

TERI, INC. The Country School
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-
1250

Principal: Shane Hamilton

Phone: (760) 744-4870

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

Shane Hamilton

📍 Principal, TERI, INC. The Country School

About Our School

Shane Hamilton received her BA in Liberal Studies from Chico State and her multiple subject teaching credential from Cal Poly, San Luis Obispo. She taught as a reading intervention specialist in San Luis Obispo and then moved to Oceanside in 2004. Shane has always had a passion for teaching, but once she found TERI, Inc. she discovered her new love of working with students with special needs.

While working at the Country School as the elementary teacher, she went back to school to obtain her Moderate/Severe Education Specialist Instructional Credential and her Masters of Science in Special Education. In 2009, Shane became the Director of the Country School.

Shane has learned so much from working with her students and wonderful families. She believes that every student has the right to a valuable and rewarding education. She also feels it is our duty as educators to provide students with tools to achieve this. Shane loves her job, her students and her staff and looks forward to coming to school every day

Contact

TERI, INC. The Country School
305 Airport Road
Oceanside, CA 92058-1250

Phone: [\(760\) 744-4870](tel:7607444870)

Email: shanep@teriinc.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Oceanside Unified School District
Phone Number	760-966-4006
Superintendent	Vitale, Julie
Email Address	superintendent@oside.us
Website	www.oside.us

School Contact Information (School Year 2024–25)

School Name	TERI, INC. The Country School
Street	305 Airport Road
City, State, Zip	Oceanside, CA , 92058-1250
Phone Number	(760) 744-4870
Principal	Shane Hamilton
Email Address	shanep@teriinc.org
Website	www.teriinc.org/programs-and-services/country-school/about.html
Grade Span	6-12
County-District-School (CDS) Code	37737916927644

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

TERI's Country School serves students living in San Diego and South Riverside counties who have Autism, ADD/ADHD, and other forms of mild to moderate disabilities affecting learning, behavior, and social skills. The Country School offers children and young adults aged 11-22 an alternative path to their final destination - a small school setting and safe haven where they can learn what they need to know in order to live a life filled with endless possibilities.

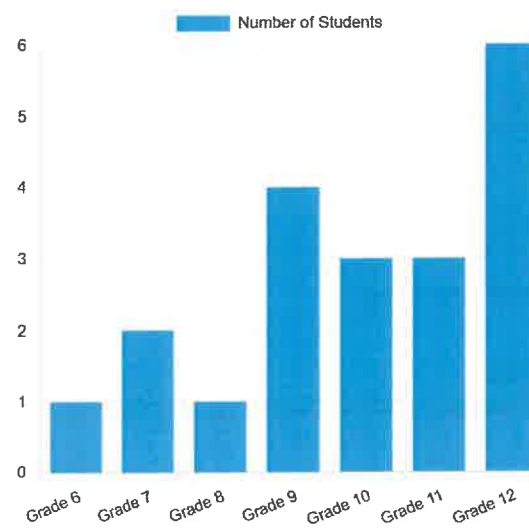
The Country School's team of professionals is committed to the success of each student in reaching his or her full potential. Instruction is tied to state standards with a focus on strategies and skills that help students achieve both academically and socially. The Country School is a diploma granting educational institution licensed by the State of California and also serves students receiving certificates of completion.

Teachers work together with classroom aides, a speech and language pathologist, an occupational therapist and behavior specialist to provide a seamless and integrated program in a teacher to student ratio of 1:9, 1:3, or 1:1 based on individual need. The Country School includes multi-age, multi-grade middle school, high school, and practical skills classes (for those who will not receive a high school diploma), and a transition class to prepare students for adult life. All of our teachers are highly qualified with their special education credentials. In addition to remedial academics, students also participate in a range of electives including music instruction, fitness, therapeutic equestrian classes, drama, and more. The school admits both students who are privately placed and those on IEP's and referred by Public School Districts. Parents should contact the Country School Principal to arrange an intake interview and tour and receive tuition information. The Country School operates on a traditional school year calendar with summer school available (based on enrollment).

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

6th grade - 22 years old

Grade Level	Number of Students
Grade 6	1
Grade 7	2
Grade 8	1
Grade 9	4
Grade 10	3
Grade 11	3
Grade 12	6
Total Enrollment	20



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

Student Group	Percent of Total Enrollment
Female	20.00%
Male	80.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.04%
Black or African American	0.04%
Filipino	0.00%
Hispanic or Latino	0.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.10%
White	91.00%

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	100.00%

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)**

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	1	2	
Misassignments	0	0	
Vacant Positions	0	1	
Total Teachers Without Credentials and Misassignments	0	0	

**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	1
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

School Facility Good Repair Status

The Country School 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 Country School 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.

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: 2023

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: 2023

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 Country School has two high school programs. An academically geared class (9th – 12th grade) as well as a Functional skills class (11th-12 grade + (18-22 years of age) which students receive a certificate of completion.

Each of our high school classes develop a vocational/career assessment portfolio and offers a wide range of vocational activities.

The academic high school class works on interest inventories and assessments throughout the year that rates each student's strengths and interests and pairs them with jobs they would be best suited for. We provide tours of college campuses as well as vocational opportunities. Vocational opportunities include but are not limited to; work in our agency thrift store, work experience at our Equestrian and Agricultural programs and micro-enterprises specific to student's interests.

Our Functional skills class provided a variety of vocational opportunities throughout the school year. They have access to jobs within our company of TERI, Inc as well as work 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 Country School at 22 will enter Adult Day Programs funded by the Regional Center.

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 involved in our programs. A good partnership meets the needs of the far program as well as the community. Communication is the foundation of a partnership, and we want to foster a Parent Organization in which parent and help each other as well support their child's program. We attempt to and their children to information and social experiences and to build a se Parents are encouraged to attend events and activities at the school such School nights, Open House, Surf events, Prom, Holiday parties, Graduat

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 Country School Disaster Plan is reviewed annually by members of an agency wide safety committee. Staff and students are trained annually on the disaster plan. The Country School conducts the following drills annually with staff and students: Quarterly-Fire Drill Annually-Lock Down Drill, Earthquake Drill, Vehicle Evacuation Drill For a more detailed description or copy of the Country Schools disaster plan, please contact info@teriinc.org



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 (Elementary) (School Year 2021–22)

We have 4 multi-age, multi-grade classrooms - 6th - 22+ years old

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	6.00	1	0	0
Other**	0.00	3	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

We have 4 multi-age, multi-grade classrooms - 6th - 22+ years old

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	1.00			
Other**	3.00			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

We have 4 multi-age, multi-grade classrooms - 6th - 22+ years old

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	1.00			
Other**	3.00			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2023–24)

TERI, INC. The Country School has teachers, instructional support staff, a behavior specialist, BCBA, SLP and OT.

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	1.00
Speech/Language/Hearing Specialist	1.00
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.

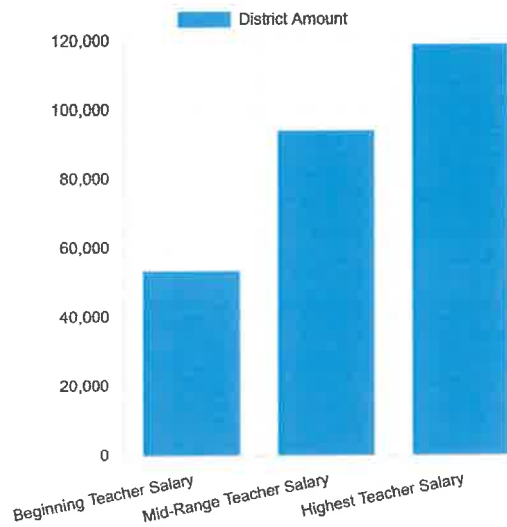
Types of Services Funded (Fiscal Year 2023–24)

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Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53445.00	\$59550.52
Mid-Range Teacher Salary	\$93959.00	\$93855.38
Highest Teacher Salary	\$118777.00	\$120219.41
Average Principal Salary (Elementary)	\$150252.00	\$151525.18
Average Principal Salary (Middle)	\$156006.00	\$158215.46
Average Principal Salary (High)	\$172652.00	\$171086.56
Superintendent Salary	\$305560.00	\$300043.16
Percent of Budget for Teacher Salaries	35.13%	31.00%
Percent of Budget for Administrative Salaries	4.82%	4.91%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

The Country School offers an annual 40 hour recertification prior to the start of school. During this recertification the Country School staff are recertified in: behavior interventions, safety protocol, first aide, CPR, IEP implementation, curriculum

planning. Throughout the school year, teachers have access to professional conferences provided by NCCSE (North Coastal Consortium for Special Education). Teachers can attend these workshops free of charge. Teachers also receive individual mentoring throughout the year and meet monthly with the school principal to make sure that they are on track. Staff have bi-weekly staff meetings and teachers meet with their staff at least once a month to talk in depth about student data and progress.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12