



SENECA

FAMILY OF AGENCIES | UNCONDITIONAL CARE

Olivera School

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2018-2019 School Accountability Report Card

Published During the 2019-2020 School Year

Seneca Family of Agencies, Olivera School Nonpublic School specializing in providing special education services to pupils with a variety of mental health needs. In our five 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. Each student has an individual therapist and receives a wide variety of therapeutic interventions, including positive reinforcement, counseling in the milieu, conflict resolution, individual, group and family therapy and crisis counseling. Our behavior program is implemented by our highly trained staff of Bachelor-degree-level classroom counselors and special educators. The presence of a comprehensive behavioral program allows us to serve each of our students, providing unconditional care and a commitment to work with our students through their hardest trials.

Services are highly individualized and, for most students, the rich educational environment of our classrooms provides an opportunity for them to accelerate their academic development as well as participate in extra-curricular activities.

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 2014-15 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal.

GRADE RANGE

6th-12th

AVERAGE STUDENT ENROLLMENT:

35

CLASSROOM STAFF TO STUDENT RATIO

1:3

AVERAGE CLASS SIZE:

7

ABOUT SENECA'S OLIVERA SCHOOL

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, Olivera School 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

Seneca Family of Agencies, Olivera School provides students that have not been successful in school, an environment that seeks out their strengths, expands on those strengths, and teaches them strategies to cope with their differences, so that they can benefit from their educational experiences. 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 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 teens and their families to achieve therapeutic progress and long-term stability. The program philosophy of Seneca Family of Agencies, Olivera School includes five core principles:

- **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. All appropriate students referred by placing agencies are accepted

STUDENT ENROLLMENT BY STUDENT GROUP (17/18)*

Student Group	Percent of Total Enrollment
Black or African American	32%
American Indian or Alaska Native	0%
Asian	3%
Filipino	0%
Hispanic or Latino	29%
Native Hawaiian or Pacific Islander	0%
White	45%
Two or More Races	10%
Socioeconomically Disadvantaged	74%
English Learners	13%
Students with Disabilities	100%
Foster Youth	13%

STUDENT ENROLLMENT BY GRADE LEVEL (17/18)*

Grade	Number of Students
6th Grade	2
7th Grade	2
8th Grade	5
9th Grade	4
10th Grade	15
11th Grade	2
12th Grade	5
Total Enrollment	35

*As of 10/04/2017

into Seneca Family of Agencies, Olivera and, once placed into care, students are not discharged due to challenging behaviors or service needs. Rather, the program's comprehensive array of educational, treatment and support services are tailored to address those needs, even as they change over time. Upon intake, students and their families are told that they will not be discharged from Seneca due to their behavior or any other challenges that might arise during treatment. 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, Olivera School. 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, Olivera School 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 Principal and Clinical Supervisor 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, Olivera School 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 Olivera School students 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 function. Seneca Family of Agencies, Olivera School 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 and care coordinator; they are invited to attend family therapy, and they attend IEP meetings and parent-teacher conferences and 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 or teacher during the school day, before or after the school day, and many parents choose to be in regular contact with the teachers via email. 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
- Bi-monthly family meetings for students enrolled in our Wraparound Program

Informally, the school communicates with parents/guardians through the school functions such as talent shows, award nights, graduations, and through an open door policy with teachers, therapists, and the director. Parents serve as active partners in the learning process for their students through open communication with teachers and staff focused on building awareness of what is being asked of them in the classrooms. Parents are encouraged to sit down with their children nightly and review homework assignments and may also request a meeting with their student's teacher at any time they wish.

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.

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 individual therapy, family therapy, and group therapy. Additional activities also include recreation therapy, social skill building groups, Restorative Justice groups, and community meetings.

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. Olivera School's classrooms employ the agency's reward 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 45 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.

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. We also host a variety of special events throughout the year, such as a science fair, book fair, poetry slam, monthly field trips, school-wide math and science festival days and an end-of-the-year carnival.

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 re-create 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. For example, if they qualify for these, students have the opportunity to receive speech therapy, occupational therapy and Therapeutic Behavioral Services (TBS). Our teaching staff is also trained in providing intensive reading remediation to students in need of this service.

Ultimately, we at Seneca Family of Agencies, Olivera School 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.



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

STUDENTS

Olivera School is designed to serve students grades 6-12 whose emotional difficulties prevent them from succeeding in public school settings. All of our students have qualified for Special Education services under the categories of Emotionally Disturbed (ED), Other Health Impairment (OHI) due to ADHD, or Specific Learning Disability (SLD). 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 display school enrollment information.



AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (SECONDARY)

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+
English	7	5	-	-	7	5	-	-	7	5	-	-
Mathematics	7	5	-	-	7	5	-	-	7	5	-	-
Science	7	5	-	-	7	5	-	-	7	5	-	-
Social Science	7	5	-	-	7	5	-	-	7	5	-	-

SUSPENSIONS AND EXPULSIONS

PERCENT PER SCHOOL YEAR	Olivera School			California State		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	21%	28%	24%	3.6%	3.5%	3.5%
Expulsions	0%	0%	0%	0.1%	0.1%	0.1%

STUDENT PERFORMANCE

50 California Assessment of Student Performance and Progress (CASPP), Percentage of Students Meeting or Exceeding the State Standards(2018—2019)

Subject	Olivera School		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.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) FOR ALL STUDENTS IN SCIENCE

Subject	Olivera School		California State	
	2017--18	2018-19	2017-18	2018-1+
Science	N/A	N/A	N/A	N/A

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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	n/a	n/a	n/a
7	*	*	*
9	*	*	*

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.

STUDENT PERFORMANCE

CAASPP Assessment Results—English Language Arts (ELA) by Student Groups, Grades 3-8 and 11, SY2018-19				
Group	English-Language Arts			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	10	6	60%	**
Male	9	5	56%	**
Female	1	1	100%	**
Black or African American	3	2	67%	**
American Indian or Alaska Native	0	0	0%	n/a
Asian	0	0	0%	n/a
Filipino	0	0	0%	n/a
Hispanic or Latino	1	0	0%	**
Native Hawaiian or Pacific Islander	0	0	0%	n/a
White	6	4	67%	**
Two or More Races	0	0	0%	n/a
Socioeconomically Disadvantaged	6	4	67%	**
English Learners	1	0	0%	**
Students with Disabilities	10	6	60%	**
Students Receiving Migrant Education Services	0	0	0%	n/a
Foster Youth	2	1	50%	**

*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

**CAASO Assessment Results—Mathematics by Student Group, Grades 3-8 and 11
(2018—2019)**

Group	Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	10	6	60%	**
Male	9	5	56%	**
Female	1	1	100%	**
Black or African American	3	2	67%	**
American Indian or Alaska Native	0	0	0%	n/a
Asian	0	0	0%	n/a
Filipino	0	0	0%	n/a
Hispanic or Latino	1	0	0%	**
Native Hawaiian or Pacific Islander	0	0	0%	n/a
White	6	4	67%	**
Two or More Races	0	0	0%	n/a
Socioeconomically Disadvantaged	6	4	67%	**
English Learners	1	0	0%	**
Students with Disabilities	10	6	60%	**
Students Receiving Migrant Education Services	0	0	0%	n/a
Foster Youth	2	1	50%	**

**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—Graduating Class of 2018	
Group	School
All Students	3
Black or African American	1
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	1
Native Hawaiian or Pacific Islander	0
White	1
Two or More Races	0
Socioeconomically Disadvantaged	3
English Learners	1
Students with Disabilities	3
Foster Youth	2
Homeless	0

Graduation Rate (Four-Year Cohort Rate)			
	2015-2016	2016-2017	2017-2018
Olivera School	75%	67%	100%
California State	83.8%	82.7%	83%

Dropout Rate (Four-Year Cohort Rate)			
	2015-2016	2016-2017	2017-2018
Olivera School	0%	0%	0%
California State	9.7%	9.6%	9.1%

CAREER TECHNICAL EDUCATION PARTICIPATION

CAREER TECHNICAL EDUCATION PROGRAMS

In preparing our students to transition out of school and enter the workforce, we provide comprehensive, individualized counseling, mentoring and assistance in the area of vocational education. Services that are provided include, but are not limited to, classroom instruction focused on vocational education and computer literacy in all of our high school classes; a six-week vocational education course offered during the summer session; visits to junior colleges, universities, trade schools and transitional work programs in the area; career days; assistance with employment and admissions inquiries; and assistance offered through school districts' and the county's Office of Workability and Department of Rehabilitation when appropriate. Every student who is 14 or older has an Individualized Transition Plan (ITP) formulated by the IEP team. The ITP covers areas such as financial responsibility, career interest, social-emotional development, and outside agency linkages. Every specified area in the ITP has a specific goal, as well as a designated individual who is responsible for measuring goals.

Career Technical Education Participation (School Year 2018-2019)	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses and sequenced or articulated between the school and institutions of postsecondary education	0

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 Olivera School 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
6	ELA	StudySync California Grade 6	2016	McGraw-Hill	Yes	0%
7	ELA	StudySync California Grade 7	2016	McGraw-Hill	Yes	0%
8	ELA	StudySync California Grade 8	2016	McGraw-Hill	Yes	0%
6	SS	Discovery Education Social Science Techbook—Grade 6	2019	Discovery Education	Yes	0%
7	SS	Discovery Education Social Science Techbook—Grade 7	2019	Discovery Education	Yes	0%
8	SS	Discovery Education Social Science Techbook—Grade 8	2019	Discovery Education	Yes	0%
6	SCI	Amplify Science Middle School: G6 California - Digital Student Annual License	2019	Amplify Publishing	Yes	0%
7	SCI	Amplify Science Middle School: G7 California - Digital Student Annual License	2019	Amplify Publishing	Yes	0%
8	SCI	Amplify Science Middle School: G8 California - Digital Student Annual License	2019	Amplify Publishing	Yes	0%
6	MAT	California Go Math! Grade 6	2015	Houghton Mifflin Harcourt	Yes	0%
7	MAT	California Go Math! Grade 7	2015	Houghton Mifflin Harcourt	Yes	0%
8	MAT	California Go Math! Grade 8	2015	Houghton Mifflin Harcourt	Yes	0%
6	Health	Teen Health Course 1 - CA Edition	2005	Glencoe McGraw-Hill	Yes	0%
7	Health	Teen Health Course 2 - CA Edition	2005	Glencoe McGraw-Hill	Yes	0%
8	Health	Teen Health Course 3 - CA Edition	2005	Glencoe McGraw-Hill	Yes	0%
7	Spanish	Realidades Level A	2008	Prentice Hall	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
8	Spanish	Realidades Level B	2008	Prentice Hall	Yes	0%
9	ELA	Timeless Voices, Timeless Themes - Gold Edition	2000	Prentice Hall	Yes	0%
10	ELA	Timeless Voices, Timeless Themes - Platinum Ed.	2005	Prentice Hall	Yes	0%
11	ELA	Timeless Voices, Timeless Themes - American...	2005	Prentice Hall	Yes	0%
12	ELA	Timeless Voices, Timeless Themes - British ...	2005	Prentice Hall	Yes	0%
9th-12th	SCI	Physical Science w/Earth and Space Science	2004	Prentice Hall	Yes	0%
9th-12th	SCI	Biology Cycles of Life	2000	AGS	Yes	0%
9th-12th	SCI	Discovery Science Techbook (Life and Earth Science)	2019	Discovery Education	Yes	0%
10	SS	Modern World History: Patterns of Interaction	2015	Holt McDougal/ Houghton Mifflin	Yes	0%
11	SS	United States History & Geography	2014	McGraw Hill	Yes	0%
12	SS	Magruder's American Government	2016	Pearson/Prentice Hall	Yes	0%
12	SS	Economics: Concepts and Choices	2014	Holt McDougal/ Houghton Mifflin	Yes	0%
9th-12th	MAT	Algebra 1 Big Ideas	2015	Houghton Mifflin Harcourt	Yes	0%
9th-12th	MAT	Geometry Big Ideas	2015	Houghton Mifflin Harcourt	Yes	0%
9th-12th	MAT	Algebra 2 Big Ideas	2015	Houghton Mifflin Harcourt	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
9th-12th	ELA	Study Sync CA Online Student	2019	StudySync	Yes	0%
9th-12th	ELA	EngageNY.org	2016	NYSED	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 workshops to learn new teaching strategies, lessons and effective ideas to use in the classroom. 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. 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.

Teacher PD Days/Hours over the course of the year:

	Full-Day PDs	1-hour Teacher Meetings/ Trainings	1-hour Site PDs	2-hour Literacy Trainings	Independent Learning
2017-18	2	35	30	8	Varies
2018-19	2	40	25	4	Varies
2019-20	2	40	25	4	Varies

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 annually 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.

Incl
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FACILITIES

Our school grounds are located at 2351 Olivera Road, Concord, CA. The campus consists of wings 100 through 900, each wing having four or more rooms in it. All of the classrooms have many windows and are brightly lit. All of the rooms have central heating and cooling. In addition to the classrooms, we have a large, well-maintained gymnasium, a kitchen, a large multi-use room with a stage, an instructional cooking room, three conference rooms, an indoor game room and 5 therapy offices. In our main office, we also have administrator offices and our nurse's office. The school has two large fields and a large black top area with multiple basketball courts. Additionally, we have a school garden that is maintained by our students and staff together. 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 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 most recently completed school site inspection, completed in December 2016, 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			

STAFF

Olivera School 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	Olivera School		
	2017-2018	2018-2019	2019-2020
With Full Credentials	5	5	4
Without Full Credential	0	0	1
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	0	0	0

Academic Counselors and Other Support Staff (School Year 2017-2018)		
Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8	4.375
Counselor (Social/ Behavioral or Career Development)	8	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	5	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	1	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 Check

At Seneca Family of Agencies, Olivera School 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
- 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 Olivera School 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 2015–16)				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$46,676	0	\$46,676	\$61,740
State	n/a	n/a	\$7,506.64	\$82,403
Percent Difference— School Site and State	n/a	n/a	145%	29%

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