

**TERI- The Learning Academy**  
**2023–24 School Accountability Report Card**  
**Reported Using Data from the 2023–24 School**  
**Year**  
**California Department of Education**

**Address:** 305 Airport Road  
Oceanside, CA , 92058-  
1201

**Principal:** Patricia Friedman

**Phone:** (760) 721-1706

**Grade** 1-12  
**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

### Patricia Friedman

📍 Principal, TERI- The Learning Academy

### Contact

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TERI- The Learning Academy  
305 Airport Road  
Oceanside, CA 92058-1201

Phone: [\(760\) 721-1706](tel:7607211706)

Email: [patf@teriinc.org](mailto:patf@teriinc.org)

## Contact Information (School Year 2024–25)

*The Learning Academy is a non-public school that serves individuals with autism and other developmental disabilities. The school is certified by the Department of Education for students 6 to 22 years of age. The program is designed to meet the needs of students with significant behavioral and learning challenges. Upon admission, a Board-Certified Behavior Analyst conducts a Functional Assessment and develops a Behavior Intervention Plan that addresses the student's behavioral needs. Functional communication is taught, and reinforcement-based programs are designed according to student need/preference.*

*Each student's schedule is specifically designed for him/her—we know from experience that no one strategy or approach works for everyone. Students are provided with 1:1 instruction with the ultimate goal of fading that instruction to whole-group integration. The program includes instruction in academics, applied academics, communication, vocational, social and daily living skills; designed and implemented by highly qualified certified teachers. Services in Occupational Therapy and Speech Therapy are provided in accordance with the student's IEP. Enrichment activities include music, fitness, art, equestrian therapy, and more. Students at the Learning Academy are on track for a Certificate of Completion*

### District Contact Information (School Year 2024–25)

<b>District Name</b>	Oceanside Unified
<b>Phone Number</b>	(760) 966-4000
<b>Superintendent</b>	Vitale, Ph.D., Julie
<b>Email Address</b>	<a href="mailto:julie.vitale@oside.us">julie.vitale@oside.us</a>
<b>Website</b>	<a href="http://www.oside.us">www.oside.us</a>

### School Contact Information (School Year 2024–25)

<b>School Name</b>	TERI- The Learning Academy
<b>Street</b>	305 Airport Road
<b>City, State, Zip</b>	Oceanside, CA , 92058-1201
<b>Phone Number</b>	(760) 721-1706
<b>Principal</b>	Patricia Friedman
<b>Email Address</b>	<a href="mailto:patf@teriinc.org">patf@teriinc.org</a>
<b>Website</b>	<a href="http://www.teriinc.org">www.teriinc.org</a>
<b>Grade Span</b>	1-12

**County-District-School** 37735697105075  
**(CDS) Code**

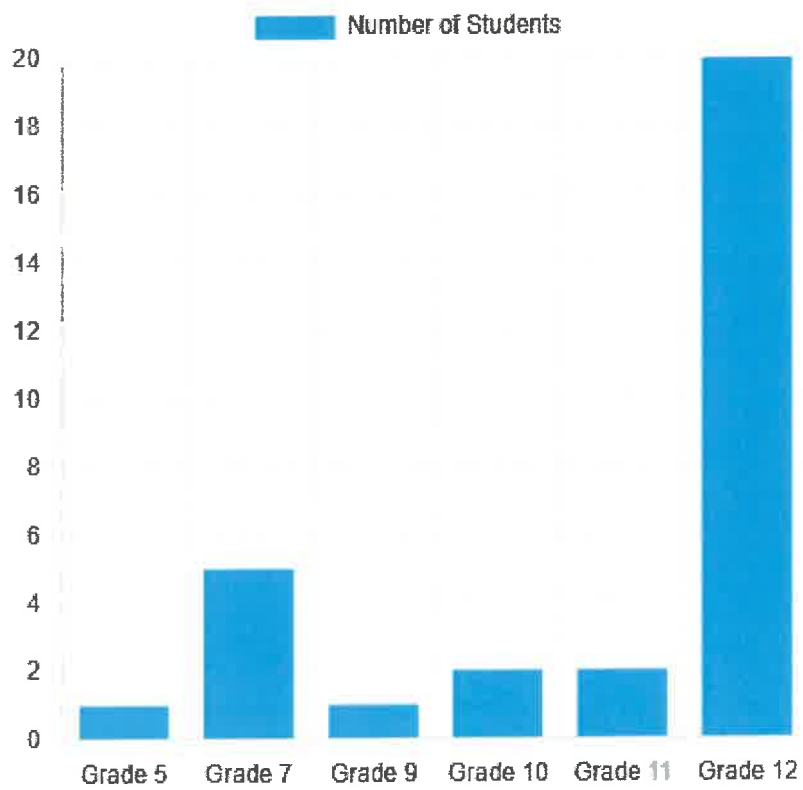
### **School Description and Mission Statement (School Year 2024–25)**

The Learning Academy is a non-public school that serves individuals with autism and other developmental disabilities. The school is certified by the Department of Education for students 6-22 years of age. The program is designed to meet the needs of students with significant behavioral and learning challenges. Upon admission, a Board-Certified Behavior Analyst conducts a Functional Assessment and develops a Behavior Intervention Plan that addresses the student's behavioral needs. Functional communication is taught, and reinforcement-based programs are designed according to student need/preference. Each student's schedule is specifically designed for him/her- we know from experience that no one strategy or approach works for everyone. Students are provided with 1 to 1 instruction from a Registered Behavior Technician, with the ultimate goal of fading that instruction to whole group integration. The program includes instruction in academics, applied academics, communication, vocational, social and daily living skills; designed and implemented by highly qualified certified teachers. Services in Occupational Therapy and Speech Therapy are provided in accordance with the student's IEP. Enrichment activities include music, art, fitness, dance, equestrian therapy and more. Students at the Learning Academy are on track for a Certificate of Completion.

**Mission Statement:** To change the way the world sees, helps, and empowers individuals with special needs.

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

Grade Level	Number of Students
Grade 5	1
Grade 7	5
Grade 9	1
Grade 10	2
Grade 11	2
Grade 12	20
Total Enrollment	31



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

Student Group	Percent of Total Enrollment
Female	2.00%
Male	29.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.00%
Black or African American	2.00%
Filipino	1.00%
Hispanic or Latino	6.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	19.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	0.00%
Students with Disabilities	31.00%

## 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

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

<b>Authorization/Assignment</b>	<b>2020– 21 Number</b>	<b>2021– 22 Number</b>	<b>2022– 23 Number</b>
Permits and Waivers	3	2	2
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	2	0

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

<b>Indicator</b>	<b>2020– 21 Number</b>	<b>2021– 22 Number</b>	<b>2022– 23 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	3	1	2
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0



## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

All students at the Learning Academy are non-diploma bound and are working towards a Certificate of Completion. The Learning Academy utilizes Unique Learning Systems which is an online, interactive, standards based curriculum.

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Unique Learning Systems	0
Mathematics	Unique Learning Systems	0
Science	Unique Learning Systems	0
History-Social Science	Unique Learning Systems	0
Foreign Language	None	0
Health	Unique Learning Systems	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

The Learning Academy completes a "General Health and Safety Checklist" for the Safety Committee or Self Inspection form quarterly which is then reviewed by the safety committee members on a quarterly basis. The most recent checklist was free from any non-compliant issues. The school is painted on a regular basis and an annual facility needs assessment is completed with the Director of Maintenance at the end of each school year. Maintenance tasks are then completed during the school closure/summer break. The school moved to a new location on April 27, 2024. Prior to the move, the building was painted, thoroughly cleaned and repairs were completed prior to the move. No major maintenance repairs were required during our 2024 summer break. A system is in place to address maintenance needs as they come up. The maintenance department is also available in the case of an emergency or urgent need. The Learning Academy does not have any major upcoming maintenance projects for the current school year. The school is cleaned on a daily basis by an outside cleaning service provider.

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## School Facility Good Repair Status

The Learning Academy completes a "General Health and Safety Checklist for the Safety Committee or Self inspection" form quarterly which is then reviewed by the safety committee members on a quarterly basis. The most recent checklist was free from any non-compliant issues. The school is painted on a regular basis and an Annual Facility Needs Assessment is completed with the Director of Maintenance at the end of each school year. These maintenance tasks are then completed during the school closure/summer break. The maintenance department is available in the case of routine maintenance or an emergency or urgent need. The Learning Academy does not have any major upcoming projects for the current school year. The school is cleaned on a daily basis by an outside cleaning service provider.

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Good
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## 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)**

The Learning Academy offers a multi-year course of study for pupils on a certificate of completion graduation track. The Learning Academy transition age students are enrolled in academic/functional coursework leading to a certificate of completion. Students participate in vocational training on site and at sites in the community. Students have opportunities to learn and explore a variety of vocational opportunities such as office work, urban farming, sales, janitorial work, etc. Most students aging out of the Learning Academy will enter Adult Day Programs funded by the Regional Center. The Learning Academy focuses on preparing students to enter these programs by writing IEP goals focusing on working in groups, coping with unstructured time, engaging in leisure activities, and learning vocational skills. Staff complete interest and engagement inventories with the students to assess areas of interest outside of reinforcement.

## **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

## 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)

TERI is dedicated to fostering a partnership with parents whose children and adults are involved in our programs. A good partnership meets the needs of the family and the program as well as the community. Communication is the foundation of an effective partnership. We attempt to connect parents and their children to information and social experiences and to build a sense of community. Parents are encouraged to volunteer and attend events and activities at the school such as Winter and Summer graduations, surf events, and parties. Events are also held at the TERI Campus of Life to encourage parent involvement.

### 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



## **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

## **School Safety Plan (School Year 2024–25)**

The Learning Academy Disaster Plan is reviewed annually by member of an agency wide safety committee. The plan includes a variety of topics including Safety in the Workplace, Responding to Emergencies such as Fire, Earthquakes, Bomb Threats, Violence, Power Outages, etc. Staff are trained annually on the disaster plan. The Learning Academy conducts monthly fire drills. Earthquake and Lockdown drills are conducted annually. The agency has a Safety committee and a representative from the Learning Academy attends all meetings.

## **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.

**Student Support Services Staff (School Year 2023–24)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.50
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other**	3.00

\* 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.

**Types of Services Funded (Fiscal Year 2023–24)**

The Learning Academy provides one to one instructional service via a Registered Behavior Technician (RBT) to the students in a small classroom setting. Board Certified Behavior Analysts (BCBA) are on site at the school and conduct a functional Behavior Assessment following admission. The BCBA's provide ongoing training and supervision to the RBTs.

**Professional Development**

*The Learning Academy offers an annual recertification during the first month of the new school year. During this month, staff are recertified in areas such as Standard First Aid/CPR, Sexual Harassment, Behavioral intervention and emergency behavior management procedures, etc. These classes are provided through on-line training as well as through classroom training. Professional development in services are conducted twice monthly for the Instructional Assistants on a variety of topics such as teaching strategies, data collection, ABA practices, Abuse prevention and reporting, etc. These trainings occur on student "early release" days which equals 3 hours per month. Teachers and Instructional Assistants meet bi-weekly to discuss lesson plans, behavioral or academic progress, etc.*

*Throughout the school year, teachers have access to continuing education classes and conferences provided by NCCSE (North Coastal Consortium for Special Education) Teachers can attend these workshops free of charge. An education specialist consults with the teachers as needed, in addition to the Program Director who meets at least weekly with the teachers. Teachers meet bi-weekly with the BCBA to discuss program fidelity and review student progress and data.*

<b>Measure</b>	<b>2022– 23</b>	<b>2023– 24</b>	<b>2024– 25</b>
Number of school days dedicated to Staff Development and Continuous Improvement			