

School Accountability Report Card

Reported Using Data from the 2018–19 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-12th

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

Throughout this document the letters DPL refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

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 main departments, namely academic, therapeutic, and behavioral.

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

Academic:

The academic department 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:

Therapeutically, SDCC Academy is one of 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 State University. The vast majority of our students require counseling supports and services as listed on their IEP. The residential students receive their counseling/therapy from the residential therapists. There is collaboration between the residential therapists and the school staff and therapists. 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 including trauma informed care and restorative practices, at the beginning of each school year, and on an ongoing basis throughout the school year. The therapists co-facilitate along with the teachers a high school class focused on daily living skills, social skills, and transitional skills. In Elementary/Middle School the therapists run a social skills group once a week.

Behavior:

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 lens. 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 department supervisors and managers meet weekly as a leadership team to discuss current concerns/issues, upcoming events, and school-wide programs and changes.

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 requiring 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 2019–20)

Entity	Contact Information
District Name	DPC
Phone Number	DPC
Superintendent	DPC
Email Address	jmcelroy@centerforchildren.org
Website	www.centerforchildren.org

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	San Diego Center for Children Academy
Street	3002 Armstrong St.

Entity	Contact Information
City, State, Zip	San Diego
Phone Number	(858) 569-2131
Principal	James Mcelroy
Email Address	jmcclroy@centerforchildren.org
Website	https://www.centerforchildren.org/our-services/education/
County-District-School (CDS) Code	37-68338-7093115

School Description and Mission Statement (School Year 2019–20)

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.

Primary Disability Totals for 2018-2019 Academic Year

A total of 141 students with disabilities attended San Diego Center for Children Academy during the 2018-2019 school year.

45.4% ED 21.3% OHI
 4.3% SLD 21.99% AUT
 2.1% ID 0.7% MD (Multiple Disabilities)

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	2
Grade 3	9
Grade 4	6
Grade 5	9
Grade 6	9
Grade 7	16
Grade 8	22
Ungraded Elementary	N/A
Grade 9	25
Grade 10	22
Grade 11	24
Grade 12	34
Ungraded Secondary	DPC
Total Enrollment	179

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	23
American Indian or Alaska Native	0
Asian	2
Filipino	6
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	2
White	99
Two or More Races	12
Socioeconomically Disadvantaged	123
English Learners	16
Students with Disabilities	179

Student Group	Percent of Total Enrollment
Foster Youth	4
Homeless	N/A

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

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	100%	100%	100%	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
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 Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: 2017

Subject	Textbooks and Other 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	16	DPL	0
History-Social Science	14	DPL	0
Foreign Language	6	DPL	0
Health	DPL	DPL	0
Visual and Performing Arts	85		0
Science Laboratory Equipment (grades 9-12)	85		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 a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2018-2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: : Collected monthly (school year 2018-2019)

Overall Rating

Exemplary	Good	Fair	Poor
X	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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	DPC	DPC			15%	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC			14%	DPC

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 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	DPC	81%	18%	68%
Male	16	DPC	81%	18%	56%
Female	6	DPC	100%	0%	33%
Black or African American	3	DPC	33%	67%	0%
American Indian or Alaska Native	n/a	DPC	n/a	n/a	n/a
Asian	n/a	DPC	n/a	n/a	n/a
Filipino	n/a	DPC	n/a	n/a	n/a
Hispanic or Latino	10	DPC	90%	10%	20%
Native Hawaiian or Pacific Islander	n/a	DPC	n/a	n/a	n/a
White	11	DPC	100%	0%	36%
Two or More Races	n/a	DPC	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	DPC	n/a	n/a	n/a
English Learners	2	DPC	100%	0%	0%
Students with Disabilities	22	DPC	81%	18%	68%
Students Receiving Migrant Education Services	n/a	DPC	n/a	n/a	n/a
Foster Youth	1	DPC	100%	0%	0%
Homeless	n/a	DPC	n/a	n/a	n/a

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 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	DPC	21	86%	14%	28%
Male	DPC	14	86%	14%	17%
Female	DPC	7	86%	14%	33%
Black or African American	3	1	33%	67%	0%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a
Hispanic or Latino	7	6	86%	14%	33%
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	n/a
White	11	10	91%	9%	30%
Two or More Races	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a	n/a
English Learners	2	2	100%	0%	0%
Students with Disabilities	21	18	86%	14%	28%
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a
Foster Youth	1	1	100%	0%	0%
Homeless	n/a	n/a	n/a	n/a	n/a

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)					N/A	N/A

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

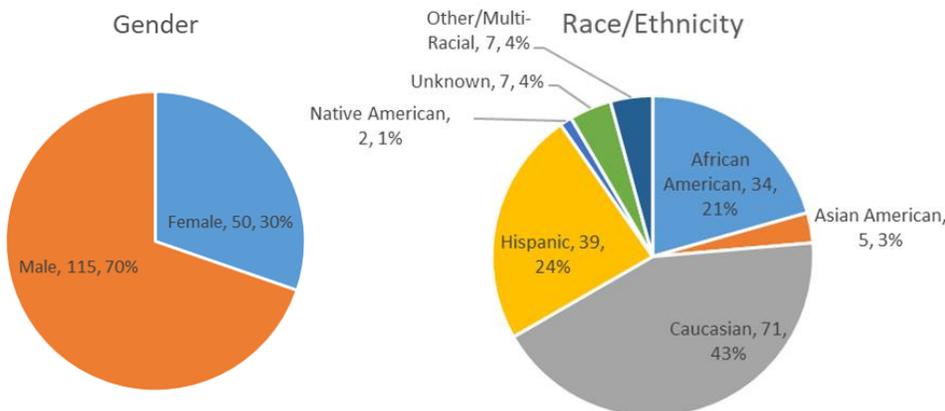
Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February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

**San Diego Center for Children – Academy
Intensive Reading Improvement Program
October 2019 Report**

San Diego Center for Children’s Academy provides an array of services to students with mental health and behavioral challenges. Our trauma-informed curriculum focuses on addressing these needs, but also emphasizes many other important domains in academic success, such as reading ability.

Our Reading Program

The **Intensive Reading Improvement Program** was founded in 2009 and has provided individualized support for **165 students to date**. Reading specialists meet with students in a one-to-one basis and provide evidence-based instruction. Our goal is for students to develop fundamental reading skills throughout their stay. The following two charts show demographic information on all students served by the program:



- Gender/Race demographics are consistent with our overall student population at the Academy.
- We serve approximately 70% male students and 30% female students.
- About 45% of our student population identifies as White/Caucasian, along with other student race/ethnicities represented.

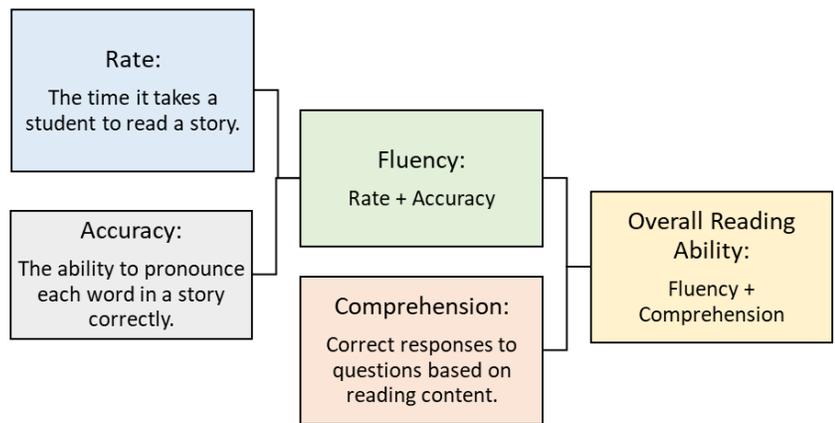
Measuring Reading Ability

Assessments are conducted at the start and end of each academic year to measure reading ability. Using only validated, reliable, and standardized measures, we analyze the difference in scores between pre and post-tests using comprehensive statistical analyses.

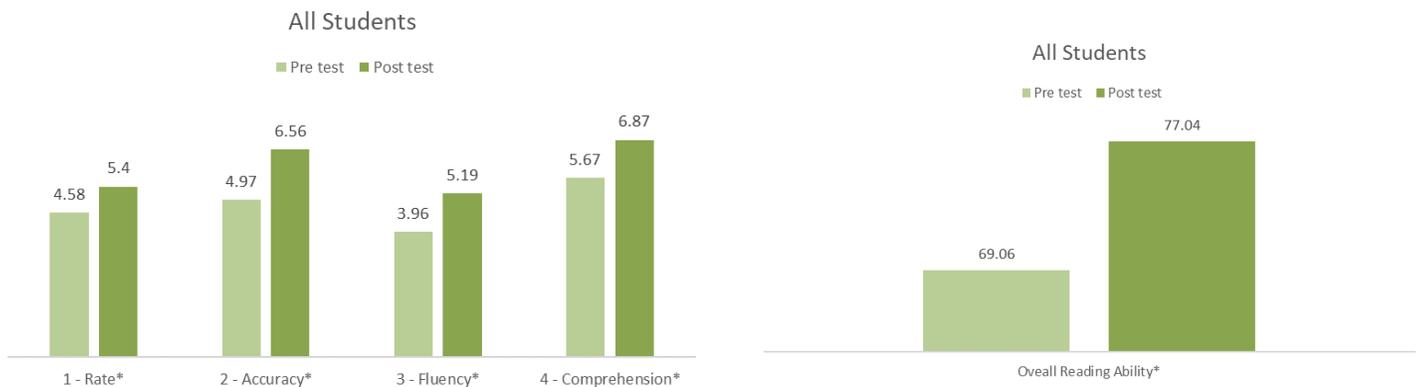
In the present report, we provide the results achieved from pre to post-test using our most comprehensive assessment tool: The GORT-V. **The Gray Oral Reading Test (GORT) Fifth Edition** is not only

the most widely used assessment tool in the field to measure reading ability, but it also contains reading domains that are straight-forward. The following chart explains the different domains observed.

- Rate, Accuracy, Fluency, and Comprehension scores range from 1 to 20, with an average of 10.
- Overall Reading Ability ranges from 52 to 148, with an average of 100.
- Average scores are based on national samples that do not often include populations with mental health challenges.
- Scores are graphed, and those with statistically significant differences are labeled with a (*).



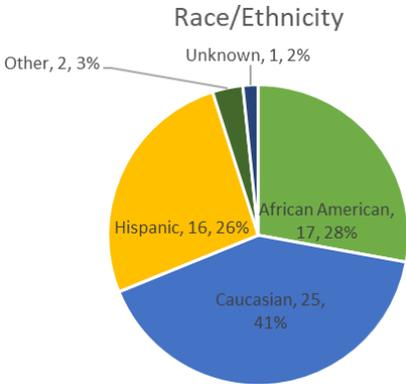
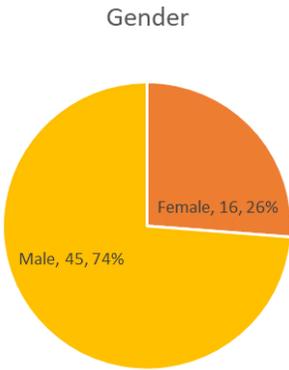
The following two charts show differences from pre to post-test on all domains. These charts pertain to all students served and measure the difference between their first assessment ever taken, and the last assessment they took. This approach helps us measure overall improvement for our entire program.



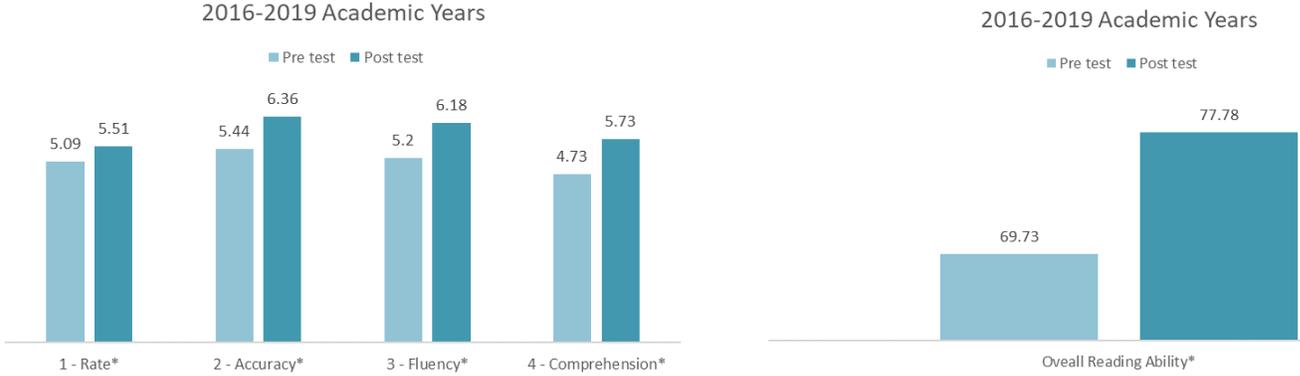
All domains show statistically significant differences in scores. This indicates that, on average, students improve in their reading speed (Rate), reading words accurately (Accuracy), their fluency and reading comprehension, and their overall reading ability. All scores increase in the desired direction and approach the average national scores.

2016-2019 Academic Years Progress

As a secondary step, we looked at students served during the past 3 academic years. 61 students were admitted, sharing similar demographics to the entire student population, and to all students served by the reading program (see charts below). These students were provided a total of 153 complete assessments during those three years.

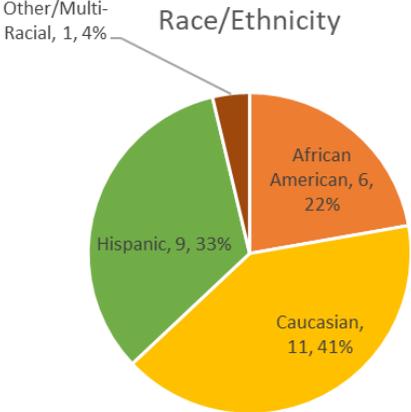
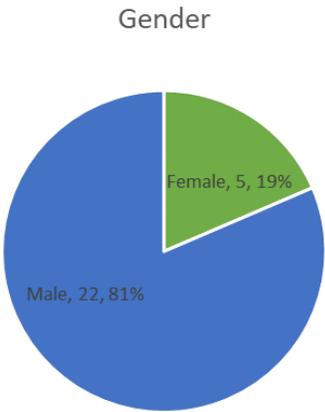


The following graphs show similar results to those for all students: improvements on all reading domains with statistically significant differences in scores. These findings provide additional support that students do improve on all reading domains. This is, whether we look at our entire reading population, or even when looking at smaller sample of students were in our program during 3 academic years.



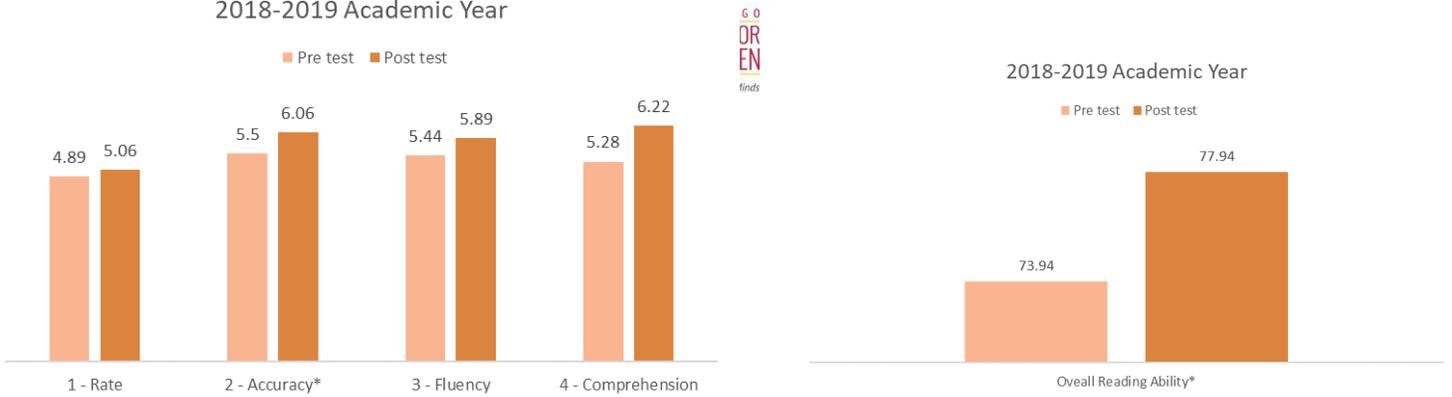
2018-2019 Academic Year Progress

As a final step, we analyzed the progress made for all 27 students served during the 2018-2019 academic year. As in the previous analyses, demographic information remains constant, with a majority of male students served (see charts below).



Similar to the overall analyzes and the 3 year analyzes, scores in all domains are improving. On average, students increase in their rate, accuracy, fluency, comprehension, and overall reading ability scores. However, for the one academic year analyzes, the timespan is not enough to demonstrate that change in scores are statistically significant, only that scores are heading in the desired direction (the only exceptions are Accuracy and Overall Reading Ability). This is due in part to the small sample size and short timespan assessed, as complex statistical analyses require bigger samples, and for our students, at least 18 months in the program to demonstrate significant changes.

2018-2019 Academic Year

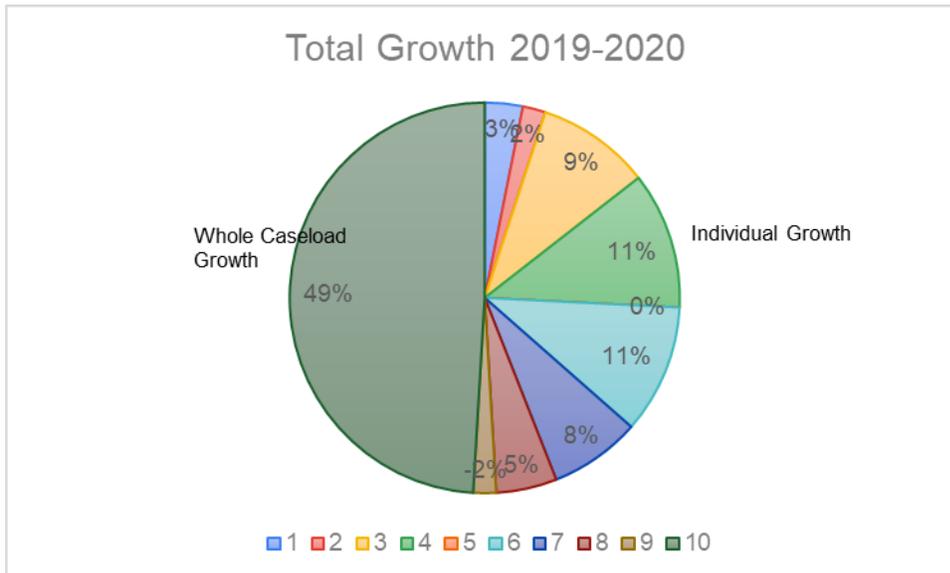


Concluding Remarks

Over the past decade, our Intensive Reading Improvement Program provided fundamental skills to many students at our Center. Our student population comes with very specific behavioral/mental health needs that add many challenges not only to their learning experience, but also to their day-to-day functioning. Many of our students constantly balance their academic journeys with other live-changing experiences such as physical/psychiatric hospitalizations and episodes of aggressive behaviors.

Our program continues to provide the necessary support for our students, as for many of them, this is the first time when their reading needs were assessed. Conducting an assessment to understand where our students currently stand in their reading ability, is a tremendous achievement already. We will continue to provide the best services that trauma-informed and data-driven curriculum can provide, and we look forward to sharing more many more achievements and room for improvement in the future.

Winter Reading Gains 2019 to present



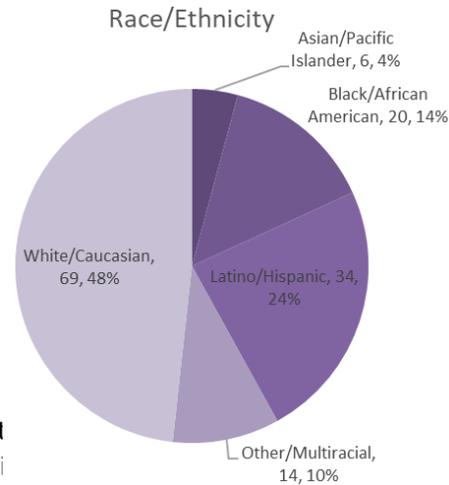
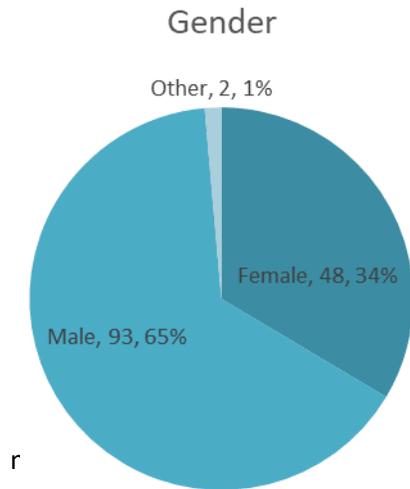
San Diego Center for Children - Academy Math Lab

October 2019 Report

San Diego Center for Children offers the Math Lab to students enrolled in our Academy. The lab provides individualized support to students struggling with their math achievement. Over the past three academic years (2016-2019) we re-structured our program to adapt to our increasing data needs. We developed a database solely dedicated to our Math Lab and created goals/procedures informed by our data collected. The following report presents our 2018-2019 achievements and areas of need.

How prevalent are math deficiencies among our student population?

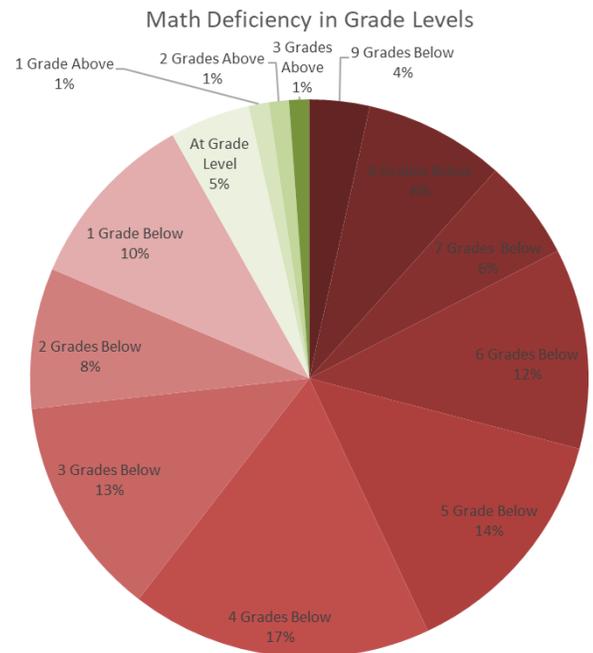
In the initial stages of the Math Lab, we would only assess students referred by their teachers. This was due in part to the limited resources available. We became concerned about other students who would go through the year without a much-needed evaluation. This past academic year 2018-2019 we achieved our goal of assessing a larger sample of students, rendering a total of **143 students assessed** by the program to date, with a total of **490 assessments** conducted. This is a **600% increase** in assessments provided compared to the past two academic years. The following two charts show demographic information on all students:



demographic year indicate that
part shows these deficiencies

some type of

- Only 5% of students assessed were at grade level.
- 3% of students were above grade level and receive advanced-level math instruction through our program.
- On average, our students assessed were at least **4 grade levels below** math proficiency.
- Due to the current resources available, only **10%** of students assessed were enrolled in the Math Lab and receive the necessary individualized support.

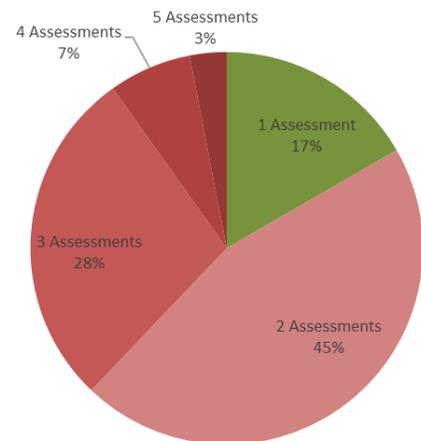


How challenging is it to establish a starting point for our students?

One of the challenges identified this academic year is the high number of assessments needed to establish our starting point (also known as our *baseline*). In order to accurately measure improvement for our students, we must accurately measure where they start. Given that most of our students are on average, 4 grade levels behind (and in some cases up to 9 grade levels behind), determining what grade level assessment to administer during initial assessments becomes a challenge. The following chart shows the number of assessments needed before arriving to a baseline score:

- In only 17% of our student population, one assessment was enough to determine baseline.
- An extensive amount of time and resources go into establishing a baseline for most students; the first step in a successful evaluation of program effectiveness.
- These findings show the level of thoroughness provided at our Math Lab. Although it may take a series of assessments to arrive to a starting point, this is a detailed level of diagnostics that students have not received in the past by other, or even our own academic institutions.

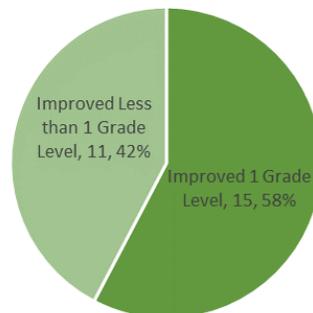
Number of Assessments Needed to Establish Baseline



How many students enrolled in Math Lab improved this past academic year?

Although 92% of students assessed this past year need individualized math resources, we were only able to provide instruction to a fraction of those students. **All 26 students who took part in our Math Lab this past year (100%) improved in their math scores. 15 of these youth (58%) improved an entire grade level in their math skills**, providing encouraging findings to our staff and students.

2018-2019 Improvement



As our program grows, there is a need to think more critically about our process to forecast future needs and challenges. This past year our number of assessments increased dramatically, adding administrative challenges to our data collected. One of our goals this coming year is to develop a protocol for establishing baselines, especially since it may take many tries to find it, and this may depend of the degree of math deficiency among our students.

As we achieve our goal of assessing more students, we continue to understand the magnitude of the challenge. Our report provides us with valuable insight to potentially approach our students differently depending on the level of need, as some of the have more intensive math deficiencies. This approach will be discussed in our 2019-2020 meetings.

Career Technical Education (CTE) Programs (School Year 2018–19)

Narrative provided by the LEA

Use this space to provide information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

Transition Program

The purpose of San Diego Center for Children's Successful Transition Program is to guide Transitional Age Youth (TAY) in creating a personalized, meaningful plan for their future, while 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 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.

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 (Transition Related Education and Community) class, mobility training is a benefit to attending 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 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	DPC
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	DPC
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	DPC

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

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC

UC/CSU Course Measure	Percent
2017–18 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 2018–19)

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019–20)

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 parental 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

- Open House
- Parent Teacher Conferences

- Open Communication
- Elementary/Middle daily point sheets
- Holiday Program
- Graduation/Awards Ceremony Month Parent Group lead by Therapists Center-wide Community Based Activities
- Gala
- Staff Appreciation Luncheon
- NFAR Walk
- Autism Speaks Walk

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

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 2015–16	District 2015–16	State 2015–16
Dropout Rate	DPC	DPC	DPC
Graduation Rate	7	DPC	DPC

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	3	6	DPC	DPC	DPC	DPC

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

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 2016–17	School 2017–18	School 2018–19	District 2016–17	District 2017–18	District 2018–19	State 2016–17	State 2017–18	State 2018–19
Suspensions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan (School Year 2019–20)

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 annually reviewed, updated, and discussed with school 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 insuring 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

asses fall into each size category (a range of total students per class).

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
-------------	--------------------	----------------------------	-----------------------------	---------------------------

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	9	1	0	0
1	9	1	0	0
2	9	1	0	0
3	9	1	0	0
4	10.75	2	0	0
5	10.75	2	0	0
6	10.75	2	0	0
Other**	10.75	4	0	0

*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 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10	1	0	0
1	10	1	0	0
2	10	1	0	0
3	10	1	0	0
4	10	1	0	0
5	10	1	0	0
6	10	1	0	0
Other**	10	4	0	0

*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 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	4	0	0
Mathematics	12	4	0	0
Science	12	4	0	0
Social Science	12	4	0	0

*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)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	9.4	5	0	0
Mathematics	9.4	5	0	0
Science	9.4	5	0	0
Social Science	9.5	5	0	0

*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 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	8	5	0	0
Mathematics	8	5	0	0
Science	8.2	5	0	0
Social Science	8.2	5	0	0

*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.

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

Title	Ratio
Academic Counselors*	1-4

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	DPC
Library Media Services Staff (Paraprofessional)	DPC
Psychologist	DPC
Social Worker	DPC
Nurse	DPC
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3
Other, OT	2

*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 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	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 nd FAQ: question 17 or 18 explains this or call Ann Lopez (916) 327-1085	DPL
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	Difference between us and the state- calculate % difference It will be a positive or negative% difference	DPL

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

Types of Services Funded (Fiscal Year 2018–19)

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

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 Physical Education 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 of 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 and Parent Counseling:

Counseling is provided to students in three different settings: parent, individual, and group. We have three licensed counselors on staff and two interns. Our licensed MFT counselor and licensed Professional Clinical Counselor specialize in Trauma Informed Care and Restorative Practices and train staff in its use. 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 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	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 2018–19)

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

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11