

Daly Academy

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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School Description

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. There is an intensive-outpatient program on-site that works with students individually, in group sessions and with families in the home environment. These families have access to outpatient services with agencies throughout the South County. Children considered for enrollment have substantial difficulty managing encounters with school, peers, parents and the general community. The school was established in 2004 at the current site, but the building that houses the school was built in the 1960's. In 2015 the building was modernized as part of the district's overall modernization process. The updated electrical and new technological improvements have allowed for the Daly team to incorporate many new technologies into the Daly curriculum.

Daly Academy serves a culturally and economically diverse population of up to 30 kindergarten through sixth grade students with disabilities. The current population includes students who are Hispanic (61%), White (22%), Filipino (0%), Native Hawaiian or Pacific Islander (0%), American Indian or Alaskan (0%), Asian (0%), and African American (17%). The backgrounds of all students are respected and incorporated into the school curriculum and activities. Instructional lessons and activities offered throughout the counseling curriculum address biases and stereotypical perceptions. Information about the diverse heritage of our students and staff helps develop cross-cultural sensitivity and respect. Parents of English Learners are encouraged to participate in the District's English Language Acquisition Committee (DELAC). Written translations of DELAC notices are provided in all languages spoken by parents within our school and active translations are provided at the District meetings.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

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			
Daly Academy	15-16	16-17	17-18
With Full Credential		3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	0
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Daly Academy	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: Jan 2018	
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math K-6th grade The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. Mystery Science (online NGSS approved science lessons) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten-Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	VAPA Teacher 1X per week brings VAPA Standards based curriculum Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

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: 3/15/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			301 CR: laminate peeling off - sharp edges Building 100 Work Room: Damaged ceiling tile , facia damaged north wall M.P.: Holes in wall , drinking fountain low pressure Storage: stained ceiling tile Student Store: holes in wall , loose phone outlet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Play Toy outside 400 Bldg.: cobwebs
Electrical: Electrical	X			802: walls damaged , loose IT box , holes on walls both restrooms 804: drinking fountain low pressure , pencil sharpener loose , missing blank plate , R/R holes in wall Lounge: phone outlet loose , missing cover plate Student Store: holes in wall , loose phone outlet
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			102 Kinder: fountain low ,faucet leaks 303 CR: drinking fountain low 501 CR: sink drains slowly , door does not close properly 803: holes in wall next to sink , vent dirty ,R/R holes in walls , toilet seat stained 804: drinking fountain low pressure , pencil sharpener loose , missing blank plate , R/R holes in wall M.P.: Holes in wall , drinking fountain low pressure
Safety: Fire Safety, Hazardous Materials	X			101 Kinder: work room - electrical panel blocked 302 CR: electrical panel blocked 405 CR: 801: holes on wall in office , pesticide and cleaning bottles under sink
Structural: Structural Damage, Roofs	X			Kitchen: facia and rafter damaged Play toy: Rail missing top caps , broken bolts
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			402 CR: outside - large crevice 501 CR: sink drains slowly , door does not close properly Lounge: door does not close properly Play toy: Rail missing top caps , broken bolts
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 in class and school related activities. 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. Parents have been involved in school events such as: Field day, Celebration of Learning, Field Trips, as well as many other school events.

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 and has had a good relationship with Sharp-Mercy Hospital, which has had volunteers present to students regarding health-related issues. 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 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate			
Expulsions Rate			
District	2014-15	2015-16	2016-17
Suspensions Rate			
Expulsions Rate			
State	2014-15	2015-16	2016-17
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist	
Other	0.1
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English												
Mathematics												
Science												
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

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 2017/2018 school year include:

1.) Analysis Local Measures testing and CAASPP Results and student behavior data. 2.) Professional Development provided by the school district office in new ELA Curriculum, New teacher Academy, Classified (STAARS Training), Visible Learning in the classrooms for ILTs (With Fisher and Frey). 3.) Discussion of Team strengths and weaknesses with ongoing updates for new team members. 4.) Math Manipulative training, among others designed to improve student engagement and lower undesired behaviors in the classroom. 5.) Engagement training by Dr. Ernie Mendes 6.) Trauma Informed Teaching practices (dist social workers)

FY 2015-16 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		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Site control funds are used to purchase all academic instructional materials and counseling tools utilized to assist students in their development of social-emotional and academic growth. Other services include trauma Informed Care, Emotional and counseling services.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Daly Academy	2013-14	2014-15	2015-16
Dropout Rate			
Graduation Rate			
Chula Vista Elementary School District	2013-14	2014-15	2015-16
Dropout Rate			
Graduation Rate			
California	2013-14	2014-15	2015-16
Dropout Rate			
Graduation Rate			

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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,867.73	\$5,206.85	\$8,660.88	\$75,208.00
District	♦	♦	\$166,094.33	
State	♦	♦		
Percent Difference: School Site/District			-200.0	2.5
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.