

New Vista School
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

Address:	23092 Mill Creek Drive Laguna Hills, CA , 92653- 1200	Principal:	William Bermingham
Phone:	(949) 455-1270	Grade	6-12
		Span:	

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

William Bermingham

📍 Principal, New Vista School

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About Our School

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Contact

New Vista School
23092 Mill Creek Drive
Laguna Hills, CA 92653-1200

Phone: [\(949\) 455-1270](tel:(949)455-1270)

Email: info@newvistaschool.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Saddleback Valley Unified
Phone Number	(949) 586-1234
Superintendent	Turner, Crystal
Email Address	crystal.turner@svusd.org
Website	www.svusd.k12.ca.us

School Contact Information (School Year 2024–25)

School Name	New Vista School
Street	23092 Mill Creek Drive
City, State, Zip	Laguna Hills, CA , 92653-1200
Phone Number	(949) 455-1270
Principal	William Bermingham
Email Address	billberm@newvistaschool.org
Website	www.newvistaschool.org
Grade Span	6-12
County-District-School (CDS) Code	30736356904700

Last updated: 11/7/24

School Description and Mission Statement (School Year 2024–25)

MISSION STATEMENT

New Vista serves the educational and social needs of Autism Spectrum Disorder (ASD), as well as those with similar learning differences. The school serves grades 6-12 and offers a 12+ years option. Transition programs are also offered for young adults.

Our Missions: Educating Students for Life

We are a private nonprofit, 501c3, WASC accredited school serving Orange County, California. We are authorized to serve ASD students through the Non-Public School (NPS) option available to qualified families and school districts. Our academic and social curricula are gained by the following values: Safety, Respect, Responsibility, Initiative, Problem-Solving, and Resiliency.

HISTORY

New Vista School is a small private nonpublic grade 6-12+ educational center located in Laguna Hills, California. It was founded in 1988 with a mission of educating students with special needs. Over the years, changes in location, administration and a name change (2006) narrowed the mission to serving those students, who are diagnosed with high functioning Autism and language learning disabilities, Students attend from communities throughout the greater Orange County and surrounding areas.

New Vista School is a non-profit 501(c)(3) school that opened in September 2006. The school began with just 22 students and has grown to approximately 87 students in the current school year. Most of the parents of students enrolled at New Vista School are self-funded and approximately 10% of them receive tuition assistance. Nearly a third of the population at New Vista School is receiving some form of reimbursement from a school district.

ACADEMICS

Two academic programs flow through our middle school and high school grades. Students may earn a high school diploma, or earn a Certificate of Completion, depending on the student's individual needs. A third post-secondary program is available for students who want to earn continuing education career pathway certifications and/or advanced academic degrees. Students learn to write effectively for self-expression and communication; demonstrate their understanding of information and how to research questions and problems. They learn mathematical strategies, acquire tools for problem-solving; learn test-taking and study-skills for being successful learners. Students also learn the value of knowledge and the importance of being life-long learners.

SOCIAL SKILLS

Students develop the social skills necessary, through leveled research-based strategies and best practices, to initiate and respond effectively in conversations, nurture healthy relationships; employ collaborative problem-solving and conflict resolution; regulate their emotions and display appropriate behaviors for any given situation.

COMMUNITY

Students will be actively involved in the community through field trips and volunteerism. Even though every student is exposed to community-based instruction, it is part of the curriculum for juniors and seniors. They will become knowledgeable active participants by meeting with community members, performing volunteer work, and visiting key sites in the community. Students will also learn about the resources available to them through community presentations, classroom instruction, and school counseling.

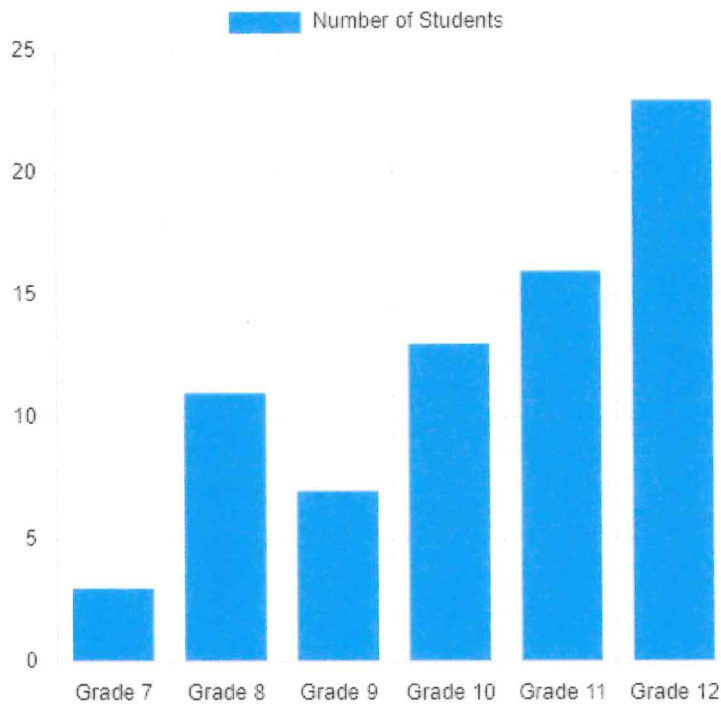
SELF-ADVOCACY

Students develop an understanding of how to articulate their needs, strengths, and challenges. They learn how to express themselves appropriately in different contexts, ask questions, and find answers. Students also learn how to recognize they most effectively learn or work and how to advocate for accommodations.

Last updated: 11/7/24

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 7	3
Grade 8	11
Grade 9	7
Grade 10	13
Grade 11	16
Grade 12	23
Total Enrollment	73



Last updated: 11/12/24

Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	19.00%	English Learners	0.00%
Male	54.00%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	1.00%	Migrant	0.00%
Asian	5.00%	Socioeconomically Disadvantaged	4.00%
Black or African American	1.00%	Students with Disabilities	73.00%
Filipino	2.00%		
Hispanic or Latino	5.00%		
Native Hawaiian or Pacific Islander	2.00%		
Two or More Races	11.00%		
White	46.00%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	77%	935.80	88.46%	228366.10	83.12%
Intern Credential Holders Properly Assigned	3	23%	0.70	0.07%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	26.70	2.53%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	12.30	1.17%	12115.80	4.41%
Unknown/Incomplete/NA	0	0%	82.20	7.78%	18854.30	6.86%
Total Teaching Positions	13	100%	1057.90	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 11/12/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13	100%	956.60	91.19%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0	0%	0.90	0.09%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	26.30	2.51%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	11.80	1.13%	11953.10	4.28%
Unknown/Incomplete/NA	0	0%	53.30	5.08%	15831.90	5.67%
Total Teaching Positions	13	100%	1049.10	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 11/12/24

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14	100%	923.70	89.97%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0	0%	1.90	0.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	35.50	3.47%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	9.60	0.94%	11746.90	4.23%
Unknown/Incomplete/NA	0	0%	55.70	5.43%	14303.80	5.15%
Total Teaching Positions	14	100%	1026.70	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 11/12/24

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

Last updated:9/26/24

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Last updated:9/26/24

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 9/26/24

School Facility Conditions and Planned Improvements

New Vista School has diligently worked to upgrade its facilities to prevent emergency situations affecting all of its stakeholders. Over the last four years, the school cafe has been upgraded, all of the restrooms have been upgraded and a new staff restroom has been added. Six new air conditioning units have been installed, the school's roof has been replaced and a new camera/security system has been added.

Cleanliness and maintenance are consistent priorities for the leadership at NVS. A professional contractor cleans the school each evening, and the facility is also cleaned throughout the day by the school's janitorial employee.

Safety is also of great importance. Annual inspections are made of each system within the school facility, and all inspections have been completed for the 2024-25 school year with full clearances. Additionally, the school's resource officer has walked the campus and affirmed the school's safety measures as one of the best they've seen for a school campus.

Last updated: 11/12/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2024

Overall Rating	Exemplary
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Last updated: 11/12/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Career Technical Education (CTE) Programs (School Year 2023–24)

High School CTE is a required course for the High School Diploma. All High School CTE classes are UC A to G articulated, falling under categories F and G. These classes also provide dual credit, meaning students earn both High School UC A to G credit and Saddleback College credit. The UC A to G credit is essential for admission to a 4-year university, as it is a mandatory prerequisite for state universities. Students taking dual credit classes receive credit for completing both the Saddleback articulated college class and the New Vista UC honors A to G class. The allocation of dual credits is based on the work completed by students. The CTE department also offers 3-year computer science UC A to G classes, which will help students pursue a technical pathway.

Last updated: 11/12/24

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	82%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	82%

Last updated: 11/12/24

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	7.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	10.00%

Last updated: 11/12/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Physical Education (PE) credits are required for graduation and are provided through the student's participation in the

New Vista School PE program or an independent physical education (IPE). All IPE instructions must be submitted for

approval to one of the NVS administrators. Instruction and training for IPE must be provided by a certified instructor

or coach, or a credentialed teacher. Once a submission has been received and approved, it is the parent's

responsibility to:

? Track and log hours

? Pay for all fees attached to the IPE instruction and training

? Obtain a signature from the instructor, coach, or teacher through the organization providing the

activity/training, (e.g. The Shea Center, Spirit League, Tae Kwon Do, Karate, Dance, etc.).

Twenty credits (240 hours) are required for students receiving a high school diploma or a modified diploma/certificate

of completion. It is important to note that all NPS students at New Vista School must seek their home district's

approval before relying on Independent Physical Instruction for their student's PE credit. If their district denies

approval for IPE, your student must attend NVS Physical Education. Your student's PE schedule will be reliant on

whether or not they attend Middle or High School. High school students are required to complete 400 minutes of PE

every ten days. Middle school students are required to complete 200 minutes of PE every ten days.

New Vista School also offers a Morning Walking Program from 8:05-8:25, Monday-Friday. Students are able to apply

their walking minutes to their overall weekly PE minutes.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

Last updated: 11/12/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parent involvement is a vital element of the overall New Vista School experience. It contributes to the students' academic, social, and behavioral goals.

Some of the opportunities include: in-class volunteering, all-school Family Picnic, Annual Golf Tournament volunteering/participation, parent/teacher conferences, and Parent Guild.

Parent Guild is a volunteer group of parents who oversee fun and memorable activities to help the students grow socially, strengthen friendships, and create a sense of belonging in the NVS community that will last a lifetime. This amazing group of parents meet monthly to discuss activities, concerns, and opportunities for the school. They also spearhead the schools' mandatory events such as Film Fest, Spring Dance and Sr. Graduation.

State Priority: Pupil Engagement

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

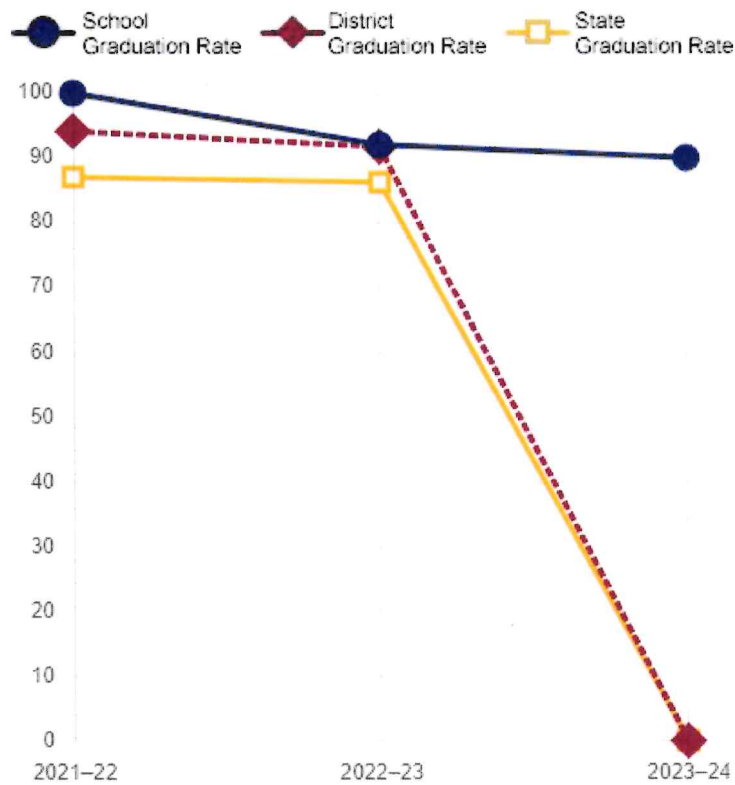
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

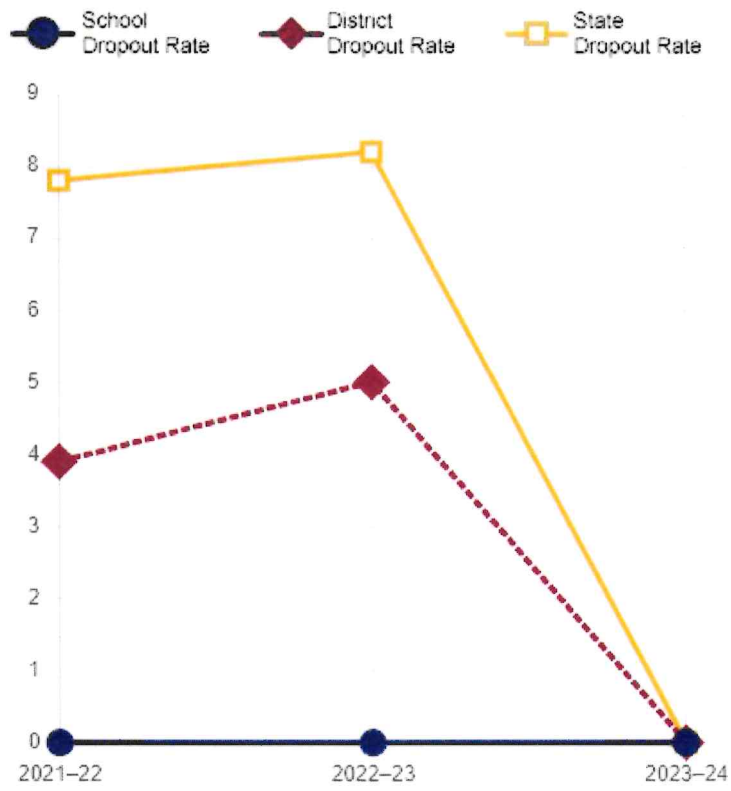
Indicator	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Graduation Rate	100%	92%	90%	94.1%	91.7%		87%	86.2%	
Dropout Rate	0%	0%	0%	3.9%	5.0%		7.8%	8.2%	

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

Graduation Rates



Dropout Rates



Last updated: 11/12/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	6.00%	5.00%	1.49%	1.47%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.00%	0.07%	0.08%	0.00%

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

Last updated: 11/12/24

School Safety Plan (School Year 2024–25)

New Vista School's Health & Safety Procedures are reviewed, updated and revised as necessary on an annual basis. The 2022-2023 school year's Health & Safety Procedures were reviewed and updated in August 2023 prior to the beginning of the school year. They were reviewed and revised by the school's Operations Manager and then reviewed and approved by the school's Executive Director as well as the Director of Administration. These procedures were sent to all employees for review and acknowledgement the week of August 14th-16th, 2023. In our school's Health & Safety Procedures, the following are included with detail:

- Emergency guidelines including fire, earthquake, lock-down, bomb/package threats, and active shooter protocols.
- Outlines our school-wide emergency communication systems and the manner in which different groups and personnel will be contacted in the event of an emergency or during critical incidents.
- Outline addressing student medical concerns
- Workplace safety, health, and disaster preparedness
- School Safety Team & Safety Committee responsibilities
- Location and details of our Emergency Operations Center (EOC)
- First Aid approaches
- Sweep and Rescue procedures
- Campus Security Team and Emergency Assembly Areas
- Communications Team
- Emergency Relocation Plans
- Seizure Protocols

Last updated: 11/12/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8.00	6	0	0
Mathematics	8.00	7	0	0
Science	8.00	6	0	0
Social Science	8.00	6	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8.00	0	0	0
Mathematics	8.00	0	0	0
Science	8.00	0	0	0
Social Science	8.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8.00	14		
Mathematics	6.00	8		
Science	8.00	7		
Social Science	7.00	6		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 11/12/24

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	1

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 11/12/24

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Last updated: 11/12/24

Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Last updated: 11/12/24