	1	0	0
Teaching Outside of Subject Area Compliance	0	0	0

Teacher Misassignments and Vacant Teacher Positions			
Indicator	2017-2018	2018-2019	2019-2020
Misassignment of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	0	0

Academic Counselors and Other Support Staff (School Year 2018-2019)		
Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	3
Counselor (Social/ Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Clinician	4	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

**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.*

SCHOOL FINANCES

TYPES OF SERVICES FUNDED

At Seneca Family of Agencies, Catalyst Academy a variety of programs and supplemental services are provided to our students in order to maintain the high level of care that our sub-group of students require. The level and type of services vary from student to student, depending on the support and care students need as outlined in each IEP, but do include the following:

- Classroom curriculum and supplemental supplies
- Clinical, education, and administrative staffing
- Two to three bachelor degree level mental health assistants in each classroom
- Classroom furniture and equipment
- Building and grounds maintenance improvement
- A free or reduced price lunch program
- Other special events held for students through the school year, such as an end-of-the-year carnival and a prom for our high school students

Please note that Catalyst Academy does not currently offer Advanced Placement Courses; therefore, data for number of AP Courses offered is not provided in the school's SARC.

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Un-restricted)	Average Teacher Salary
School Site	\$28,298	\$258	\$28,040	\$65,498
State	n/a	n/a	\$7,506.64	\$82,403
Percent Difference— School Site and State	n/a	n/a	116%	23%

Note: Cells with n/a values do not require data