



# DALY ACADEMY

4300 Allen School Lane • Bonita, CA 91902 • 619-479-3665 • Grades  
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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Chula Vista Elementary School District

84 East J Street  
Chula Vista, CA 91910-6100  
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www.cvesd.org

#### District Governing Board

Leslie Ray Bunker

Armando Farias

Laurie K. Humphrey

Eduardo Reyes, Ed.D.

Francisco Tamayo

#### District Administration

Francisco Escobedo, Ed.D.

##### **Superintendent**

Jeffrey Thiel, Ed.D.

##### **Assistant Superintendent, Human Resources Services and Support**

Oscar Esquivel

##### **Deputy Superintendent, Business Services and Support**

Matthew Tessier, Ed.D.

##### **Assistant Superintendent, Innovation and Instruction Services and Support**

#### **Daly's Vision Statement:**

To build a positive self-identity and create a brighter future for every person

#### **Daly's Mission Statement:**

To instill hope by fusing compassionate education with leadership development for all who come through our door.

Daly Academy is an alternative education program for kindergarten through sixth grade in the Chula Vista Elementary School District. The focus of the program is to assess the behavioral needs of each student and provide the academic, social/emotional and life skills necessary to cope effectively with a neighborhood school program and the child's community. The Academy is a special education program that provides a uniquely integrated set of educational and mental health services to students who demonstrate a significant impairment in social and emotional development. This along with a leadership program started in the 2017-2018 school year provide a rich educational experience for students that come to Daly.

There are three Special Day Classrooms on site: One "small group support" (Students that require significant or even 1 on 1 support), intermediate (1st-4th), and one upper (4th-6th grade) classrooms. Classroom "make-up" changes based on the current year's enrollment and the specific needs of each child. Student's move in and out of Daly at all different times throughout the school year. The team makes decisions based on current enrollment. The classroom conditions provide a structured academic and supportive emotional learning environment, which enhances the learning experience, and promotes positive interactions among students and staff. Proactive instruction and encompassing curriculum foster personal and social skills development. Use of multi-modal instructional techniques address student learning styles and offer students opportunities to practice skills in a variety of ways. Cooperative learning strategies are used to promote teamwork, support struggling learners, and to engage students in learning. Curriculum components addressing self-awareness, self-esteem, personal development, tolerance, decision-making skills, civic responsibility, social relationships, conflict management, and anger control are used at appropriate grade levels. Classroom staff, Student Support Team, school psychologist, and licensed marriage and family therapist are available to provide daily counseling and support the classrooms with positive reinforcement and assist in the event of a crisis situation.

When students have made significant growth and improvement in the areas of social-emotional development, anger-management skills and academic responsibility, a transition plan is developed with the parent through an Individualized Education Plan (IEP) meeting to begin the process of acclimating the student back into a comprehensive school. The Transition Plan is closely monitored and after agreed upon time lines, the IEP team determines a need for change of placement with the receiving school site.

## About the SARC

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, 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for DALY ACADEMY	17-18	18-19	19-20
With Full Credential	3	2	19
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at DALY ACADEMY

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: Jan 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark ELA, modifications for M/M class and use with ELL Students. Benchmark adopted 07/2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Go Math K-6th grade <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. Mystery Science (online NGSS approved science lessons) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Harcourt Social Studies Kindergarten-Sixth grade (English & Spanish). Adopted Spring 2007. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Visual and Performing Arts	VAPA Teacher 1X per week brings VAPA Standards based curriculum <b>Percent of students lacking their own assigned textbook:</b> N/A

### School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Daly Academy is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Daly Academy's custodial staff performs basic cleaning operations daily.

The three classrooms at Daly Academy are maintained within one building. A security system monitors the school after hours and on the weekends. In addition, a sound monitor notifies the staff when someone is entering or leaving the building.

Each classroom at Daly Academy is equipped with a telephone allowing intercommunication between administrators, the school office and other teachers. Each classroom at the school is equipped with two walkie-talkies available for communication should telephones become non-operational.

School and classroom design and conditions, as well as practiced routines and procedures, provide a safe and orderly environment that supports teaching and learning. Students are highly supervised throughout the day and the staff ensures that each student who has transportation is walked to the bus after school. Visitors sign in at the front office with a valid ID through the Raptor security system.

All regular staff members receive non-violent crisis training (CPI) and well as CPR training through the district office.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 5/13/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	102 Kinder: Tile in door way cracked east door 201 CR: 1 broken ceiling tile 301 CR: laminate peeling off - sharp edges also on sink doors 302 CR: Piece of formica missing from door sink 405 CR: Sink doors need adjustment; small hole in ceiling tile 501

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR: Sink knob is loose; small hole in ceiling; 1 stained tile 502 CR: 1 broken - 2 stained ceiling tiles 503 CR: Wall on right hand side of entrance is ripped, broken ceiling tile 701 Creativity Lab: 2 stained ceiling tiles 801: pesticide and cleaning bottles under sink; sink low water pressure; plastic cover for water faucet needs a screw; tile border broke in RR 804: missing blank plate; ceramic tiles broken in bathrooms 805: ceramic tiles broken (bathrooms), diffuser Building 100 Work Room: Damaged ceiling tile, facia damaged north wall Kitchen: facia and rafter damaged; west doorway tile cracked. Media 700: 1 stained tile; light inside doorway can not be turned off MP: all door way tile is cracking Storage 500A: Ceiling tiles removed; room can not be entered due to clutter Storage 500B: Ceiling tiles removed Storage: stained ceiling tile Student Store: holes in wall, loose phone outlet
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Mens Restroom: Ceiling access panel ajar
<b>Electrical:</b> Electrical	Fair	404 CR: Loose outlet by phone line 800C: walls damaged, missing cove base; electrical box needs a cover 804: missing blank plate; ceramic tiles broken in bathrooms M.P.: loose outlet by fountain on left wall Media 700: 1 stained tile; light inside doorway can not be turned off Principal Office: Exposed wires behind the tv need to be covered Student Store: holes in wall, loose phone outlet Utility: s.d.g. ; light out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	204 CR: facia damaged northside breezeway; Drinking fountain missing a piece of formica 303 CR: Piece of formica broken on sink; Panels loose above sliding doors 405 CR: Sink doors need adjustment; small hole in ceiling tile 801: pesticide and cleaning bottles under sink; sink low water pressure; plastic cover for water faucet needs a screw; tile border broke in RR

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		803: holes in wall next to sink , vent dirty, R/R holes in walls, toilet seat stained 804: missing blank plate; ceramic tiles broken in bathrooms M.P.: loose outlet by fountain on left wall
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	801: pesticide and cleaning bottles under sink; sink low water pressure; plastic cover for water faucet needs a screw; tile border broke in RR 805: ceramic tiles broken (bathrooms), diffuser Electrical 600: Bookcases and boxes blocking electrical boxes
<b>Structural:</b> Structural Damage, Roofs	Good	800B: Holes in wall Kitchen: fascia and rafter damaged; west doorway tile cracked.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	303 CR: Piece of formica broken on sink; Panels loose above sliding doors 402 CR: broken door sweep 501 CR: Sink knob is loose; small hole in ceiling; 1 stained tile Play Toy outside 400 Bldg.: cobwebs N side has mold, center landing protective coating is missing, N sidewalk drops off Playground: 2 holes on blacktop; North side of slide tower has moss
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2019-20)**

Contact Person: Joseph Prosapio

Contact Person Phone Number: 619-479-3665

Daly Academy welcomes parent and community involvement in our school. We encourage parents to support their child by actively volunteering for field trips, extra curricular events, and school related activities, such as Field Day and Celebration of Learning Day. Daly Academy maintains good relationships with community agencies regarding the welfare of students and families at the school. The School Site Council (SSC) is comprised of parents, teachers, the principal and other school personnel. The SSC members share information regarding school issues and concerns and ways to improve the overall functioning of the school.

**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**

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, playground supervision, drug and alcohol abuse and health related assemblies. Daly Academy works in conjunction with the police department. There are established procedures in place at Daly Academy to handle disasters such as fire, earthquakes and/or dangerous intruders. Disaster preparedness drills are conducted on a routine basis with staff and students. Visitors sign in or out when entering or leaving the school and only authorized personnel are allowed to pick up students from the school. Daly Academy has participated, for several years, in a district-wide partnership with the Anti-Defamation League and have a series of activities planned around the "No Place for Hate" initiative. The School Site Council approved the School Safety Plan on September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

## 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
Mathematics												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Each year, targeted professional improvement activities are provided for teachers, instructional aides and other employees. Activities reflect the school's goals and objectives and our part of our School Single Site Plan. Staff Development topics for the 2019/2020 school year include:

- Working with our ILT and developing strategies to facilitate better Collaborative Conversations
- Using the Resource teacher to train staff on SIPPS to develop better reading skills in students that are behind in reading
- Achieve 3000 training to continue to evolve how our team uses that tool to help advance reading skills
- PBIS Training to help develop school-wide expectations

### 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).

### 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.



**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

Site control funds are used to purchase all office supplies and related materials and custodial supplies. Title 1 funding and LCAP funds are used to provide extra academic supplies and experiences such as field trips or equipment for our Maker Space Lab. Over the past couple years LCAP has supplied new technology, funding for cool down and therapy garden equipment as well.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for DALY ACADEMY	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Chula Vista Elementary School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**Career Technical Education Programs**

N/A

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,867.73	\$5,206.85	\$8,660.88	\$75,208.00
District	N/A	N/A	\$166,094.33	
State	N/A	N/A		

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	2.5
School Site/ State		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.