



Switzer Learning Center

2201 Amapola Court, Torrance, CA 90501-1431 (310) 328-5648 fax (310) 328-3611 phone
e-mail: administration@switzercenter.org web page: www.switzercenter.org
Established in 1966 as a Tax Exempt 501 (c)(3) Nonprofit Corporation Tax ID # 95-2458879

School Accountability Report Card Reported Using Data from the 2018–19 School Year California Department of Education

ABOUT THIS NONPUBLIC SCHOOL

Address: 2201 Amapola Court, Torrance, CA 90501 **Phone:** 310-328-3611
Heritage Program Principal: Colm Coffey **Grade Span:** 5-12
Spectrum Program Administrator: Wendy White **Grade Span:** 5th grade to 22 years

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.

- Switzer Learning Center is a nonpublic (NPS), California Public Benefit, Federal Tax Exempt (ID # 95-2458879) 501 (c) (3) nonprofit corporation that is certified by the California Department of Education to provide intensive special education services for public school districts' students from local educational agencies (LEA).
- For additional information about the school, parents/guardians and community members should contact the school's executive director, principal or programs manager.
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Switzer Learning Center
Street	2201 Amapola Court
City, State, Zip	Torrance, CA 90501
Phone Number	310-328-3611
Website	www.switzercenter.org
County-District-School (CDS) Code	19-65060-6936025
Executive Director	Dr. Rebecca Foo
E-Mail	rfoo@switzercenter.org
Heritage Program Principal	Mr. Colmcille Coffey
E-Mail	ccoffey@switzercenter.org
Spectrum Programs Administrator	Dr. Wendy White
E-Mail	wwhite@switzercenter.org

School Description and Mission Statement (School Year 2019–20)

Switzer Learning Center began serving children with special needs in 1966 in Hermosa Beach, when Dr. Janet Switzer pioneered the field of educational therapy, proving youngsters who could not learn in traditional ways because of learning and developmental disabilities, language and communication disorders, and/or behavioral and emotional disturbances can learn and achieve academic success if given a positive environment in which to use strengths to compensate for weaknesses. In 1972, the Center moved to Torrance and became a nonprofit, nonpublic, special education school and a clinic providing educational therapy, counseling, and speech therapy for children and adults who learn differently.

In 2005, Switzer Learning Center moved to a larger custom-built campus that includes advanced technology, home/science and student kitchens, computer lab, arts and crafts studio, music room, occupational therapy room, fitness gym, and industrial shop class. Engaging extracurricular and enrichment activities support learning and development for students with an Individual Education Plan eligibility of emotional disturbance, specific learning disability, speech and language impairment, autism, and other health impairments. Over a dozen public school districts and several charter schools contract with Switzer Learning Center to provide special education instruction, counseling, language & speech, structured reading and math intervention classes, behavioral interventions, and psychological /educational assessments.

Switzer Learning Center’s mission of “Nurturing students of all abilities to believe, achieve and thrive!” is fulfilled through its three main academic programs.

Heritage Program students with learning, social and emotional disabilities are on an academic track to earn their high school diploma. Many of them dual-enroll at public schools or Southern California Regional Occupational Center; earn their high school diplomas, and then attend El Camino Community College or Los Angeles Harbor College.

The **Spectrum Program** for middle and high school students with moderate to severe autism spectrum disorders uses an alternative curriculum to teach grooming, hygiene, cleaning, cooking and other life skills needed to function independently - while focusing on self-regulation, communication, social, emotional, and relationship development using guided participation and community-based learning activities.

The **Self-Advocacy and Independent Living (SAIL) Transition Program** supports young adults, ages 18-22, with moderate to severe autism spectrum disorders as they build independence, living, and job skills to transition to life beyond high school. Through community-based field trips, on campus supported work experience, and shadowed job internship at local businesses our students gain valuable work skills. The SAIL Program builds independence and supports the transition to a more fulfilling life beyond high school after they receive their Certificate of Completion.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	0

Grade Level	Number of Students
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	5
Grade 7	2
Grade 8	9
Ungraded Elementary	0
Grade 9	9
Grade 10	10
Grade 11	12
Grade 12	12
Ungraded Secondary	24
Total Enrollment	83

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	24
American Indian or Alaska Native	0
Asian	8
Filipino	1
Hispanic or Latino	37
Native Hawaiian or Pacific Islander	2
White	18
Two or More Races	10
Socioeconomically Disadvantaged	55
English Learners	7
Students with Disabilities	100
Foster Youth	12
Homeless	1

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 Credentials

Teachers	# at School 2017–18	# at School 2018–19	# at School 2019–20	% at School 2019–20
Clear Level II Special Education Credential	3	5	7	67%
Preliminary Level I Special Education Credential	3	3	3	27%
University Internship Education Specialist Instruction Credentials	3	3	1	9%
Teachers with Waivers Without a Credential	1	0	0	0%
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0%
<u>Additional</u> Instructional Aides with 30-Day Substitute Credentials in Each Classroom	5	6	5	45%

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: 2019 December

Subject	Textbooks & Instructional Materials Publication Year	State Adopted Yes/No for Grades 5-8; or District Aligned for Grades 9-12	Students Lacking Own Assigned Copy %
Reading/Language Arts			
5. Houghton Mifflin Harcourt California Journeys Grade 5	2017	YES	0%
6. Houghton Mifflin Harcourt Collections California: Student Edition Grade 6	2017	YES	0%

Subject	Textbooks & Instructional Materials Publication Year	State Adopted Yes/No for Grades 5-8; or District Aligned for Grades 9-12	Students Lacking Own Assigned Copy %
7. Houghton Mifflin Harcourt Collections California	2017	YES	0%
8. Houghton Mifflin Harcourt Collections California	2017	YES	0%
9. Language of Literature 9; Houghton Mifflin Harcourt California Collections: Grade 9	2017	LAUSD	0%
10. Language of Literature 10; Houghton Mifflin Harcourt California Collections: Grade 10	2017	LAUSD	0%
11. Language of Literature 11; Houghton Mifflin Harcourt California Collections: Grade 11	2017	LAUSD	0%
12. Language of Literature 12; Houghton Mifflin Harcourt California Collections: Grade 12	2017	LAUSD	0%
Mathematics			
5. Houghton Mifflin Harcourt California Go Math! Grade 5	2015	YES	0%
6. Houghton Mifflin Harcourt California Go Math! Grade 6	2015	YES	0%
7. Houghton Mifflin Harcourt California Go Math! Grade 7	2015	YES	0%
8. Houghton Mifflin Harcourt California Go Math! Grade 8 Houghton Mifflin Harcourt California Algebra 1: Analyze, Connect, Explore	2015 2015	YES YES	0% 0%
9. Glencoe Algebra 1	2014	TUSD	0%
10. Big Ideas Math: Geometry	2015	LAUSD	0%
11. Big Ideas Math: Algebra 2	2015	LAUSD	0%
Science			
5. California Science Grade 5 Pupil Edition	2008	YES	0%
6. Holt California Earth Science	2007	YES	0%
7. Holt California Life Science	2007	YES	0%
8. Holt California Physical Science	2007	YES	0%
9. Holt Earth Science (California)	2007	LAUSD, TUSD, LBUSD	0%
10. Holt Biology (California)	2009	LAUSD, TUSD,	0%
11. Integrated Coordinated Science for the 21st Century	2004	LAUSD	0%

Subject	Textbooks & Instructional Materials Publication Year	State Adopted Yes/No for Grades 5-8; or District Aligned for Grades 9-12	Students Lacking Own Assigned Copy %
12. Introductory Chemistry: A Foundation	2008	TUSD	0%
History-Social Science	DPL	DPL	DPL
5. IMPACT: California, Grade 5: US History: Making A New Nation	2019	YES	0%
6. IMPACT: California, Grade 6: World History & Geography, Ancient Civilizations	2019	YES	0%
7. IMPACT: California Grade 7: World History & Geography, Medieval & Early Modern Times	2019	YES	0%
8. IMPACT: California Grade 8: United States History & Geography, Growth & Conflict	2019	YES	0%
9. Glencoe World Geography	2005	LAUSD	0%
10. California World History: The Modern World	2018	LAUSD	0%
11. US History: The Twentieth Century	2019	LAUSD	0%
12. Magruder's American Government (California)	2018	LAUSD, TUSD	0%
12. Econ Alive!: The Power to Choose	2015	LAUSD, TUSD.	0%
Understanding Psychology	2008	LAUSD	0%
Sociology: The Study of Human Relationships (6 th Ed.)	2008	LAUSD	0%
Street Law: A Course in Practical Law (8th Edition)	2005	LAUSD	0%
Foreign Language			
Espanol Santillana 1 High School	2011	TUSD	0%
Espanol Santillana 2 High School	2011	TUSD	0%
Health			
Harcourt Health and Fitness	2006	YES	0%
Glencoe Teen Health, Course 1 California Edition	2005	YES	0%
Glencoe Teen Health, Course 2	2005	YES	0%
Glencoe Teen Health, Course 3 California Edition	2005	YES	0%
Lifetime Health	2009	TUSD, LAUSD	0%

School Facility Conditions and Improvements

Switzer Learning Center's facility was custom-built in 2005, and includes specially designed classrooms, auditorium with stage, arts and crafts studio, commercial kitchen, advanced technology computer lab with wireless internet connection, student kitchen, home/science lab, music editing studio, industrial shop, student clubhouse, arts & crafts studio, fitness gym, and OT/sensory training room, and a dance studio. The school facility is a well maintained and safe environment.

During summer 2017 solar panels were installed on the roof of both building. During winter break 2018 the OT/sensory training room, board conference/IEP room, and landscaping was upgraded. In 2019, the campus technology infrastructure and internet access were upgraded, and a new security system with cameras was installed.

School Facility Good Repair Status

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

Overall Facility Rating

Exemplary	Good	Fair	Poor
X			

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Switzer Learning Center’s eligible students in grades five through eight and eleven participate in mandated statewide English language arts/literacy and mathematics assessments known as CAASPP which includes the Smarter Balanced Summative Assessment and the CAA. However, percentage of students meeting or exceeding the State standard are not calculated and not shown when the numbers of students tested in many categories and student groups are too small to be statistically significant, and could inadvertently make public individual student performance.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Switzer Learning Center’s eligible students in grades five through eight and eleven participate in mandated statewide assessments known as CAASPP for English language arts/literacy which includes the Smarter Balanced Summative Assessment and the CAA. However, test results by student group are not shown because the numbers of students tested in many categories and student groups are too small to be statistically significant, and could inadvertently make public individual student performance.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Switzer Learning Center’s eligible students in grades five through eight and eleven participate in mandated statewide assessments in mathematics known as CAASPP which includes the Smarter Balanced Summative Assessment and the CAA. However, test results by student group are not shown because the numbers of students tested in many categories and student groups are too small to be statistically significant, and could inadvertently make public individual student performance.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Switzer Learning Center's eligible students in grades five through eight and eleven participate in mandated statewide assessments in science known as CAASPP which includes California Science Test (CAST). However, test results by student group are not shown because the numbers of students tested in many categories and student groups are too small to be statistically significant, and could inadvertently make public individual student performance.

Career Technical Education (CTE) Programs (School Year 2018–19)

To prepare students for careers and college, they are taught applicable skills and knowledge through a variety of modalities, which include but are not limited to the following:

- Individual Transition Plans (ITPs) are developed for each student as a part of his/her IEP, beginning at age 14 for LAUSD students, and at age 16 for non-LAUSD students. The ITP documents transitional goals and objectives, as required. Transition services are implemented in the school program and are provided to the student based upon goals and objectives written in the ITP.
- Interspersed throughout the core curriculum students begin work on pre-vocational skills, including punctuality, working with authority figures/supervisors, completing tasks, discussing a variety of job types, filling out applications, interviewing techniques, a wide variety of age appropriate worksheets, assessment tools, checklists, voting applications, and selective service registrations, etc.
- Elective classes (e.g. Financial Foundations, College and Career Planning, Workforce Preparation, Personal Finance, Leadership Development) address the individual transition needs, and include guest speakers, local college tours, job interview skills, resume writing, internet research concerning careers of interest, and job application completion. The Financial Foundations and the Life Skills for the 21st Century curriculums are used, as well as additional supplemental materials to teach students skills needed for obtaining and maintaining successful employment.
- Switzer Learning Center's multimedia Digital Technology Program trains students to become proficient in current relevant software platforms, and to explore technology used in various applications. Students are taught industry-standard knowledge using professional versions of software to prepare them for the challenging and multifaceted media work-force. The Digital Technology Program builds students' individual interests, while adhering to state core curriculum standards and accommodating their unique learning needs. Courses include basic computer navigation, Word, Excel, PowerPoint, QuickBooks, Adobe Photoshop, Animation, Music/Film Production, Photography, Illustrator, Publisher, Coding, Robotics, and Social Media. Students progress in classes and online courses that range from basic to advanced in programming languages, design, and/or digital media to earn IT certifications.
- Technical arts classes (e.g. Film Production, Microsoft Training, CodeAcademy and Free Code Camp) and extracurricular activities (e.g. small engine repair, home maintenance) begin vocational training. Students in our Music Production course learn to use Nature Instinct's Machine software and M Box which is professional software used by music producers to record beats. They also use professional drum machines,

Pro Tools Record software for recording vocals, and instrumental music, and Reason software for professional editing and recording of music tracks. Occasional Mechanics classes are taught to teach the use basic hand and power tools, as well as the science and hands on practice for beginning flex wire welding.

- Heritage students may expand their vocational skills by working as tutors and assistants in both the Spectrum and Heritage programs. They may also assist in the student store to develop customer service skills and improve their ability to handle money and finances.
- Counselors meet with Heritage students to assist in post-secondary planning. They assist students in completing online personality and interest inventories. The executive director scores each student’s inventories and creates personalized Strong Interest Inventory Profile and their Strong Interest Inventory Interpretive Reports, which are provided to students, teachers, and counselors and included in ITPs. Counselors may accompany seniors for tours of prospective community college campuses, and help facilitate enrollment in local community colleges.
- Eligible students may have an opportunity to attend the Southern California Regional Occupation Center (SoCal ROC) or Harbor Occupational Center for formal vocational training in an area of interest for which they attain class credit.
- Depending on student eligibility, other resources and services may include: Vocational Assessment Services from Torrance Unified School District, other districts’ Workability Programs and services, Department of Rehabilitation, Job Corps, Civilian Conservation Corps, Department of Mental Health; Regional Centers, wraparound teams; outpatient therapists; and least restrictive environment counselors.
- Every Switzer Center high school graduate is awarded a \$1,000 scholarship to be used to pay for enrollment fees, books and supplies needed for their post-secondary education at a college or vocational school.
- Spectrum Program teaches students with moderate to severe autism: (1) life skills needed to function as independently as possible; (2) a variety of supported work opportunities on and off campus to explore possible jobs that may be of personal preference and gain work experience; (3) roles and responsibilities of being an employees, and (4) basic money management and purchasing skills via rotating on campus jobs that are integrated into the alternate curriculum
- Self-Advocacy and Independent Living (SAIL) Transition Program students work several times per week as an “intern” and have “shadowed job experiences” off campus at local businesses and non-profit organizations.

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE Working to Earn a High School Diploma	54
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

Completion of High School Graduation Requirements

Switzer Learning Center's written course of study meets or exceeds proficiency standards for graduation requirements established by Heritage students' IEP teams. "Diploma bound" Heritage students demonstrate mastery of the curriculum by completing a minimum of 210 to 230 credits according to the high school graduation requirements established by School Board policy for each student's school district and must meet other Local Education Agency and State of California criteria to be eligible to graduate and participate in the graduation ceremony.

Due to significant cognitive disabilities assessed by their IEP teams, students in Spectrum and SAIL Transition programs are an alternate curriculum and are exempt from fulfilling high school graduation requirements. These students need extensive, direct individualized instruction and substantial supports to achieve measurable gains in their grade-level and age-appropriate curriculum, and will receive a certificate of completion when they turn 22 years old, the maximum age for a free and appropriate public education.

Admission Requirements for California's Public Universities

All "diploma bound" students shall demonstrate mastery of the curriculum by completing their own school district's high school graduation requirements with special education accommodation and modifications described in the Individual Education Plan.

1. Each student must have a minimum of 210 to 230 credits (varies by contracting home school district) and have met other LEA criteria to be eligible to graduate and participate in the graduation ceremony.
2. Each student will be enrolled in at least six classes during each semester in attendance, with the exception of graduating seniors who may take fewer classes if that is all that is needed to fulfill graduation requirements.
3. Each student shall obtain credit as follows:
 - a. Mathematics - 20 credits
 - b. Science - 20 credits
 - c. English - 40 credits
 - d. Social Studies 30 credits (10 World History, 10 US History, 5 Government, 5 Economics)
 - e. Health Education - 5 credits
 - f. Physical Education - 20 credits
 - g. Fine Arts or Foreign Language - 10 credits
 - h. Electives – 75 credits
4. Fulfill all other graduation/ exit requirements established by student's IEP team.

Completion of High School Graduation Requirements

Switzer Learning Center's written course of study meets or exceeds proficiency standards for graduation requirements established by student's IEP teams. "Diploma bound" students demonstrate mastery of the curriculum by completing a minimum of 210 to 230 credits according to the high school graduation requirements established by School Board policy for

each student's school district and must meet other Local Education Agency and State of California criteria to be eligible to graduate and participate in the graduation ceremony.

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 2018–19)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. The number of students tested in each grade and the percentage of students meeting multiple fitness standards are too small for statistical accuracy, and their results are not shown to protect student privacy. Detailed information regarding this test may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

Partnership with parents is crucial from initial intake interview all the way through high school graduation, and beyond. Each student's counselor performs a thorough historical interview after a child is enrolled, during which a relationship is established that enables the counselor to serve as a case manager or ombudsman with the student's parent/guardian. Classroom teachers maintain regular contact with parents via telephone and parent conferences. During our annual Back-To-School Night, parents meet with the whole team working with their student. Depending on their school district's requirements, parents receive formal progress reports either monthly or quarterly. Parents are invited to attend our student assemblies, holiday celebrations, graduations, and fundraisers. Additionally, one of the seats on our board of trustees is held by a parent of an alumnus.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement

(Priority 5):

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

Switzer Learning Center's high school graduation and mainstreaming back to public school rate is 78% of the student body. Due to frequent change of placements of foster and nonpublic school students, it is not possible to calculate dropout rates.

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

Students have a high sense of safety in the therapeutic and nurturing environment created by a very dedicated staff. Multiple levels of supports are available to assist students with extreme behaviors learn more positive ways of coping. Individuals with exceptional needs cannot be expelled from school for infractions related to their disabilities. When a student exhibits a pattern of challenging behaviors, a behavior intervention plan is developed, implemented, tracked, and adjusted if necessary by the student's multidisciplinary team. Whenever possible, attempts are made to avoid suspending students. Some of the alternatives to suspension include: coordinated behavior plans, alternative programming, behavior monitoring, in-school suspension alternatives, community service, counseling, calls to parents to talk with students during the day, parent conferences, educational packets, restitution, problem solving, negotiating contracts, and positively reinforcing good behaviors. The principal or another school administrator must approve suspensions from school. Functional Behavior Assessments and Behavior Support Individualized Education Plan meetings are coordinated with parents, wraparound service providers and district personnel as needed, and prior to any change in placement.

School Safety Plan (School Year 2019–20)

Switzer Center has a comprehensive Emergency Preparedness Plan that can be reviewed on site. The written plan documents procedures for emergency operations, including specific staff responsibilities for handling various emergencies, including, medical, earthquake, fire, hazardous materials spills, and other emergencies. The plan requires staff and student training where appropriate. Disaster drills are conducted as required, including "duck and cover", "shelter in place" and evacuation. A staff member has American Red Cross Certification to provide Disaster Services & Disaster Mental Health Services and FEMA

National Incident Management System IS-00700 Certification a Community Emergency Response Team Member. All staff members are trained annually for using universal health care precautions for protecting against blood-borne pathogens and for using nonviolent CPI behavioral interventions. To protect student and employee health and safety, all employees and volunteers are examined for tuberculosis, and have cleared fingerprints before coming in contact with students.

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

The California Department of Education Nonpublic School Department certifies Switzer Learning Center is a nonpublic school approved to operate 10 special education classrooms. Per master contracts with LEAs, class size may not exceed a ratio of one credentialed special education teacher per 12 students, except for an increase to 14 students for a short period. Switzer Learning Center’s Heritage School Program has two middle school and four high school classrooms; the Spectrum Program has one classroom for students with moderate disabilities on the autism spectrum, and one classroom for students with severe disabilities on the autism spectrum; and the SAIL Transition Program has two classrooms for students who are 18-22 years of age with moderate to severe autism spectrum disorders who are increasing independent living and vocational skills. All of the Heritage School Program’s coed classrooms have a maximum of 12 students taught by a credentialed special education teacher and an instructional aide. There is a maximum of 9 students in the Spectrum and SAIL Transition classes taught by a credentialed special education teacher authorized to teach moderate to severe disabilities, a classroom instructional aide, and most behaviorally challenged students with autism have a 1:1 behavioral or functional living aide.

Counselors and Student Support Services Staff (School Year 2018–19)

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Psychologist and Marriage Family Therapist Counselors	6
Speech/Language/Hearing Specialist	2
Other: Classroom Instructional Aides	10
Other: Positive Behavior Interventionist	1.5
Other: Art Therapist	2
Other: Tutor	.5
Other: 1:1 Behavior Aides	23
Other : Functional Living Aides	2

Administrative Professional Staff

Executive Director: Rebecca Foo, Ph.D.

Dr. Foo joined Switzer Center in 1988 after she earned her Ph.D. in psychology from the University of Southern California. She is a licensed psychologist specializing in the behavioral, social, and academic problems of at-risk children and adolescents. In 1994 Dr. Foo replaced the founder as the executive director. The California State Legislature honored her as 2006 California Woman of the Year for her leadership in special education. Dr. Foo has been serving on the board of directors of the California Association of Private Special Education Services since 1996 and as board president, regional coordinator, and board secretary. Dr. Foo can be reached at (310) 328-3611 x 337 or rfoo@switzercenter.org.

Principal of Heritage School Program: Colmcille Coffey, M.Ed.

Mr. Coffey began teaching at Switzer Center in 1999, with a Master's of Education for Students with Serious Emotional Disability from the George Washington University of America. He holds a clear Level II Education Specialist Instruction Credential with Specialization for Moderate/Severe Disabilities issued by the California Commission on Teacher Credentialing. He led crisis intervention teams, and promoted growth and development for new teachers as the Center's mentor teacher. In 2017, after teaching high school for 18 years, Mr. Coffey became the principal of the Heritage School Program. Mr. Coffey can be reached at (310) 328-3611 x 133 or ccoffey@switzercenter.org.

Spectrum Programs Administrator: Wendy White, Psy.D.

Dr. White started Switzer Center's Spectrum Autism Program in 2005 to fill the needs for dealing with the core deficits in autism - building relationship and social skills. Her dissertation for her Doctor of Psychology degree at Alliant International University San Francisco was on therapeutic school programs for children with autism. Dr. White coordinates the Spectrum Autism training program for all staff, conducts admission intake interviews for potential new students, and supervises the acceptance of new students, and their academic, behavioral assessment and transition plans, as well as conducting treatment planning teams and coordinating Individual Educational Plans. Dr. White can be reached at (310) 328-3611 x 334 or wwhite@switzercenter.org.

Clinical Director: Felicia Bookchin, Psy.D., L.M.F.T.

Dr. Felicia Bookchin is a licensed Marriage and Family Therapist with a Doctorate in Clinical Psychology, who has been working with children and adolescents in private practice and non-public school settings for over 25 years. Dr. Bookchin was the Clinical Director, supervising related service providers at two nonpublic schools prior to becoming Clinical Director at Switzer Learning Center in 2014. She provides individual counseling sessions for Switzer students and supervises the clinical psychologists, marriage and family therapists, speech and language therapists, counselor interns, and art therapists. Dr. Bookchin can be reached at (310) 328-3611 x 328 or fbookchin@switzercenter.org.

Types of Services Funded (Fiscal Year 2018–19)

Approximately 14 public school districts and two charter schools in the south western part of Los Angeles and north west part of Orange counties contract with Switzer Learning Center's school to provide basic special education instruction for 180 regular school year days and 20

extended school year days, plus designated instructional services that include: transportation, counseling, and speech and language therapy, 1:1 behavioral aides, and 1:1 independent living aides.

Professional Development

Switzer Learning Center assesses professional development needs of the school and staff on an ongoing basis. Prior to the beginning of the school year, all staff participates in four pupil free staff training days. During those annual orientation days all staff members are trained in Crisis Prevention and Intervention (CPI) Nonviolent Crisis Intervention, behavior management principles, plus many ethical, legal, and contractual requirements. Staff members hired after the beginning of the school year receive the same CPI and orientation training mid-year. We also use ongoing professional development opportunities to share new information with staff, to reinforce school standards, procedures and expectations, and to provide training on topics related to students' needs. During the school year, our assessed professional development needs are addressed during staff trainings on ten minimum days. Additional topics are covered during monthly staff meetings, weekly Heritage, Spectrum, and clinical department meetings, and bi-weekly team meetings. Annually, Switzer Learning Center staff members participate in the staff development conference and also the Administrator Training workshop sponsored by the California Association of Private Special Education Schools.

Classroom teachers, instructional aides and behavioral aides working with students in our Spectrum Autism classrooms are also trained to incorporate the theories and techniques guided participation. The focus is strengthening the six core deficits of autism: 1) motivation and ability to share experiences; 2) co-regulate with others; 3) integration of thoughts; 4) feelings and meaning to create personal memories; 5) self-awareness and appraising "best-fits" with their environment; and 6) flexible, creative thinking and problem solving. Guided participation techniques foster creative problem solving, referencing others to learn what is appropriate, and self-regulation.