Village Glen School

School Accountability Report Card
Reported for School Year 2019-2020
Published During 2020

School Information	
School Name	Village Glen School
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I. SCHOOL DESCRIPTION

Village Glen School offers comprehensive elementary, middle, and secondary school programs to students with social, communicative, and learning needs. Village Glen School admits students with average to above average cognitive abilities, who exhibit challenges in the areas of socialization and peer relations, pragmatic language/nonverbal communication skills, and academic performance. The majority of students at the school are diagnosed with High-Functioning Autism or PDD-NOS (pervasive developmental disorder not otherwise specified). Students may also be admitted with dual eligibility or multiple diagnoses. Many students have co-morbid conditions such as attention deficit hyperactivity disorder, anxiety disorder, obsessive-compulsive disorder, emotional disturbance, learning disabilities, or may be classified as other health impaired. Additional services provided by the school for students who are eligible to receive them are: speech and language, counseling, occupational therapy, and door-to-door transportation.

Due to its location within the boundaries of Los Angeles Unified School District, Village Glen follows the scope and sequence of classes mandated by LAUSD, as well as the California State Frameworks. Village Glen adopts programs and textbooks that have been approved by the State of California and are in compliance with the Williams Legislation. Village Glen School is a certified nonpublic school by the California State Department of Education and is accredited by the Western Association of Schools and

Colleges. The school offers college preparatory classes, AP courses, and a range of elective courses including many arts, humanities, and STEM courses. In addition to providing grade-level curriculum and leveraging technology, Village Glen provides intervention and remedial courses in the areas of reading, writing, and math. All Village Glen teachers are highly qualified to teach students with mild/moderate disabilities. Village Glen High School has a thriving sports program and is a member of the California Interscholastic Federation.

PARENT INVOLVEMENT

Village Glen is fortunate to have a dedicated and growing parent association that generously contributes time and effort to enhance all aspects of the school program. The parent association organizes fundraisers such as the bi-annual book fair, the annual silent auction, a monthly "Dine for Dollars" event at local restaurants, and annual gift sales. The monies raised from these activities directly support co-curricular and extracurricular activities, including athletic programs and library resources. Through the Annual Giving Campaign, Village Glen parents donate funds that are earmarked for special projects that enhance the school's curricular and technological resources.

Additionally, Village Glen continues its efforts to provide opportunities for families to engage in social events that build a sense of community amongst stakeholders and that further support the social needs of students. Family weekend events are held twice yearly and take place either at the school or at local community establishments. Attendance at these events is encouraged for school administration, teachers, and other staff.

Parent education opportunities are also available, including an annual cyber-education seminar and monthly parent support groups.

DEMOGRAPHIC INFORMATION

Student Enrollment by Grade Level

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	**Grade 7**	20
Grade 1	0	**Grade 8**	29
Grade 2	3	**Grade 9**	27
Grade 3	5	**Grade 10**	16
Grade 4	8	**Grade 11**	21
Grade 5	8	**Grade 12**	24
Grade 6	15	**Total Enrollment**	176

Student Enrollment by Group
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

GROUP	PERCENT OF TOTAL ENROLLMENT
African American	6%
American Indian or Alaska Native	0%
Asian	10%
Hispanic or Latino	28%
White (not Hispanic)	56%
Students with Disabilities	100%

II. SCHOOL CLIMATE

SCHOOL SAFETY PLAN

Village Glen School makes every effort to provide a safe environment for learning. Students participate in emergency drills held on a monthly basis for earthquake and fire preparedness. All staff receive mandatory yearly training regarding Child Abuse Reporting, Sexual Harassment, Prejudice, Diversity, and Blood-Borne Pathogens. The Safety Committee meets monthly to discuss concerns and correct safety issues. Earthquake supplies are available on site. Staff members practice emergency drills and are assigned to stations such as triage, search and rescue, and first aid. The front gate is kept locked and visitors are required to contact the front office to enter the premises. Teachers are aware of lock-down procedures and procedures for requesting immediate assistance.

SOCIAL SKILLS CURRICULUM

Village Glen School takes a multi-disciplinary approach to helping our students succeed both academically and socially. Appropriate skills increase the quality of life and success currently and post-secondarily. Social skills at Village Glen are taught daily, both directly and indirectly. Skills are taught using a variety of classroom lessons as well as in real life situations so each student is prepared to be successful in a wide variety of social situations.

All students participate in a social skills class every day of the week. The curriculum focuses on 4 areas of skills necessary for social success: 1) fundamental skills; 2) social initiation skills; 3) getting along with others; 4) social response skills. Research based curriculum is presented developmentally and is interactive and multi modal.

Role plays and active participation provide the students an opportunity to practice the many ways to engage socially. In addition, informal instruction occurs throughout the day and in all environments. The entire staff is responsible for fostering positive social instruction with students they interact with throughout the day.

SCHOOL-BASED BEHAVIOR MANAGEMENT SYSTEM

Village Glen School believes that children show the most growth in their academic, social, communication, emotional and behavioral skills when they are provided with a safe, predictable and structured learning environment. The most effective manner that this is achieved is through the establishment of clear and consistent rules and expectations.

Village Glen School emphasizes a positive behavior management system. The Behavior Management System is designed to target behaviors that impede academic success in the classroom and reinforce positive behaviors. The school believes that students experience increased motivation both in the classroom and in social settings when they are provided with consistent positive reinforcement from the staff. Village Glen recognizes that is often difficult for students with autism, learning differences and attentional deficits to comply with classroom and social expectation at all times, and believes that each day is a fresh start for our students. This system includes:

- Token Economy
- Classroom Management Techniques
- Individual Student Target Goals
- Student of the Month assemblies that recognize students who have shown growth in academics, behavior and/or social skills.

Village Glen employs a pro-active approach, which means that we attempt to deal with any situation we know will lead to negative behaviors before the problem behavior occurs. We also work on building up any necessary skills that the student requires in order to handle such situations/environments. When students feel comfortable and understand the rules of their environment, a positive learning situation is created, and disruptive behaviors decrease dramatically

SUSPENSIONS:

Students who engage in physical aggression toward other students or staff, who commit significant property damage or vandalism, who are in possession of contraband, who steal, or who have disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administration or other school personnel engaged in performance of their duties are subject to suspension per California Education Code Section 48900.

The guidelines for such a suspension are as follows:

a) The program coordinator, Head of Schools, Assistant Principal or Principal will immediately notify the student's parent/guardian. An incident report will be sent to the District or SELPA Representative (for LAUSD it will be sent to the administrative designee and uploaded to the Google Hub), within 24 hours.
b) The school administrator will schedule a formal Case Conference to discuss the problem behavior(s) and to initiate a Functional Behavior Assessment (FBA) (once formal assessment plan has been signed).
c) If a change needs to be made to the student's Behavior Support Plan (BSP), or a Behavior Emergency Report (BER) was generated, an IEP meeting will be scheduled. This meeting will include the parents, all administrators listed above (as needed), and representatives from the District.

d) On the student's first morning back to school, a re-entry meeting will be held. The purpose of this meeting is to assess the student's current mental and behavioral status, and to review his/her behavioral expectations. These expectations will be outlined for the student in whatever form they can best understand. A parent or guardian of the child must attend this meeting.
e) In cases in which a student receives more than 10 in-home suspensions an IEP meeting is scheduled for the purposes of a manifestation determination review.

Rate	2019-20
Suspensions	16
Expulsions	2

III. SCHOOL FACILITIES

Village Glen School maintains a clean, safe physical plant. School facilities are cleaned daily. Repairs are made in a timely manner. There is a maintenance crew on site to provide immediate assistance to staff and students. Floors and carpets are cleaned and waxed thoroughly during pupil-free days. There is an on-going schedule of touch-up and repairing to ensure upkeep of the facility. The school receives annual inspections and clearances from the Health and Fire Departments. Our staff has the ability to submit Maintenance Requests on the intranet.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

IV. TEACHERS

TEACHER CREDENTIALS

All Village Glen special education teachers hold a full California Teacher Commission credential, Internship Credential Permits, or Short Term Staff permits that are authorized by the California Teacher Commission.

Teachers	2019-2020
With Full Credential	14
With Internship Credential	3
STSP & PIPs	4
Sub Credentials	9
Teaching Outside Subject Area of Competence	0

SUBSTITUTE TEACHER AVAILABILITY

Village Glen School uses our instructional aides who have passed the CBEST and have substitute credentials to cover teachers when they are absent. This system ensures familiarity with staff and continuity of curriculum for our students and causes the least disruption. We also call on regular substitute teachers that have taught previously at Village Glen School or similar schools that serve students on the autism spectrum, and are familiar with profiles of our students and the specialized teaching strategies we use.

TEACHER EVALUATION PROCESS

Teachers and instructional aides are formally evaluated once a year by the Head of School and Principals. In addition, administrators conduct observations and classroom visits several times a year on an informal basis. Teachers receive feedback and suggestions regarding implementation of lessons, behavior management and addressing learning styles.

DESIGNATED INSTRUCTIONAL SERVICES PROVIDERS AND OTHER SUPPORT STAFF

Title	Number Assigned to School	Average Number of Students per Academic Counselor
Academic/Transition Counselor	1	n/a
Specially Designed PE Specialists	n/a	n/a
Socio-emotional Therapists	5	n/a
Nurse	2	n/a
Speech/Language/Hearing Specialist	2	n/a

Occupational Therapists	2	n/a
BCBAs	0	n/a
Behavioral Interventionists	1	n/a

PROFESSIONAL DEVELOPMENT

Minimum days are scheduled once every month for staff development. In the 2017-18 school year, the following topics were addressed during teacher-training workshops:

- Organizing the classroom environment
- Differentiating curriculum
- Student success attributes
- Curriculum: Study Sync
- Common Core State Standards
- Social Skills Training
- The Hidden Curriculum
- ITP Training
- Effective Data Collection
- Enriching Curriculum
- Project Based Learning

VI. CURRICULUM AND INSTRUCTIONAL MATERIALS

Village Glen School offers a core curriculum that meets or exceeds the Common Core State Standards and California State Standards. In addition to academic subjects, we are able to offer physical education, art, music, drama, and computer technology. At Village Glen, students receive specialized remedial instruction in a small group setting that addresses specific deficits and diverse learning styles. Organizational, writing, and study skills are weak areas for many of our students. Supplemental resources are used to teach the students accommodations for these deficits. Daily Planners and homework organizers are used in all grades, and notebook organization is stressed and checked on weekly. The elementary program includes grades K through 6, middle school program grades 7 and 8 and High School includes grades 9^{th}-12^{th}.

The scope and sequence of classes in grades 9 –12 is based on the graduation requirements adopted by contracting districts. In addition to the minimum courses required for high school graduation, Village Glen offers higher level courses such as Honors and AP courses. Village Glen has an approved University of California A-G list that enables our students to apply for admission to the UC system and other college programs.

Mastery of content and access to curriculum are ensured through alternative assessment and accommodations in testing, curriculum and presentation. Textbooks and curriculum materials are selected from the instructional resources reviewed and adopted by the California State Board of Education and the LAUSD approved textbooks list. In order to ensure that textbooks meet state standards, we purchase the California editions of textbooks when available. Due to the diverse cognitive levels of the Village Glen population, supplemental resources are necessary. Resources have been chosen that address not only the regular course of study for grades K - 12, but also that

implement remediation strategies for those students with specific learning disabilities and socialization deficits.

VILLAGE GLEN PROGRAM LIST OF SUBJECT AREA COURSES BY GRADE LEVEL

Elementary

Grades 1-6 Language Arts, Math, Social Studies, Science, Art, Music, and P.E.

Middle

Grade 7 English, Math, Life Science, World Cultures, P.E., and Electives
Grade 8 English, Math, Physical Science, US History, P.E., Electives

High School

Grade 9 English 9, Honors English 9, Algebra Readiness, Math Lab, Algebra 1, Geometry, Integrated Coordinated Science, Biology, Spanish 1, Health, PE, electives

Grade 10 English 10, Honors English 10, Algebra 1, Algebra 2, Geometry, World History, Integrated Coordinated Science, Biology, Chemistry, Physics, Spanish 1, Spanish 2, P.E., electives

Grade 11 American Literature, Contemporary Composition, Honors American Literature, Honors Contemporary Composition, AP English Literature and Composition, Algebra 2, Geometry, Chemistry, Physics, U.S. History, AP US History, Spanish 1, Spanish 2, Fine Art, Workability, electives

Grade 12 Expository Composition, Honors Expository Composition, Dramatic Literature, Honors Dramatic Literature, AP English Literature and Composition, Algebra 2, Geometry, Pre-Calculus, Government/Economics, Spanish 2, Spanish 3, Fine Art, Physics, Chemistry, Workability, electives

Pupils Who Lack

Core Curriculum Areas	Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%

LANGUAGE ARTS

Village Glen provides a (CCSS) literacy program that targets the specific strengths and deficits of students diagnosed with Autism Spectrum Disorders as well as providing basic structured sequential reading. The various reading programs address phonemic awareness, decoding, vocabulary, fluency, reading comprehension, and literature. Instruction includes writing skills, comprehension strategies, vocabulary, phonemic awareness, high frequency sight words, fluency, and phonics. Village Glen students require a special emphasis on reading comprehension and higher order critical thinking skills. Village Glen has chosen McGraw-Hill *WONDERS* as the school wide adopted literacy program for grades K-6th and *StudySync* by McGraw-Hill to align with the 7th and 12th grade curriculum.

Students within the Elementary Program receive daily Language Arts instruction for a total of 120 minutes per day, which includes reading groups for all pupils. Students are placed into reading groups based on assessments which identify if they are performing at their grade level or above, or if they require intervention. Village Glen school also offers additional programs identified by the State of California as approved Intervention Programs which include Language!, SRA Direct Instruction, SRA Language for Learning and Voyager Passport. These programs are implemented when students fall two grade levels below there expected grade level standards. Along with the Core and Intervention Programs, Village Glen also uses the following supplemental programs: Literacy Place, Visualizing and Verbalizing, LiPS, Seeing Stars, Beyond the Code, Step up to Writing, Wilson Reading and Junior Great Books.

Students are evaluated using formal, informal and curriculum based assessments. There are follow-up program development and staff meetings to facilitate lesson planning.

Core Reading Program

McGraw-Hill *WONDERS*
K- 6th Grade
ELA/ELD

Wonders, is a comprehensive K-6 ELA/ELD program, which is designed to meet the challenges of today's classroom and reach all learners. *Wonders* provides a wealth of research-based print and digital resources that provide unmatched support for building strong literacy foundations. Students access complex texts, engage in collaborative conversations, and develop critical thinking skills. *Wonders* literacy instruction builds proficiency in speaking, listening, reading, and writing with scaffolded support for all language proficiency levels. The Reading/Writing Workshop is a key component to intervention instruction, teacher's model close reading of short complex texts allowing students to practice key skills and strategies. The Close Reading Companion guides students to reread with purpose, highlight and annotate text, cite evidence, answer text-dependent questions, and organize their thoughts as they move toward analytical writing and integration of knowledge and ideas. Leveled Readers are accompanied by lesson plans and are thematically connected to each intervention unit of study. Instruction at each level addresses the same subject, theme, content, skills, and strategies, with connection points to move up to the next level as soon as students are

ready. *Wonders* ELA/ELD program offers intense explicit and systematic instruction in the five areas that are essential for students' reading success. This instruction stresses the following five areas that are essential for reading success:

Development of phonemic awareness
Phonics instruction
Development of reading fluency
Development of vocabulary
Development of text comprehension strategies

StudySync – McGraw-Hill
7th-12th Grade
ELA/ELD

StudySync is a powerful core ELA curriculum built for today's technology enhanced classroom. *StudySync* blends Common Core Standards with differentiated instruction, relevant literature, and engaging multimedia tools that challenge and support students of all learning levels. *StudySync*'s literature-rich intervention curriculum meets the needs of all learners by continually evolving resources that keep students engaged and teachers on the forefront of changing educational expectations. *StudySync* lesson plans support close reading, analysis, daily writing practice, vocabulary, spelling, and grammar are embedded throughout and tied back to the literature. The intervention component uses differentiated resources for all learners, students can cultivate a passion for reading and writing through structured lessons that engage and support struggling readers with digital text selections, embedded audio, and video enhancement. All lessons include Access Path resources such as sentence frames, graphic organizers, glossaries, and tools for use in whole group, small group, and one-on-one instruction.

Intervention Reading Programs

***Language!* -Sopris West**

LANGUAGE!® is designed for students in grades 2–12 who score below the 40th percentile on standardized literacy tests. The curriculum includes six levels, A–F, each with six units of instruction and 10 lessons per unit. The curriculum integrates English literacy acquisition skills into a six-step lesson format. During a daily lesson, students work on six key literacy strands (which the developer calls "six steps from sound to text"): phonemic awareness and phonics (word decoding), word recognition and spelling (word encoding), vocabulary and morphology (word meaning), grammar and usage (understanding the form and function of words. By using strategies that are supported by research in each instructional strand, the Language! Curriculum teaches older students with low literacy (reading levels between first and eighth grades and below the 40th percentile) the structure and use of all language systems necessary for successful reading and writing. Each language system is addressed in almost every lesson. The strands include phonemic concepts; phonemic awareness; phoneme-grapheme associations: syllabication; word recognition; vocabulary development; text reading; comprehension; spelling; orthographic concepts; mechanics; composition; grammar and usage; syntax and sentence structure; semantic relationships; figurative language; and morphology. Each language strand is interwoven with the others daily, so that language

skills are developed in relation to one another. Each language component is taught systematically, cumulatively, sequentially, and explicitly until mastery is achieved. Divided into several instructional units, the curriculum begins with basic language concepts and progresses to more complex reading and composition.

SRA Corrective Reading Direct Instruction Program from McGraw Hill

Corrective Reading provides intensive intervention for students in Grades 4-12 who are reading one or more years below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students. Includes a point system based on realistic goals to motivate students who are often expected to fail.

Corrective Reading Decoding

The *Corrective Reading Decoding* programs accelerate learning through a unique blend of high-frequency practice and review for students who have difficulty reading accurately and fluently. This tightly leveled intervention program progresses from teaching letter sounds and blending skills to reading expository passages typical of textbook material. Detailed data on performance allows students to monitor their own improvement and experience success.
Level A: Word Attack Basics (65 lessons) teaches non-readers the relationship between the arrangement of letters in a word and its pronunciation.
Level B: Decoding Strategies (B1, 65 lessons; B2, 65 lessons) refines and applies word-attack skills to more difficult sound combinations and words. These skills are applied in stories of increasing length and more complex syntax.
Level C: Skill Applications (125 lessons) bridges the gap between advanced word-attack skills and the ability to read textbooks.

Corrective Reading Comprehension

The *Corrective Reading* Comprehension programs develop vocabulary, information, and comprehension strategies needed for academic success for students who read without understanding. This program helps underachieving readers develop higher-order thinking and reasoning tactics used by successful readers—applying prior knowledge, making inferences, and analyzing evidence. Lessons incorporate information from science, social studies, and other content areas to build general knowledge and develop study skills.
Level A: Thinking Basics (65 lessons) teaches basic reasoning skills that form the framework for learning information. It also fills crucial gaps in students' background knowledge.
Level B: Comprehension Skills (B1, 60 lessons; B2, 65 lessons) teaches literal and inferential comprehension strategies.
Level C: Concept Applications (140 lessons) teaches students to use thinking skills independently.

Moby Max

MobyMax finds and fixes learning gaps with the power of personalized learning. Moby Learning includes 27 complete subjects covering all grades between kindergarten and eighth grade. Moby's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. You've never experienced differentiation like this in the classroom.

MobyMax is the first and only completely integrated curriculum and teacher tools system that finds and fixes missing skills to help students overcome learning disabilities. *MobyMax* uses automatic IEP/RTI reporting for Special Education teachers. With the help of diagnostic placement tests, *MobyMax* is able to create a unique curriculum for each student. Moby targets areas where the student is struggling and doesn't waste time re-teaching concepts that students have already mastered. Student data is continually updated as students' progress on all standards in the common core.

The catalyst behind *MobyMax*'s efficiency and effectiveness in the classroom is the Find-Learn-Practice-Review Cycle. *MobyMax* is able to teach students up to 3 times as fast as other curricula by finding missing skills, teaching those skills with targeted instruction, practicing skills until mastery is demonstrated, and implementing a review cycle to ensure complete retention.

Step Up To Writing -Sopris West

Step Up to Writing is an organizational program that teaches explicit writing strategies within the writing process (pre-writing, drafting, revising, editing, final copy, proofreading, sharing) to help students organize their thinking and their writing. It is used primarily for informational, expository writing. Color-coding enables students to visualize writing organization. Using the colors of a traffic signal, students are better able to see which aspects of their writing need improvement. They can also verify the logic and organization of their ideas.

Step 1: Informal Outline. Students learn the importance of prewriting strategies, by spending the time to structure ideas builds cohesive, organized paragraphs.

Steps 2 and 3: Convert Outline to Sentences and Compile the Paragraph. Using colored strips of paper, students learn to write down their thoughts one sentence at a time and then organize their sentences into paragraphs using the traffic signal guide.

Supplemental Reading Programs

LiPS (Lindamood Phonemic Sequencing) - Gander Publishing

Lindamood Phonemic Sequencing (LiPS) is a curriculum for K-2 students with poor phonological processing. The curriculum provides intense instruction in word-level skills including building awareness of the sounds within words ("phonemic awareness") and letter-sound correspondences to enable students to "decode" individual words. After the children demonstrate mastery in decoding words, they begin reading text that is

readily decodable, followed by oral reading of regular books with tutors focusing on comprehension skills.

Seeing Stars- Gander Publishing

The Nancibell® ***Seeing Stars®: Symbol Imagery for Phonemic Awareness, Sight Words and Spelling Program*** successfully develops symbol imagery and directly applies that sensory-cognitive function to sight word development, contextual fluency, spelling and increasing the speed and stability of phonemic awareness. The program begins by visualizing the identity, number, and sequence of letters for the sounds within words, and extends into multi-syllable and contextual reading and spelling.

Visualizing/Verbalizing -Gander Publishing

The *Visualizing/Verbalizing* process is delivered in a series of specific steps. The imaging process moves from small units of language to larger units of language – first for a word, then to sentences, paragraphs, pages, and chapters.

Students are taught how to connect visual imagery to language in a sequenced series of steps as follows: (1) Picture to Picture. Here the student is presented with pictures and is then asked to describe them using “structure words” of what, size, color, number, shape, where, movement, mood, background, perspective, when and sound. The objective is to have the student develop fluent verbalizing of a real image “Choice and contrast” questions are used to stimulate appropriate verbalizing and thinking. (2) Word Imaging. In this step, the student describes his/her own internal images for familiar, high-imagery words in order to develop both the "imogen" in the first place and then to describe it to someone (structure words are used to assist this). (3) Sentence Imaging. The teacher creates a simple sentence and the student images and verbalizes. (4) Sentence by Sentence Imaging. The teacher assists the student in the creation of images for paragraphs of longer duration. The process starts receptively (teacher reads to the student) and moves to an expressive mode (student reads him/herself). The student places a colored square on the table once s/he has an image for the sentence. Once the paragraph is completed, the student is asked for a “picture summary” and then a “word summary”. (5) Sentence by Sentence with Interpretation. At this level, higher-order thinking skills can be stimulated since the individual, by this time, is making clearer internal “gestalts” or “imogens” for the information that is being listened to or read. (6) Multiple Sentence Imaging, Paragraph Imaging, Paragraph by Paragraph Imaging. The student is now challenged with information that is both longer and denser. Extensions and overlaps into writing and note-taking take place as appropriate for the individual’s needs and processing ability.

Wilson Reading System

The *Wilson Reading System* gives those beyond early elementary grades the chance to become fluent readers and spellers. It is a research based highly structured remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. The *Wilson Reading System* allows teachers to incorporate into their daily lessons what reading research indicates is critical for student success: phonemic awareness, alphabetic principle, decoding, encoding, word analysis,

vocabulary development, sight word instruction, fluency, metacognition and comprehension strategies.

***Junior Great Books* -Junior Great Book Foundation**

Shared inquiry is a distinctive method of learning in which participants search for answers to fundamental questions raised by a text. This search is inherently active; it involves taking what the author has given us and trying to grasp its full meaning, to interpret or reach an understanding of the text in light of our experience and using sound reasoning.

The success of shared inquiry depends on a special relationship between the teacher and the students. As a shared inquiry teacher, the teacher does not impart information or present their own opinions, but guides the students in reaching their own interpretations. The teacher does this by posing thought-provoking questions and by following up purposefully on what students say. In doing so, the teacher helps the students develop both the flexibility of mind to consider problems from many angles, and the discipline to analyze ideas critically.

In shared inquiry, students learn to give full consideration to the ideas of others, to weigh the merits of opposing arguments, and to modify their initial opinions as the evidence demands. They gain experience in communicating complex ideas and in supporting, testing, and expanding their own thoughts. In this way, the shared inquiry method promotes thoughtful dialogue and open debate, preparing the students to become able, responsible citizens, as well as enthusiastic, lifelong readers.

Junior Great Books address the following skills:
Reading: The students learn how to cite specific passages read closely and compare passages, and consider different interpretations. These skills allow them to recall details, understand cause and effect, and analyze the author's tone and purpose. Students learn to comprehend through using the context. Student's vocabulary skills are also increased through presentation of multiple-meaning words, metaphors, and figures of speech.

Thinking: The students learn how to generate and support their ideas by identifying a problem, clarifying an argument, and supporting an argument with reasoning and evidence use inference. They learn how to evaluate and revise their ideas by considering more than once side, weighing the evidence, by questioning and testing an argument, drawing conclusions, and revising and improving their argument.

Writing: Students learn how to take notes, write persuasively, relate personal experience to ideas, use story themes in writing, and how to creatively write.

Speaking: Students learn how to state ideas clearly and fully; explain and defend concepts; agree and disagree constructively; and maintain a purposeful discussion.

Listening: Students learn how to listen for different ideas, ask for clarification, and how to synthesize and build on others' ideas.

MATH

***Number Worlds*-McGraw-Hill**

Number Worlds is a research based program that helps students engage in math remediation through the use of a standards-based digital curriculum. *Number Worlds* is a supplemental program that offers data-driven, differentiated instruction for math. *Number Worlds*® 2015 is a highly-engaging, research-proven, teacher-led math intervention program that was built on rigorous state standards to bring math-challenged PreK-8 students up to grade level with Real World Applications. *Number Worlds* helps struggling learners in Response to Intervention Tiers 2 and 3 achieve math success and quickly brings them up to grade level by intensively targeting the most important standards. In *Number Worlds*, students participate in Inquiry-Based Learning (IBL) and Project-Based Learning (PBL) through the completion of cumulative projects. Incorporating the Constructionism and Learning by Design aspects of IBL and PBL through sustained, cooperative investigation, which takes place in a structured approach. Structure is offered to students through multiple questions, activities, and assessments. Both Inquiry-Based and Project-Based Learning encourages students to be engaged in productive, guided inquiry learning that begins with background information and an essential question. Students work through the process, assimilate learning, present their findings and complete assessments. *Number Worlds* provides students with ability matched online lessons and assessments. The purpose of the math assessments is to evaluate student course placement and achievement. The assessment is given three times per year, December, March and June.

***Big Ideas Math* -**Big Ideas Learning

Big Ideas Math is a complete math program developed with Common Core Standards for Mathematical Content and Standards for Mathematical Practice as its foundation. *Big Ideas Math* has been systematically developed using learning and instructional theory to ensure the quality of instruction. Students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level. Students master content through inductive reasoning opportunities, engaging activities that provide deeper understanding, concise stepped-out examples, rich thought-provoking exercises, and a continual building on what has been previously taught. *Big Ideas Math* provides a balanced instructional approach of discovery and direct instruction. This approach opens doors to abstract thought, reasoning, and inquiry as students persevere to answer the Essential Questions that drive instruction to build mathematical understanding and proficiency.

enVisionMATH -Scott Foresman-Pearson Education

enVisionMATH, developed and published by Pearson Education, Inc., is a classroom-and computer evidence-based, Common Core State Standards-aligned program for students in grades K- 6.80. Lessons are composed of a review session, a small-group, problem-based exercise, followed by individual learning activities. Daily assessment of all students help teachers recognize which skills are coming easily to students and identify which students need extra help to achieve mastery. enVisionMATH provides synchronized print and digital resources to guide students through interactive and technology-based activities. enVisionMATH was found to have

potentially positive effects on math achievement with its students attaining an average improvement index of +6 percentile points, representing a range of +1 to +9.

ASSISTIVE TECHNOLOGY

Village Glen School places a strong emphasis on incorporating technology into the instructional program in the areas of reading, math, language, arts, and organizational skills. It is expected that Village Glen students be able to fully use the technology that is currently available in order to afford them the opportunity to become productive and independent participants in work, classroom, and leisure settings.

Technological Hardware

- Mac Lab equipped with 14 student computers, 1 teacher computer, and a SmartBoard
- Innovation Lab equipped with an iMac, 14 student laptop computers, and a 3-D printer
- Four mobile PC Labs equipped with 14 student computers
- One Mobile Mac Lab equipped with 14 student computers
- Mobile iPad cart equipped with 10 iPads
- SmartBoards or TeamBoards in all classrooms

Village Glen computers are equipped with numerous software programs that are used to enhance classroom instruction.

Computer Installed Software

- Microsoft Suite:
    - Excel
    - Word
    - PowerPoint
    - Access
    - Publisher
- Internet Browsers
    - Internet Explorer
    - Mozilla Firefox
    - Google Chrome
- Inspiration
- Kidspiration
- Solo 6 Suite:
    - WriteOutLoud
    - ReadOutLoud
    - Draftbuilder
    - CoWriter
- Teach Town
- PhotoShop: Photo Editing
- Mavis Beacon: Typing
- MS Paint: Art and design

Online Resources

- Fun Brain: Language Arts, Math
- National Geographic for Kids: Science
- Fuel the Brain: Math
- Bookshare: Reading
- Sheppard Software: Math, Science, Health, Language Arts, Geography
- NASA kids Club: Science and Technology
- Math Playground: Math
- Gamequarium: Language Arts, Math, Science, Social Studies
- Only Typing Games: Typing and keyboarding skills
- Free Typing Game. Net: Typing tests
- Brain Pop: Science, Health, Technology, Social Studies, English, Engineering, Math
- Ticket to Read: Reading
- Free Rice: General knowledge and trivia
- Starfall: Phonetics
- Academic Skills Builder: math, geography, spelling, money, language arts

EXTRACURRICULAR ACTIVITES

Village Glen School offers many opportunities to support extracurricular activities on and off the campus during the school year. This is done to add enrichment and experiential opportunities that are not covered in the core curriculum. Village Glen serves a population of students on the autism spectrum, and these activities promote self worth, independence and the ability to generalize appropriate social skills within a mainstream environment.

On Campus Activities:

- School Dances
- Student Interest Clubs
- Student Government
- Workability
- Sports Teams
- Awards Ceremonies
- Art
- Choir
- Drama
- Computers
- Fitness Room
- After School Enrichment Classes, *Kids Like Me*
- Science Fair
- Student Art Show
- Paws & Pals
- Robotics

Off Campus Activities:

- Inter School Sports Teams/California Interscholastic Federation
- Junior/Senior Prom
- Educational Field Trips
- Odyssey of the Mind Competition
- Academic Decathlon
- Opportunities for local transportation use
- Art Exhibits of Student Work
- Robotics Competitions
- Community Service

VII. CAREER PREPARATION AND VOCATIONAL TRAINING

Career preparation and vocational training is provided to students in accordance with their IEP and Transition Plans. All Village Glen students, 14 years and older, complete interest inventories and a teacher-initiated interview as part of their IEP process. During this interview the results of the inventory are discussed as well as student strengths as related to their interests.

Village Glen School offers the following career preparation classes and vocational training opportunities for students 14 years of age and older: Workability Program, Individual Transition Plans, dual enrollment, and co-enrollment in community college for students in the 11th and 12th grades.

Village Glen has a College and Career Counselor who works with all high school students and their families to help them make a smooth transition between high school and post graduation studies and vocations.

Village Glen also works with various community agencies and their representatives to sponsor a College Fair, a Career Day, and College Tours for high school students. Agencies included in College Fair are Department of Rehabilitation Transition Program, Los Angeles Community Colleges, Independent Colleges, California State University, and the University of California. During this event, each representative has a table set up, giving students and parents access to those programs of interest. Information is handed out that includes an overview of their respective program. Career Day offers students an opportunity to hear from a wide variety of career options directly from individuals in those fields. College Tours are an opportunity for students to tour a local college of their choice and see firsthand what it feels like to be present on a college campus.

Through the Vocation Education department at The Help Group, Village Glen High School students are provided with work related training programs. The WorkAbility program offers supported on-site employment with the goal of developing skills leading to competency in work ethics and specific job skills.

SCHOOL COMPLETION AND POSTSECONDARY PREPARATION

Village Glen's graduation rate for 12th graders in the 2019-2020 school year was students was 100%. The dropout rate was 0%.