

School Accountability Report Card Reported Using Data from the 2024–25 School Year

California Department of Education

For: Morgan Autism Center

Address: 950 St. Elizabeth Drive

Phone: (408) 241-8161

Principal: Josh Drake

Grade Span: Kindergarten-Post-Secondary

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/fq/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.

About This School

Table 1: District Contact Information (School Year 2025–26)

Entity	Contact Information
District Name	Campbell Union High School District
Phone Number	(408) 371-0960
Superintendent	Robert Bravo
Email Address	rbravo@chusd.org
Website	https://www.cuhsd.org/

Table 2: School Contact Information (School Year 2025–26)

Entity	Contact Information
School Name	Morgan Autism Center
Street	950 St. Elizabeth Drive
City, State, Zip	San Jose, CA 95126
Phone Number	(408) 241-8161
Principal	Josh Drake
Email Address	jdrake@morgancenter.org
Website	www.morgancenter.org
Grade Span	Kindergarten-Post-Secondary
County-District-School (CDS) Code	43 69401 6979363

Table 3: School Description and Mission Statement (School Year 2025–26)

Morgan Autism Center is a private, nonprofit, nonpublic special education school that provides services for individuals with Autism Spectrum Disorders and other severe neurological disorders. Diagnoses include Autism, Pervasive Developmental Disorder, and related neurological and learning disorders. Many students have accompanying impairments such as epilepsy, cerebral palsy, and visual or hearing impairments.

Our mission is to help children and adults with autism or other developmental disabilities maximize their potential in a dignified, positive and loving environment.

Table 4: Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	0
Grade 1	6
Grade 2	1
Grade 3	3
Grade 4	1
Grade 5	6
Grade 6	3
Grade 7	8
Grade 8	2
Grade 9	4
Grade 10	7
Grade 11	5
Grade 12	1
Post-Secondary	17
Total Enrollment	64

Table 5: Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	25%
Male	75%
Non-Binary	0
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Filipino	0
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	0
English Learners	0
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	0
Students with Disabilities	100%

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.

Table 7: Teacher Preparation and Placement (School Year 2022–23)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	75%	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	0	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	25%	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	N/A	N/A	N/A	N/A	N/A
Unknown/Incomplete/NA	0	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	8	100%	N/A	N/A	N/A	N/A

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

Table 8: Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	75%	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	0	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	25%	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	N/A	N/A	N/A	N/A	N/A
Unknown/Incomplete/NA	0	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	8	100%	N/A	N/A	N/A	N/A

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

Table 9: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	2	2	2
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	2	2	2

Table 10: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

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

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

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	Readtopia 2024/Unique 2023	N/A
Mathematics	Unique 2023	N/A
Science	Unique 2023	N/A
History-Social Science	Unique 2023	N/A
Foreign Language	NA	N/A
Health	Unique 2023	N/A
Visual and Performing Arts	Unique 2023	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

Modified Instruction: Students at Morgan Autism Center all have Individualized Educational Plans and work on a functional skills curriculum that includes the following: social skills, communication, academics, work-related, self-care, community outings, and health and fitness. Morgan Autism Center also includes opportunities for students to participate in art, music, cooking, gardening, and specially designed P.E.

Table 13: School Facility Conditions and Planned Improvements

Morgan Autism Center owns the facility at 950 St. Elizabeth Drive, San Jose, CA 95126. For more information on the building, including the most recent inspections, please contact the front office at (408) 241-8161.

Recent Improvements:

This year, we made some major upgrades to our school facilities across several areas in our campus. We've upgraded both our school and adult kitchens. Additionally, our school garden classroom has undergone a major transformation. Lastly, our playground equipment has been upgraded throughout the campus.

Table 14: 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	Yes	N/A	N/A	N/A
Interior: Interior Surfaces	Yes	N/A	N/A	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Yes	N/A	N/A	N/A
Electrical: Electrical	Yes	N/A	N/A	N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Yes	N/A	N/A	N/A
Safety: Fire Safety, Hazardous Materials	Yes	N/A	N/A	N/A
Structural: Structural Damage, Roofs	Yes	N/A	N/A	N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Yes	N/A	N/A	N/A

Overall Facility Rate**Table 15: Overall Rating**

Exemplary	Good	Fair	Poor
	X		

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement

Table 25: Opportunities for Parental Involvement (School Year 2025–26)

Morgan Autism Center provides multiple opportunities for parental involvement. Parents are contacted daily by classroom teachers via notebook, phone, or email to discuss pertinent daily updates and ongoing programming decisions. This daily communication and parental involvement are one of the hallmarks of our program and is often necessary to provide consistency for our students across the school and home environments.

Teachers and support staff (SLPs, OTs) are available for individual meetings as needed. In addition to IEP development and daily communications with teachers, Morgan Autism Center supports parent groups, family activities, and school events.

Morgan Autism Center has an active Parent Group. We host quarterly parent meetings open to all parents where we provide school updates, answer questions, and take feedback. All of the above are intended to provide a sense of community for our parents. Morgan Autism Center operates under an open-door policy. Parents are encouraged to visit classrooms and provide input.

Table 31: School Safety Plan (School Year 2025–26)

Morgan Autism Center has a current Emergency and Disaster Plan that can be viewed in the Policies and Procedures Manual. Morgan Autism Center reviews the School Safety Plan at the staff development meeting in August. In addition to the safety plan, each teacher has an emergency backpack including the following items: Individual Student Emergency Forms, Emergency Medications, Class Roster, Flashlight, Emergency Blanket, and First Aid Kits.

Emergency Supplies: Each classroom has an emergency food supply that are kept in their classroom in case of a disaster.

- Staff members supervise students' bus arrivals and departures daily.
- Fire drills are conducted monthly.
- COVID-19: Morgan Autism Center follows all state and county guidelines.
- Quarterly Lockdown/Shelter in place (Earthquake) drills procedures are in place.
- All visitors are required to sign in at the office.

D. Other SARC Information

**Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2022–23)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other**	8	8	NA	NA

*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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2023–24)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other**	8	8	NA	NA

*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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2024–25)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA
5	NA	NA	NA	NA
6	NA	NA	NA	NA
Other**	8	8	NA	NA

*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.

Table 39: Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	NA
Library Media Teacher (Librarian)	NA
Library Media Services Staff (Paraprofessional)	NA
Psychologist	NA
Social Worker	NA
Nurse	NA
Speech/Language/Hearing Specialist	7
Resource Specialist (non-teaching)	NA
Other** (Occupational Therapists)	4

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	NA	N/A	NA	NA
District	NA	N/A	NA	NA
Percent Difference – School Site and District	NA	N/A	NA	NA
State	NA	N/A	NA	NA
Percent Difference – School Site and State	NA	N/A	NA	NA

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

Table 41: Types of Services Funded (Fiscal Year 2024–25)

Services funded for Morgan Autism Center students are Occupational Therapy, Speech Therapy, Music Therapy, an on-campus therapy dog, and vocational visits with therapy animals.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

Table 44: Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4