

# School Accountability Report Card

## Reported Using Data from the 2017–18 School Year

### California Department of Education

## *San Diego Center for Children Academy*

**Address:** 3002 Armstrong St. San Diego, Ca 92111

**Principal:** James Mcelroy, M.ED

**Phone:** (858) 569-2131

**Grade Span:** K-12<sup>th</sup>

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/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).

### **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.

## About This School

The philosophy of the school program is “Every child can learn” and behaviors are changed only through positive interventions. This philosophy is supported by: (1) Instructional assistants who assist the Teacher in learning activities and behavior management and who are experienced in positive behavioral strategies with a focus on positive reinforcement and increasing the child’s motivation to actively participate in classroom activities, (2) utilization of common core standards based curriculum,(3) structured visual and performing arts activities, which have a life skill development orientation and are geared towards stimulating children’s interest and enthusiasm by offering a variety of sensory learning experiences, (4) computer skill development activities integrated into the curriculum within each classroom, where every student is equipped with a laptop computer, (5) Physical Education Program with emphasis on physical fitness activities and socialization skills, (6) a music program that supports creative expression and therapeutic outlets, (7) a remedial reading program and a math lab to support students below grade level in reading and/or math, (8) Social Skills are taught as part of the daily classroom curriculum and weekly by a therapist,, (9) regular exchange of information and planning between teachers and staff therapists with the goal of maximizing individual strengths. High School students will be in classes that will fulfill requirements of their home district.

The instructional program at the Academy is based on each student’s IEP, California Common Core State Standards, and requirements for graduation. Credits earned by the students are transferable to other high schools as well as other school districts. All grades follow the common core state standards for the State of California. The Academy is accredited by WASC.

### Structure of the School:

San Diego Center for Children Academy is organized into three branches, namely academic, therapeutic, and behavioral.

All staff fit into one or more of the three branches. All branches support the students.

### **Academic Branch:**

The academic branch consists of all the academics/curriculum of the school. The Academy follows Common Cores, state requirements, and various requirements of our participating districts.

This includes administrators, teachers, Speech and Language Pathologist, Occupational Therapist, Athletic Director, and Instructional Assistants. The focus of this prong is self-explanatory. It focusses on the academics, making sure we are meeting common core standards for various grade levels.

### **Therapeutic Branch:**

Therapeutically, SDCC Academy is one of, if not the strongest, therapeutic schools in San Diego County. Currently we have three and a half full time therapists, as well as three interns from San Diego University. The vast majority of our students do have counseling on

their IEPs. The RTC students receive their counseling/therapy from the residential therapists. There is collaboration between the residential therapists and the school staff. Besides the one-on-one and group counseling provided to students as dictated by their IEP, the school uses a therapeutic approach in all interactions with the students. Staff are trained on these methods and the beginning of each school year, and on an ongoing basis throughout the school year. The therapists run a class in High School daily for daily living skills, social skills, and transitions. In Elementary/Middle School the therapists run a social skills group once a week. The rest of the staff support the therapists.

### **Behavior Branch:**

SDCC Academy's autistic population has increased over the last several years. Since 2015-2016 SDCC Academy formed a behavioral team consisting of behavior specialist supervisor, lead behavior specialist/trainer, and 1 or 2 behavior interventionists. The Behavior Team at SDCC Academy looks at the student's behavior through a different lenses. This team works with the whole school, providing interventions, collecting data, San Diego Center for Children Academy: ACS WASC Self-Study Report 9 developing behavior plans for individual students and helping classroom staff implant the plan(s) to fidelity. The behavior team provides training for the Instructional Assistants. Along with the therapists, the behavior team makes sure that we are using positive behavioral interventions for our students, such as restorative practices. The team uses an ABA (Applied Behavioral Analysis) approach although ABA is traditionally used for students on the autism spectrum, SDCC Academy finds that the ABA approach works well with other students too. The combination of the therapeutic and behavioral approach has proven successful in many situations. The behavior team includes our behavior specialist, training specialist and interventionist(s).

The benefit of this dual approach to behavior and emotional issues is obvious when considering the students attending our school. In many cases an inappropriate behavior may develop as a function to meet a certain need. On the other hand, many of our students come to us with severe emotional issues that stem from traumatic events in their childhood. The ability to use both the ABA and the therapeutic approach serves our population very well. SDCC Academy provides trauma informed care for the students.

The leaders of the three branches meet weekly as a management team to discuss current concerns/issues.

### **History:**

San Diego Center for Children Academy (hereafter referred to as SDCC Academy or The Academy) is a nonpublic school which is under the umbrella of San Diego Center for Children, which includes a residential facility and day treatment programs for children and adolescents with emotional disabilities. Founded in 1887 by the Woman's Home Association, San Diego Center for Children is the oldest accredited non-profit organization serving children in San Diego. In 1957, the Center moved to its present location, a ten-acre site in Kearny Mesa, an urban community of San Diego. This site houses residential facilities, WRAP services, foster care, assessment center, as well as the nonpublic school.

In the early 1970s, San Diego Center for Children was the first residential treatment program in California to have public school classrooms on site. As time went on, more and more of our children needed special education services. On January 1, 1997, a school was opened as a nonpublic school. Five special education classrooms were established on the campus and the school program was closely integrated with the residential treatment program. The elementary/middle school was known as the Children's Learning Academy. On December 5, 2006, the San Diego Center for Children opened high school classrooms serving grades nine through twelve. The high school was known as the Creative Learning Academy. Currently, there are ten classrooms serving students from kindergarten through twelfth grade. In October of 2008, the Children Learning Academy and the Creative Learning Academy were combined and renamed the San Diego Center for Children Academy. The school's name was officially changed with the filing for renewal for certification of a nonpublic school with the California Department of Education. (There are currently sixty-eight (68) community-based students and twenty-four (24) students from the residential treatment program in the NPS. Students in the residential treatment program are identified as needing a high San Diego Center for Children Academy: ACS WASC Self-Study Report 10 level of care and are enrolled in the residential treatment program by school districts, Charter Schools, County Mental Health, Health and Human Services Agency, adoptions, private insurance, and through private placement. SDCC Academy is a nonprofit, nonpublic school that provides individualized academic and therapeutic services for students with the following qualifying disability codes: Autism (AUT), Emotional Disabilities (ED), Specific Learning Disabilities (SLD), Other Health Impairment (OHI), Intellectual Disability: Mild/ Moderate (ID).

SDCC Academy currently works with twenty-eight (28) California school districts. Curriculum for all students follows the content standards set by the state of California. The inclusive rate for the districts includes the following Designated Instructional Services: Speech and Language, Occupational Therapy, Individual and Group Counseling, and transitional services. High school students are assigned coursework which fulfills their particular district's graduation requirements. As a means of helping students develop the skills necessary to navigate through life, every high school student's schedule also includes life skills classes and successful transitional classes.

SDCC Academy uses textbooks that are used by at least one of our partnering districts. The textbooks are all in line with the Common Core State Standards set by the State of California.

Upon enrolling at SDCC Academy, many of our students test far below grade level in reading. To ensure reading success, SDCC Academy instituted an individualized remedial reading program. During the Extended School year of 2009, instructors from the Lindamood Bell program worked with 10 of our students for a six-week period. Testing results demonstrated that the program was successful.

As of the academic school year 2009-2010, SDCC Academy started a reading lab. Currently we employ 3 full time reading specialists providing daily individualized instruction to students identified as reading below grade level. In addition to Lindamood Bell, our reading staff are trained in other reading programs that showed evidence based success, including Wilson Reading System, Orton Gillingham, The Stevenson Program, Read Naturally, and Reading Upgrade. Currently, there are 29 students receiving one-on-one reading instruction at our Learning Lab on a daily basis.

**District Contact Information (School Year 2018–19) [SDCC Academy is not part of a school district](#)**

Entity	Contact Information
District Name	DPC
Phone Number	DPC
Superintendent	DPC
Email Address	<a href="mailto:jmcelroy@centerforchildren.org">jmcelroy@centerforchildren.org</a>
Website	<a href="http://www.centerforchildren.org">www.centerforchildren.org</a>

**School Contact Information (School Year 2018–19)**

Entity	Contact Information
School Name	San Diego Center for Children Academy
Street	3002 Armstrong St.
City, State, Zip	San Diego
Phone Number	(858) 569-2131
Principal	James Mcelroy
Email Address	<a href="mailto:jmcelroy@centerforchildren.org">jmcelroy@centerforchildren.org</a>
Website	<a href="https://www.centerforchildren.org/our-services/education/">https://www.centerforchildren.org/our-services/education/</a>
County-District-School (CDS) Code	37-68338-7093115

**School Description and Mission Statement (School Year 2018–19)**

**San Diego Center for Children Academy**  
**Mission Statement**

SDCC Academy is dedicated to providing a safe, supportive environment that nurtures students through academic learning, therapeutic emotional support, and positive behavioral interventions while preparing them for integration into the global community.

**Schoolwide Learner Outcomes (SLOs)**

**P- Positive Self Concept**

- I believe that I make a difference in my community.
- I know my beliefs and have the courage to stand up for them.
- I demonstrate self-respect, self-confidence, and self-acceptance.

**A – Academic Inquirer/Seeker of Knowledge**

- I value education.
- I am pursuing academic and vocational skills necessary to meet future personal goals.
- I explore ideas and issues that relate to my community.
- I think about my own learning (metacognition).
- I will remain a lifelong learner.

**N – Nurturing and Principled**

- I am kind. I show understanding by respecting the needs and feelings of other people.
- I behave appropriately and resolve conflicts in a constructive manner.

- I take responsibility for my own actions and the consequences that accompany them.
- I demonstrate a sense of fairness, justice, and respect.

**TH – Thinker/Hero**

- I seek wise people when making important decisions.
- I know how to problem solve.
- I am willing to persevere and try multiple solutions to resolve issues.
- I use my knowledge to stand up for the rights of other people.

**E – Effective Communicator**

- I advocate for my needs and express my feelings appropriately and effectively.
- I speak, read, and write using standard English.
- I am creative. I use technology, music, and the arts to enhance my communication skills.
- I use nonverbal language to respectfully communicate with other people (facial expressions, eye contact, posture, and tone of voice).

**R – Reflective**

- I learn and grow from my personal experiences.
- I am willing to try new experiences to better my future.
- I think about the long-term impact of my actions across communities.

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	3
Grade 4	6
Grade 5	5
Grade 6	8
Grade 7	8
Grade 8	9
Ungraded Elementary	0
Grade 9	11
Grade 10	14
Grade 11	16
Grade 12	11
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>92</b>

**Student Enrollment by Student Group (School Year 2017–18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	15.2%
American Indian or Alaska Native	1.09%
Asian	5.4%
Filipino	N/A
Hispanic or Latino	26.1%
Native Hawaiian or Pacific Islander	1.09%
White	42.4%
Two or More Races	8.7%
Socioeconomically Disadvantaged	79.3%
English Learners	9.7%
Students with Disabilities	100%
Foster Youth	DPC

**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**

<b>Teachers</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2018–19</b>
With Full Credential	100%	100%	100%	
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
Misassignments of 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 2018–19)

Year and month in which the data were collected: 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	31	DPL	0
Mathematics	36	DPL	0
Science	16	DPL	0
History-Social Science	14	DPL	0
Foreign Language	6	DPL	0
Health	DPL	DPL	0
Visual and Performing Arts	DPL	DPL	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

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

### School Facility Conditions and Planned Improvements

#### ***Narrative provided by the LEA***

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair



**School Facility Good Repair Status**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 2017-2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rate**

**Year and month of the most recent FIT report:** Collected monthly (school year 2017-2018)

**Overall Rating**

Exemplary	Good	Fair	Poor
DPL	DPL	DPL	DPL

## 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 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	DPC	DPC			15%	15%
Mathematics (grades 3-8 and 11)	DPC	DPC			21%	14%

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	--	DPC	--	--
<b>Male</b>	--	DPC	--	--
<b>Female</b>	--	DPC	--	--
<b>Black or African American</b>	--	DPC	--	--
<b>American Indian or Alaska Native</b>	--	DPC	--	--
<b>Asian</b>	--	DPC	--	--
<b>Filipino</b>	--	DPC	--	--
<b>Hispanic or Latino</b>	--	DPC	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	DPC	--	--
<b>White</b>	--	DPC	--	--
<b>Two or More Races</b>	--	DPC	--	--
<b>Socioeconomically Disadvantaged</b>	--	DPC	--	--
<b>English Learners</b>	--	DPC	--	--
<b>Students with Disabilities</b>	--	DPC	--	--
<b>Students Receiving Migrant Education Services</b>	--	DPC	--	--
<b>Foster Youth</b>	--	DPC	--	--

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 Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	DPC	--	--	--
<b>Male</b>	DPC	--	--	--
<b>Female</b>	DPC	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
<b>Science (grades 5, 8 and high school)</b>					N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education (CTE) Programs (School Year 2017–18)**

***Narrative provided by the LEA***

*Use this space to provide information about Career Technical Education (CTE) programs including: **Transitions** (##### - Elective:College Prep)*

Grade Level: 9-12

Course Duration: One (1) Semester

Course Description:

Senior Transition class is designed to help the student make a successful transition from High School to post-secondary education or employment. Students again review their learning profile to learn to articulate learning differences as well as personal strengths and weaknesses, and then identify strategies and accommodations that help them be successful in both academic and work settings. Learning activities are planned to encourage development of personal finance skills. Students continue to explore career options. Setting specific goals for post-graduation is encouraged, and support is provided to help the students work towards the completion of these goals. Students practice self-determination as they participate in parent conferences. Students will also participate in activities and discussions to develop cybersafety awareness. During the second trimester, students will review the job interview process as they prepare for their internship which will be completed during the mornings of the third trimester. This experience provides an opportunity to practice strategies that lead to success as adults

- *Programs and classes offered that are specifically focused on career preparation and/or preparation for work*

- *How these programs and classes are integrated with academic courses and how they support academic achievement*
- *How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students*
- *The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes*
- *State the primary representative of the district's CTE advisory committee and the industries represented on the committee*

## **Transition Program**

Transition Program The purpose of San Diego Center for Children's Successful Transition Program is to guide transitional age youth in creating a personalized, meaningful plan for the future and building the skills and community connections they need to achieve their goals and well-being. Our vision is that every transitional age youth who is served by the Academy will exit our services with the hope, tools, and support they need to thrive in adulthood.

The Successful Transition Program's primary functions include comprehensive assessments, from both the youth and caregiver, of the youth's needs, core competencies, and support system, which are all essential components of a successful transition to adulthood. The assessment guides the Transition Action Planning (TAP) process, which will be a combined effort of the youth, transition coach, and the youth's supporters (e.g. caregivers, relatives, educators, clinicians, etc.). During the TAP process, the youth establishes goals for his/her adulthood in the areas of independent living skills, employment, education, housing, physical health, and emotional and behavioral well-being. These goals will make up the Transition Plan, which also incorporate the strengths, skills, support system, and available resources that the youth will utilize to reach his/her goals. Additionally, these goals are incorporated into the youth's IEP and assists the case manager in the development of the youth's ITP. Essentially, the Transition Plan serves as a roadmap for the youth as he/she approaches and enters adulthood.

The Transition Plan also becomes the roadmap for the Transition Coaching process. Transition Coaching is an essential part of actively helping the youth pursue his/her transition goals. The Transition Coach assists the youth on-site in learning new skills such as how to create a budget, interview for a job, secure housing, or advocate for his/her needs. The Transition Coach also may work with the youth in a community setting to access the resources and experiences needed for a successful transition. This community engagement may be a college tour, a trip to the DMV or local bank, or even a bus trip. This process is often referred to as "doing whatever it takes" to help the youth reach his/her goals and is highly individualized based on the youth's needs.

One of the unique features of this program is that the youth learns to sit in the driver's seat of his/her life. We recognize that once the youth turns eighteen, he/she may independently make choices and plans for the future. Therefore, if the Transition Plan does not reflect the youth's wishes and goals, it is unlikely that youth will allow it to guide him/her when the he/she becomes a legal adult. During the TAP process, we help the youth envision a life with connection and purpose while creating and executing a realistic plan that guide the

youth in making that vision a reality. As a result, the youth learns how to make healthy, strategic decisions with guidance from his/her supporters, and feels empowered as he/she moves into adulthood. (Youth empowerment is a major element of the Transition to Independence Process Model, the evidence-supported practice that has informed the foundation of the Transition Program).

Since the Transition Program was implemented in the Academy, the growth has been substantial. Each junior and senior at the Academy receives individualized coaching from one of the Transition Coaches or Interns. In addition, the Academy has four transition classes, one for those looking into college and furthering their education, one for the youth that want to focus on vocational skills and employment, and the last two focusing on the development of executive functioning and daily living. The two Independent Living Skills classes are offered to all freshman and sophomores, which are co-facilitated by a therapist and educator. In addition, a new transition class/program TREC, which focuses on vocational skills and employment, is a new class this school year. This class is open to students in their senior year, whose IEP team has determined a non-diploma bound track. The Academy made a conscious choice to keep the enrollment in this class to 4 students for, at least, one semester. This class has been very successful. The focus has been on daily living skills, mobility training, and acquisition of employment.

### **Senior Exhibition Project**

When assessing the effectiveness of the curriculum, SDCC Academy includes information gathered by a wide variety of stakeholders, including teachers/staff, parents, students, DIS providers, and district personnel. Sources of data include standardized testing results from annual IEPs, bi-annual testing results from the Reading Lab/Math Lab, an annual needs assessment which is completed by teachers/instructional staff each spring as part of our Title I funding from SDUSD, student surveys, parent surveys, feedback from school districts during IEP meetings, weekly feedback from Student Council, and weekly feedback from staff through regularly scheduled meetings (elementary, middle, high school morning meetings and all-staff Wednesday meetings). Using this process, SDCC Academy has identified the need for remedial programs, additional high school courses, the Transitions Program, and additional extracurricular activities.

SDCC Academy has also used this collaborative approach when establishing high school grading policies and determining course completion/high school credits. For example, SDCC Academy used this process to address the issue of absenteeism by specific students in the high school program, which not only negatively impacted their ability to complete schoolwork but also negatively impacted their access to mental health resources. As a result, a new high school grading policy was established. In order for high school students to receive full course credit, students are required to have a minimum of 70% seat time in addition to completing the assigned schoolwork for the course. This policy emphasizes the importance of having students actively participate in their school community, which is an essential component of our SLOs (Positive Self-Concept, Academic Inquirer/Seeker of Knowledge, Nurturing & Principled, Thinker/Hero, Effective Communicator, & Reflective).

To meet academic district requirements, every high school student enrolled at SDCC Academy has an active transcript worksheet. SDCC Academy works with many different school districts, the requirements for the particular district is noted on the student's worksheet. A cumulative school record is kept for every student and is located in the

administration office. Administration ensures that every student is enrolled in the required coursework necessary to obtain a high school diploma from his/her school district.

When creating a student's schedule, his/her interests are taken into account. Whenever possible, and when it is appropriate for a particular student, the student is enrolled in class(es) where he/she can serve as a mentor, intern, or office assistant. Not only do these electives build confidence, they also build important job skills. In addition to possessing a strong academic program, SDCC Academy is fortunate to also be under the umbrella of San Diego Center for Children. Through funding efforts of the Development Department of the Center, students at the Academy have a stellar music program, opportunities for enrichment activities in the community, a remedial math program, and a remedial reading program that has demonstrated strong results. Our students have the opportunity to participate on team sports and to compete with other schools in San Diego County through our membership in CAPSES (California Association of Private Special Education Schools). The CAPSES league includes, not only member schools, but also programs within local participating districts.

Meaningful field trips are scheduled for our students. These field trips include vocational training programs (Job Corps, Peace Corps, & Green Peace), college program tours for our high school students (community colleges & 4 year universities), Camp Able for grades K-8, visits to local museums, participate in community choir performances, attend environmental studies programs, visit local amusement parks, and attend field trips that emphasize the arts, including local theater performances and the San Diego Orchestra. In the newly formed TREC class, mobility training is a side benefit to the field trips.

All graduating high school seniors are also required to complete a Senior Exhibition project where they evaluate their progress toward the school's School Learning Outcomes (SLOs). Students are required to complete a PowerPoint which details the story of their life, progress toward SLOs, future goals, and the steps they need to take to obtain these future goals. Students present their Senior Exhibition in front of an audience that includes parents, teachers, peers, administration, and Senior Staff from SDCC.

### **As a whole school:**

As a certified nonpublic school, the program at the San Diego Center for Children Academy (SDCC Academy) serves the individual needs of a diverse population of students. SDCC Academy offers grade level curriculum, while providing supplemental supports in identified areas of need. The academic curriculum is state approved and all high school textbooks are used in at least one of our contracting districts. Each student's academic IEP goals and presented curriculum are based on common core state standards for the student's appropriate grade level. When a student enrolls at SDCC Academy, his/her state testing and formal testing results are evaluated to identify areas of strength and need. If a student scores below basic (or at the low end of the average range) further assessments are done, and appropriate remediation is recommended, including enrollment in our remedial reading and math programs, where students are seen individually to support his/her unique needs and learning styles.



Almost all of the students at SDCC Academy have an Individualized Education Plan (IEP). As part of the annual IEP process, each student's present level of academic and functional performance is documented. This allows the IEP team to assess how students are performing over time. A viable, meaningful instructional program is developed around the student's present levels and includes yearly goals, which are assessed quarterly through IEP benchmark reviews. If a student does not make adequate progress toward his/her yearly IEP goals, teachers/DIS providers must identify possible reasons why progress is not being made and attempt to ameliorate the situation, which may include collaboration between IEP team members, a request for further assessments at an IEP addendum meeting, and/or a review of current curriculum/teaching methods. Academic IEP goals are written using grade level Common Core State Standards (CCSS), which requires SDCC Academy teachers to know how to scaffold curriculum using current educational research in order to help students achieve grade level CCSS. This process requires teachers to identify areas of need, understand individual learning strengths, and to use proven educational methods of remediation. For example, teachers may need to instruct students on how to use specific decoding skills in order to help students improve their oral reading skills. In addition, teachers need to understand the importance of repeated drill and instruction using multiple sensory modalities to ensure mastery of skills. SDCC Academy offers ongoing staff training through in-services and outside conferences to ensure that teachers are using instructional methods based on current educational research.

Academic progress is a priority for all of our students. SDCC Academy maintains a low student to staff ratio to allow for individualized instruction as needed. The primary qualifying disability of most of our students is "Emotional Disturbance." As reflected in the SLOs, social/emotional development is one of the primary goals of our school program. Integrated into the curriculum are not only therapeutic interventions but appropriate behavior and social skills training. The academic curriculum strives to strike the delicate balance between remediating academic weaknesses and progressing students toward common core state standards. Using across curriculum instruction allows for the repetition that is needed for our student population, leading to the mastery of key concepts within subjects.

Curriculum is a course of study and the framework of the education program. Curriculum is the structure upon which educational planning rests and one of the primary vehicles for meeting educational goals. At SDCC Academy, the school's curriculum is provided by each student's IEP (Individualized Education Plan) as well as the California State Frameworks and the Common Core State Standards.

"A statement of measurable annual goals, including academic and functional goals designed to (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum? and (B) Meet each of the child's other educational needs that result from the child's disability..."  
IDEA 2004 Sec.300.320.2

SDCC Academy emphasizes the remediation and enhancement of basic skills in core curriculum areas (i.e., reading decoding & comprehension, math computation & application, verbal & written expression, social studies/history, and science). When a student performs below grade level, instruction and special education services focus on reducing the existing educational gap between the student and his/her age equivalent peers. Remediating educational deficits, enhancing educational strengths, and improving learning and study

strategies are emphasized in each classroom at all grade levels. Educational content is consistent with the curriculum in general education and is aligned with the California State Frameworks and Common Core State Standards. To ensure compliance, SDCC Academy submits an annual list of core curriculum to the California Department of Education each fall (K-8 & 9-12). SDCC Academy follows the Common Core State Standards for all core subjects and prepares students for success in college, career, and life by the time they graduate from our high school program. Instruction in these areas is intended to help students meet the goals in their Individualized Education Plan (IEP) as well as content and performance standards set forth by the California Department of Education. The vast majority of our student population is diploma bound. To meet the varying intellectual abilities of our students we do have college prep courses - a-g courses. We will be submitting more courses for approval this school year.

**Career Technical Education (CTE) Participation (School Year 2017–18)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	50 in life skills, transitions, job skills
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	DPL
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	DPL

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

**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

**California Physical Fitness Test Results (School Year 2017–18)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

[Test results are not sent from LEAs.](#)

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.

## 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 2018–19)

#### *Narrative provided by the LEA*

*Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.*

The parents are involved as often as possible. Their input is very important to administration and administration has reached out, several times, with parent/guardian surveys. Just recently, administration sent out yet again a survey to parents. The response from the surveys has been minimal. The community at large is involved on many levels. Since we are under the umbrella of San Diego Center for Children we benefit from the Board and their outreach to the community.

School Events where parents are encouraged to attend:

- Open House
- Parent Teacher Conferences
- Holiday Program
- Graduation/Awards Ceremony
- Monthly Parent Support Group lead by Therapists Center-wide Community Based Activities
- Gala
- Staff Appreciation Luncheon
- NFAR Walk
- Autism Speaks Walk
- CAPSES League Sports Games
- *Coffee & Donuts with the Principal*

Open Communication between school team and parents:

- Elementary/Middle daily point sheets sent home daily
- Classroom Dojo
- Parent Portal on Gradelink

RTC Communication Monthly Treatment Team Meetings SDCC Wellness Program Interpreters are available for meeting. Policies are also available in English and Spanish. If another language is needed, every attempt is made to accommodate. The district will provide interpreters for meetings and phone calls.

Throughout the years we have used resources in our community. Our athletic program is part of the CAPSES league, and we use facilities in the community to play our sports. Our home field for football and softball are part of the local park system. The league uses Alliant University sports complex for basketball.

The annual gala is held at a local hotel. We have had fundraisers Walks in the past at a park downtown.

Career Day is an annual event for the middle school and high school students. We have community professionals (approximately 18-20) present their career to the students.

Poway Performing Arts will have plays that the elementary/middle school students attend. The Center participates in both the Walk for Autism Speaks and the NFAR Walk.

St. Patrick's Day is highlighted by Bagpipes with Kathy Mars.

We have traveling choirs put on performances for our students. We have been entertained by the Priority Choir from Oregon and the Ugandan Children's Choir.

We have speakers for Red Ribbon Week.

High School students go on local college tours: Community Colleges and 4-year universities

SDCC Choir has performed at the following:

- Rady's Children's Hospital

- San Diego County System of Care

- Mainly Mozart (private reception)

- Thursday Club (Member Holiday Luncheon)

- San Diego Foundation (Donor Appreciation Luncheon)

- San Diego Center for Children 130th Anniversary Celebration Gala

- Senior Living Centers

TREC has developed a close working relationship with DOR.

Several of our students are members of Regional Center.

San Diego Police Department provides SDCC Academy with a liaison. This helps our students to build a positive relationship with the police department.

Communication with our parents is stressed to all teachers, DIS staff, therapists, administrative staff, and all support staff. Elementary and middle school students take a point sheet home daily, so the parents know the type of day their child had. It is stressed that the point sheets are for information and that the expectation is not to discipline their child because any issue is dealt with at school. We want our parents to celebrate accomplishments with their child. Staff are instructed to always include at least one positive daily.

Parents are invited to the Open House at the beginning of the school year.

Parents are also invited to set an individual parent/teacher conference at the end of the first quarter. They are also invited to schedule a meeting at anytime they choose.

All parents are invited to our Holiday Program and to the Graduation/Awards Ceremony where every student in the school receives an award specifically designed for him/her.

There are also schoolwide awards handed out at that event.

Monthly parent groups are conducted by our therapists, and some of our parents have parent counseling as part of their service.

Communication with parents is emphasized. Parents like to hear good things too Parent are aware of the use of technology for our students.

They too have seen the Computer Use contract signed by their child.

With the addition of Edgenuity classes in math, the program is still being evaluated.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	10	7	DPC	DPC	DPC	DPC

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

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	DPC	DPC	DPC
Graduation Rate	3	DPC	DPC

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

### Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	3	DPC	DPC
Black or African American	N/A	DPC	DPC
American Indian or Alaska Native	N/A	DPC	DPC
Asian	N/A	DPC	DPC
Filipino	N/A	DPC	DPC
Hispanic or Latino	N/A	DPC	DPC
Native Hawaiian or Pacific Islander	N/A	DPC	DPC
White	N/A	DPC	DPC
Two or More Races	N/A	DPC	DPC
Socioeconomically Disadvantaged	3	DPC	DPC
English Learners	N/A	DPC	DPC
Students with Disabilities	3	DPC	DPC
Foster Youth	N/A	DPC	DPC

## 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

### Suspensions and Expulsions

Rate	School 2015– 16	School 2016– 17	School 2017– 18	District 2015– 16	District 2016– 17	District 2017– 18	State 2015– 16	State 2016– 17	State 2017– 18
<b>Suspensions</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	4.6
<b>Expulsions</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	0.1

### School Safety Plan (School Year 2018–19)

#### *Narrative provided by the LEA*

*Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.*

**San Diego Center for Children Emergency Management Plan – Campus Departments & Programs** San Diego Center for Children provides a safe, secure environment for the clients and families in its care, and for its staff and visitors, by assuming a posture of emergency readiness in the event of fires, disasters, and/or the need for evacuation.

**Preparation Procedures:** In order to adequately prepare for actual emergencies, SDCC will conduct the following activities: Staff Training. The Director of Operations and the Director of Clinical Operations will ensure that staff trainings regarding agency emergency response procedures be provided at hire and at least annually for all programs and departments.

#### **Fire Drills:**

The Director of Operations will ensure that Emergency Drill Review Forms are completed for fire drills, and that feedback from these forms are presented for review and/or action to the Safety Committee.

- SDCC Academy: Fire drills shall be held once each school session month.
- Residential Programs: A fire drill will be conducted on each shift every quarter, half of which are to be unannounced. Fire alarms will be activated for fire drills. All procedures for an actual fire emergency shall be followed with the exception of the notification of community emergency personnel. Non-residential care staff will assist CDCs with keeping residents organized and calm during these drills. Prior to the drill, the senior Lead Child Development Counselor will call the fire alarm monitoring company to put the system in “test”. The senior Lead Child Development Counselor will contact the fire alarm monitoring company once the drill is concluded to re-arm the system.

#### **Disaster Drills:**

The Director of Operations will ensure that Emergency Drill Review Forms are completed for disaster drills, and that feedback from these forms is presented for review and/or action to the Safety Committee.

- SDCC Academy: Disaster drills shall be held annually, in conjunction with the residential programs if possible.
- Residential Programs: Disaster drills shall be held twice each year for the entire campus, once during a day/evening shift, and once during an overnight shift. At least one drill may include an actual evacuation to the designated evacuation site. All procedures for an actual disaster shall be followed with the exception of the notification of community emergency personnel. Non-residential care staff will assist CDCs with keeping residents organized and calm during these drills. Prior to the drill, the senior Lead Child Development Counselor will call the fire alarm monitoring company to put the system in “test”. The senior Lead Child Development Counselor will contact the fire alarm monitoring company once the drill is concluded to re-arm the system.

**Emergency Supplies:**

The Director of Operations will ensure that campus emergency supplies, located in the storage shed (building A3), for dietary and facility needs (e.g. food, water, fuel, tools) are inventoried monthly, and replenished as needed. The Director of Clinical Operations will ensure residential emergency supplies (e.g. first aid kits, flashlights, blankets), located on each residential unit, are inventoried, through use of the monthly Residential Environmental Checklist, and replenished as needed. The Director of Clinical Operations will also insure that medical emergency supplies, located in the Clark Center nursing station, and in the children’s residential medication room/nursing station, are inventoried at least quarterly, and replenished as needed. Evacuation Site The approved evacuation site is identified and listed in the Emergency Binders, located at each unit staff office and at the nursing stations, and in all vehicle backpacks for the residential programs. The Director of Operations is responsible for ensuring that this information is kept current. The Director of Operations is responsible for identifying appropriate evacuation locations and obtaining written agreements from the sites authorizing SDCC to evacuate to their facility in the event evacuation is necessary. The Director of Operations will renew this written agreement annually.

**Review and Improvement:**

To ensure relevance and compliance with current standards, operations, feedback, and utility, the Safety Committee will review completed Emergency Drill Report after each disaster drill, and this Emergency Management Plan at least annually. Fire Drill Review Forms will be reviewed quarterly. Modifications to this Plan will be made in response to deficiencies and opportunities for improvements. Emergency Response: Fire (or other emergency which makes buildings uninhabitable, such as explosion or gas leak) The senior Lead Child Development Counselor is in charge during fire drills and fire emergencies. He/she will provide direction to residential staff, ensure that all clients are accounted for, provide information to the fire department, and inform and update.



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2015–16)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	1	DPC	DPC
1	0	1	DPC	DPC
2	10	1	DPC	DPC
3	10	1	DPC	DPC
4	12	1	DPC	DPC
5	12	2	DPC	DPC
6	12	2	DPC	DPC
<b>Other**</b>	<b>These are grades combined classes, avg. class size is 10-12 students</b>			

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

\*\* “Other” category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	1	DPC	DPC
1	0	1	DPC	DPC
2	5	1	DPC	DPC
3	5	1	DPC	DPC
4	5	1	DPC	DPC
5	4	2	DPC	DPC
6	3	2	DPC	DPC
<b>Other**</b>	<b>These are grades combined classes, avg. class size is 10-12 students</b>			

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

\*\*“Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	1	DPC	DPC
1	0	1	DPC	DPC
2	1	1	DPC	DPC
3	3	1	DPC	DPC
4	6	1	DPC	DPC
5	7	2	DPC	DPC
6	8	2	DPC	DPC
<b>Other**</b>	<b>These are grades combined classes, avg. class size is 10-12 students</b>			

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

\*\*“Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
<b>English</b>	12	DPC	DPC	DPC
<b>Mathematics</b>	12	DPC	DPC	DPC
<b>Science</b>	12	DPC	DPC	DPC
<b>Social Science</b>	12	DPC	DPC	DPC

\*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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
<b>English</b>	12	DPC	DPC	DPC
<b>Mathematics</b>	12	DPC	DPC	DPC
<b>Science</b>	12	DPC	DPC	DPC
<b>Social Science</b>	12	DPC	DPC	DPC

\*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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	12	DPC	DPC	DPC
<b>Mathematics</b>	12	DPC	DPC	DPC
<b>Science</b>	12	DPC	DPC	DPC
<b>Social Science</b>	12	DPC	DPC	DPC

\*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.

**Academic Counselors and Other Support Staff (School Year 2017–18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	3	DPL
<b>Counselor (Social/Behavioral or Career Development)</b>	3	N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>		N/A
<b>Psychologist</b>		N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist (non-teaching)</b>		N/A
<b>Other</b>		N/A

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

\*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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	All cost spent school wide	Each student numbers of dollars spent per student	Go to data element definition & SARC web page: general public info: SACR FAQ- 2 and FAQ: question 17 or 18 explains this or call Ann Lopez (916) 327-1085	
<b>District</b>	N/A	N/A		
<b>Percent Difference – School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A		
<b>Percent Difference – School Site and State</b>	N/A	N/A	Difference between us and the state- calculate % difference It will be a positive or negative% difference	

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

**Types of Services Funded (Fiscal Year 2017–18)*****Narrative provided by the LEA***

*Provide specific information about the types of programs and services available at the school that support and assist students.*

**Academy's Math Lab**

The Remedial Math Lab began with one-part time staff. Students have been struggling with Math for many years, sometimes getting a mental block when simply being presented with a math problem. Since Math is such a linear subject, missing a key piece can set a student on a course that could lead to shutting down. With one-on-one support students can obtain the help that they need to overcome certain hurdles. Grant money was obtained to increase the staffing for the remedial math program. Currently students are given one-on-one support as needed. The math instructor also works collaboratively with the classroom teachers to provide needed material and as a consultant. SDCC Academy will continue to collect data and adjust the math program accordingly.

San Diego Center for Children's Math Lab provides one-on-one services to students struggling with their math proficiency. The 2016-2017 Academic Year has been our first step towards providing a more thorough evaluation of services provided. We have achieved this by creating a database that more actively and accurately tracks students served and assessments provided. We are excited to present some information from our initial review.

Since the start of the 2016-2017 academic year, a total of 27 students have been served, with 18 students currently served as we kick off the 2017-2018 academic year. The following demographics are based on all 27 students

### **Music Program**

SDCC Academy's Music Program has expanded the last several years. We now have two full time music instructors and two-part time music instructors. Sundiata Kata has been at the helm for 48 years and works with both the residential program and SDCC Academy.

The San Diego Center for Children Academy is dedicated in providing quality musical programs for all of our students in the Academy and our Residential Treatment Programs (RTC). Research has shown that children who participate in our music programs develop positive peer interactions, improve social, and fine motor skills, concentration, empowerment, and accomplishments. We take pride in using a more Holistic approach towards music, by providing our students with therapeutic musical activities, in a safe environment. Our focus is to provide opportunities of self-expression, self-healing, and wellness.

At SDCC Academy we use state of the art technology programs such as Pro Tools 11, REMO Healthrhythms Drumming, The Listening Program by Advanced Brain Technologies (used only in the RTC), and My Music Mosaic, a software music program

### **Behavioral Data**

Behavioral Data Collection Every student at SDCC Academy has a daily point sheet, in the elementary/middle school classes. There is an electronic daily data collection system for the high school. In all high school cases the students are assessed each period throughout the day where student behavior is documented. The school administration meets weekly to review and discuss behavioral trends, both by individual students as well as groups of students. Teaching policies and procedures are developed based on the results of this data collection. There are also weekly division meeting for elementary, middle and high school, as well as a weekly meeting for teachers. These division meeting take place before the start of school and will average ½ hour in duration.

### **Sports Program**

The PE program at the Academy is an important component to most of our students' successes. Not only does regular fitness activities help students maintain a proper fitness level, develop muscle strength, improve cardiovascular health but we develop physical skills, motor skills, teach self-discipline, and teamwork. By having small class sizes, we can focus on each student's strengths, needs, and interests which will increase their confidence in a physical activity setting and improve overall self-esteem. Our goal is to help our students be physically active for a lifetime.

SDCC Academy has a robust sports program. In addition to daily PE classes for all our students, (K through 12), The Academy participates in the CAPSES league for flag football, basketball, and softball. The Academy has been member for over 10 years. This league is for students 12 years of age through 22 (if still enrolled in school.) All sports teams are co-educational. The emphasis of the league is sportsmanship as well as healthy competition. The criteria for playing in the game is that each student is required to have their school work completed. We do not hold students back from playing for incidences that might happen in the classroom, and we stress to staff not to use the sports program as leverage for getting

students to behave. Of course, if a student is unsafe then he/she will not be taken off grounds.

The coaching staff is excellent and has been able to reach some hard-to-reach students. Although sportsmanship is the number one emphasis, SDCC does enjoy its share of championships. The coaches stress that the players are student athletes. Respect for each other and members of other teams is stressed.

### **Student/Family Counseling:**

Counseling is provided to students in three different settings: family, individual, and group. We have two licensed counselors on staff and two interns. Our licensed MFT counselor specializes in Trauma Informed Care and trains staff in its use. Our licensed PPS counselor specializes in behavior modification. Our counselors provide counseling to students and families when indicated on their IEP. However, there are monthly parent/caregiver group meetings which are provided free to all students and families in our school and in the community. In addition, sibling groups are provided by the Center at low or no cost. Individual counseling is provided for students when indicated on their IEP. Group counseling is also provided when indicated on their IEP, however, it is also incorporated in our Social Skills groups, Life Skills class, Leadership class, Mindfulness Group and Transition class. Topics include appropriate interactions, turn taking, conversational skills, job skills, hygiene, social consciousness, mood control, positive behavior and bystander behavior. Our counselors currently run our anti-bullying programs: Peace Builders and Heroic Imagination. Peace Builders has been in our program for many years, with the Heroic Imagination program introduced in 2014. Heroic Imagination is based on social psychology and related fields translating research into meaningful insights and tools that individuals can use in their everyday lives to transform negative situations and create positive change.

### **Increased Sensory Strategies for the Students**

- Goal: Have a fully equipped sensory room for students to use proactively to avoid episodes of escalation, disruptive or dysregulated behavior.

We have made great gains in the area of integrating sensory strategies into each classroom as well as into each student's individual program. Currently, the students avoid crisis by utilizing strategies in the classroom. However, when needed, the students have access to a fully equipped sensory room where they can use larger equipment that helps regulate their body and feelings. Our current need, due to the Occupational Therapist not being on campus full-time, is to train the staff to utilize the equipment in the correct way to de-escalate the students prior to crisis. The Occupational Therapist has created a training program that will instruct the staff on proper use of each item in the Sensory room. After the training the staff will have a two-week trial to use all the equipment with the students. Then the staff will re-meet with the Occupational Therapist for a question and answer session. At the end of the training the staff will earn a certificate.

**NEW ACTION STEP:** Staff will be trained on proper use of sensory room equipment, earning a certificate at the end of training.

**Person(s) Responsible:** Occupational Therapists

**Teacher and Administrative Salaries (Fiscal Year 2016–17)**

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

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

**Advanced Placement (AP) Courses (School Year 2017–18)**

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

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

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

**Professional Development*****Narrative provided by the LEA***

*Use this space to share information on the annual number of days provided for professional development and continuous professional growth **for the school years 2016–17, 2017–18, and 2018–19**. Questions that may be answered include:*

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?*
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?*
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?*

Staff development is mandatory at least 42 hours during the regular year and ESY. 35 additional hours are mandatory during the in-service week prior to Fall semester starting. Professional development outside of SDCC is always encouraged, funded, and scheduled for faculty.

Evolving communication to meet the needs of a changing community is a constant focal point of administration. The structure for internal communication, planning and resolving differences is working well. There are multiple levels of communication: administration to staff, staff to staff, program to program, staff to student, staff to parent, etc. Many solutions have been implemented to continuously improve communication. One such solution has been collaborative meetings between the Academy and the RTC. We have ongoing meetings as needed, including providing feedback for treatment team and IEP meetings. We continue to stress the importance of communicating frequently via phone and/or in person for more urgent matters as well as frequent communication via preferred method.

As well as, efficient internal communication is part of what makes the Academy so successful. Several factors make up the Academy's communication and are constantly revised and improved. The principal has weekly leadership meetings with senior staff regarding the Academy and the Center leadership decisions. Information is communicated to staff at the weekly Inservice/business meetings. Information regarding residential students is voice-mailed nightly to administration and pertinent staff; allowing for proper attention and supervision based on student's needs. The weekly division meetings (elementary, middle, and high school) are designed to communicate information, check on the data collection systems in place, to discuss current issues, and to problem solve. All staff at the Academy have radios so there is constant communication available as needed. Email and voicemail is used throughout the day. Parents have access to their student's academic progress via Gradelink.

Data collection

Communication with parents, caregivers, and therapists regarding SIRs are all shared, including e-mails to Residential/other programs

August training days, including breakout sessions

Behavior training

Assemblies

Surveys to staff to gather information on areas they want to work on.

At the weekly division meetings there is time to drill down to a closer level. The Learning Specialist reviews the lesson plans weekly and is a source of additional counsel regarding curricular matters. Educational and behavioral needs are addressed daily and weekly. If a particular teacher/class is struggling with any educational and/or behavioral issues a meeting is set with administration. Each classroom team is expected to meet twice daily (before and after school) to discuss classroom plans and issues. All teachers are required to keep their grades up to date in our grading system, Gradelink. Administration has access to this, and parents have access to their child's grades at any time.

- Bi-annual staff evaluations
- Surveys, gathering feedback
- Management team review

The entire staff shares in the responsibility of data collection for all of the students. The teacher is the one ultimately responsible, but he/she relies heavily on his/her support staff. Behavior data is reviewed at weekly division meetings. Instructional Assistants are often



used to lead groups. The teacher is responsible for lesson planning adhering to Common Core Standards and evaluation. Behavior data is collected each period throughout the school day. These data collection sheets are reviewed by the behavior team to check for accuracy and discrepancies. This is very valuable information at student's IEP and at report card time. Due to the nature of our school, the behavior data is crucial when considering a less restrictive environment.

Professional development is provided. Emails are sent to staff and faculty reminding them of mandatory trainings, and all of our Wednesday in-services are mandatory. There is a sign-in sheet available at all meetings. The week before school starts in the fall, all staff attend in-services for team building, recertification, and professional development. Last year (2016-2017) the staff was trained in Restorative Practices. This year the staff had a refresher course in the same, through the TKF Foundation. The reading staff attended Lindamood Bell and Wilson training workshops last year. Administration keeps abreast of workshops offer at the County and through our various districts and fliers that we might receive in the mail or via email. Teachers typically attend 1-2 workshops per school year. Therapeutic staff attend relevant trainings offered in the community and through San Diego Center.

The staff is always appreciative of receiving any special training that is relevant to their area of expertise. Staff often comes back refreshed and excited to try new approaches. Staff also appreciates in house in-services. Staff have often commented, when going off campus to a workshop, that material presented often includes practices already in place at the Academy. This is one of the direct benefits of a nonpublic school. where there is an opportunity to study new and innovative programs that are available. The IT Department will provide training as needed. They will do group trainings and also respond to individual needs.

#### Opportunities for Professional Growth

- Tiered professional advancement for most positions.
- New IA tiered system being introduced
- Promotions happen within program and across programs. All jobs are announced via our internet.