

**San Diego Center for Children Academy**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	3002 Armstrong St. San Diego, CA , 92111- 5702	<b>Principal:</b>	Carole Fisher, M.Ed
<b>Phone:</b>	(858) 569-2157 and (858) 569-2131	<b>Grade Span:</b>	K-12

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **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.

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## About This School

### Carole Fisher, M.Ed

📍 Principal, San Diego Center for Children Academy

### About Our School

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### Carole Fisher, M.Ed.

Carole Fisher is the Principal and Director of Education of San Diego Center for Children Academy.

Email: [cfisher@centerforchildren.org](mailto:cfisher@centerforchildren.org)

Office phone: 858-569-2198

### Contact

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San Diego Center for Children Academy  
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## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

**District Name**

**Phone Number**

**Superintendent**

**Email Address**

**Website**

### School Contact Information (School Year 2022–23)

<b>School Name</b>	San Diego Center for Children Academy
<b>Street</b>	3002 Armstrong St.
<b>City, State, Zip</b>	San Diego, CA , 92111-5702
<b>Phone Number</b>	(858) 569-2157 and (858) 569-2131
<b>Principal</b>	Carole Fisher, M.Ed
<b>Email Address</b>	<a href="mailto:cfisher@centerforchildren.org">cfisher@centerforchildren.org</a>
<b>Website</b>	<a href="http://www.centerforchildren.org">www.centerforchildren.org</a>
<b>County-District-School (CDS) Code</b>	37683387093115

*Last updated: 3/21/23*



San Diego Center for Children Academy

3002 Armstrong Street

San Diego, CA 92111

(858) 569-2198

[www.centerforchildren.org](http://www.centerforchildren.org)

#### **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.

#### ***San Diego Center for Children Academy Staff Roster***

*Main Office: (858) 277-9550 X 2100*

Principal/Director of Education:	Carole Fisher	(858)569-2198	cfisher@centerforchildren.org
Academic Dept. Supervisor	Catherine Sliva	(858)569-2169	csilva@centerforchildren.org
Operations Manager	Katie Wilson	(858) 569-2157	kwilson@centerforchildren.org
Administrative Manager	Christy Gordon	(858) 569-2131	cgordon@centerforchildren.org
Registrar/Academic Services Coord.	Laura Lara	(858) 569-3908	llara@centerforchildren.org
Transitions Coord.	Kaci Grabowski	(858) 569-2179	kgrabowski@centerforchildren.org
Transitions Coaches	Peyton Fox	(858) 569-2179	pfox@centerforchildren.org
	Sydney Zuieback	(858) 569-2179	szuieback@centerforchildren.org
Behavior Dept. Supervisor	Tim McCloud	(858) 569-3919	tmcloud@centerforchildren.org
Therapist	Kylie Greene	(858) 634-8343	kgreene@centerforchildren.org
Therapist	Emily Swietanski	ext. 3912	eswietanski@centerforchildren.org
Therapist	Andrew Kirker	(858) 277-9550 x 4103	akirker@centerforchildren.org
Middle Classroom Teacher	Madison McClellan	(858) 569-8349	mmclellan@centerforchildren.org

Elementary Classroom Teacher	Cassandra Parkman	(858) 277-9550 X 8349	<a href="mailto:cparkman@centerforchildren.org">cparkman@centerforchildren.org</a>
Transitions Classroom Teacher	Kyle Lord	(858) 569-3947	<a href="mailto:Klord@centerforchildren.org">Klord@centerforchildren.org</a>
High School Classroom Teacher	Catherine Sliva	(858) 569-8331	<a href="mailto:csilva@centerforchildren.org">csilva@centerforchildren.org</a>
Highschool Classroom Teacher	Rosanne Lewton	(858) 569-3943	<a href="mailto:rlewton@centerforchildren.org">rlewton@centerforchildren.org</a>
Highschool Classroom Teacher	Casey Simon	(858) 569-2167	<a href="mailto:?csimon@centerforchildren.org">?csimon@centerforchildren.org</a> ?
Resource & Curriculum Dev. Teacher	Miriam Guarracino	(858) 569-8349	<a href="mailto:mguarracino@centerforchildren.org">mguarracino@centerforchildren.org</a>
Athletic Director/Coach	Shawn Styer	ext. 2151	<a href="mailto:sstyer@centerforchildren.org">sstyer@centerforchildren.org</a>
Music Instructor	Zenia Paneo	ext. 8332	<a href="mailto:zpanao@centerforchildren.org">zpanao@centerforchildren.org</a>
Reading Lab Instructor	Sandra Ross	(858) 569-2167	<a href="mailto:sross@centerforchildren.org">sross@centerforchildren.org</a>
Math Lab Instructor/Coach	Shawn Styer	(858) 569-2167	<a href="mailto:sstyer@centerforchildren.org">sstyer@centerforchildren.org</a>
Occupational Therapist OTR	Randy Dominador Burtanog	(858) 569-3974	<a href="mailto:dburtanog@centerforchildren.org">dburtanog@centerforchildren.org</a>
Speech/Language Pathologist	April Mae Bartelme	(858) 569-8351	<a href="mailto:abartelme@centerforchildren.org">abartelme@centerforchildren.org</a>

## School Description and Mission Statement (School Year 2022–23)

The San Diego Center for Children Academy is a Non-public School. We provide special education services for students ages 5 to 22 years with behavioral, learning, and emotional challenges as well as students with a trauma background. The Academy serves special education students with primary disabilities of ED, OHI, SLD, ID (M/M), and AUT (autism) referred by their home school districts/charter schools. Students enrolled have an Individualized Education Plan (IEP) that has been created to meet their unique and specific educational, social, emotional, and behavioral needs. High school credits earned by the students are transferable to their district programs/schools as we adhere to and follow all CDE and a-g graduation requirements. The goal of the Academy is to assist the student in a successful transition to a less restrictive educational placement as determined by the student's IEP team.

The philosophy of the school program is "Every child can learn". This philosophy is supported by: (1) Certificated Teachers, assisted by Instructional Assistants, who provide learning activities and behavior management and 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) regularly scheduled computer skill development activities within each classroom, where every student is equipped with a laptop computer, (5) Physical Ed. Program with an 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, (9) regular exchange of information and planning between teachers and staff therapists with the goal of maximizing individual strengths. High School students are in classes that fulfill the requirements of their home districts' graduation requirements. The instructional program at the Academy is based on each student's IEP, Common Core Standards, and requirements for graduation. All grades follow the Common Core standards. The Academy is accredited by WASC.



### **Academy's Mission**

The San Diego Center for Children Academy is dedicated to providing a safe, supportive environment that nurtures students through therapy and academics, and prepares them for integration into the global community.

San Diego Center for Children Academy carries out this mission by its commitment to:

- Minimize the time spent out of the classroom due to inappropriate behaviors
- Utilize a positive behavioral support program
- Focus on each child's strengths and interests
- Help children to meet and exceed IEP goals
- Implement creative teaching methods that provide learning incentives
- Teach social skills to improve relationships with peers and authority figures
- Work cooperatively with family members regarding successes and problems
- Replicate, as much as possible, the mainstream school setting in order to prepare children for eventual return

- Offer counseling services to address each student's mental health needs in order to be more successful in school, home, and the community.

### **Center-wide Mission:**

## **Protect the joy of childhood Prevent emotional suffering Incite change**

**Vision:** Inspire a world where all children & families live joyful, healthy lives

**Values:** Welcoming   Excellence   Wellness   Collaboration  
Compassion

### **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.



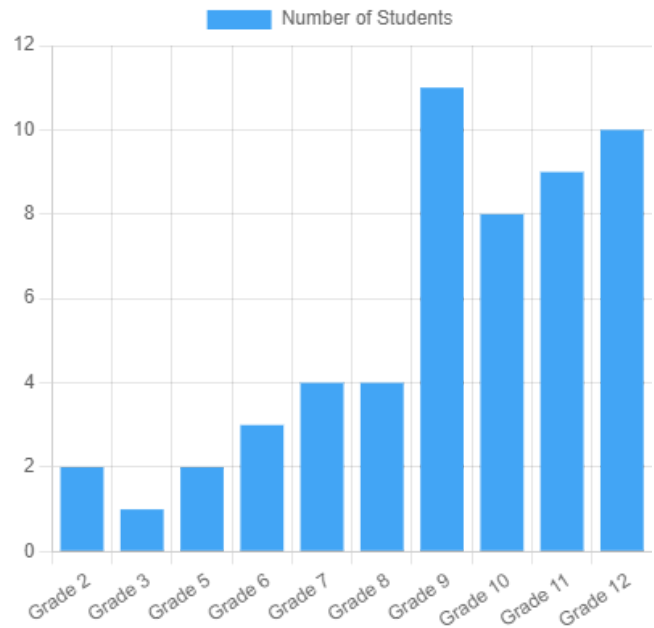
Through the Schoolwide Learner Outcomes (established via collaborative efforts of staff and students), SDCC Academy's goal is to prepare our students for a less restrictive environment where they can meet their potential or prepare them for transition into adulthood.

*Last updated: 3/21/23*

## Student Enrollment by Grade Level (School Year 2021–22)

Non public school special education services provided to students ages 5 to 22 years in grades K-12+

Grade Level	Number of Students
Grade 2	2
Grade 3	1
Grade 5	2
Grade 6	3
Grade 7	4
Grade 8	4
Grade 9	11
Grade 10	8
Grade 11	9
Grade 12	10
Total Enrollment	54



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 3/21/23*

## Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	22.00%
Male	72.00%
Non-Binary	6.00%
American Indian or Alaska Native	4.00%
Asian	2.00%
Black or African American	15.00%
Filipino	2.00%
Hispanic or Latino	22.00%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.00%
Foster Youth	7.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	44.00%
Students with Disabilities	54.00%

Student Group		Percent of Total Enrollment
Two or More Races		19.00%
White		37.00%

## 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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11	100				
Intern Credential Holders Properly Assigned	0	0				
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0				
Unknown	0	0				
Total Teaching Positions	10	100				

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

*Last updated: 3/21/23*

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11	100				
Intern Credential Holders Properly Assigned	1	100				
Teachers Without Credentials and	0	0				

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0				
Unknown	0	0				
Total Teaching Positions	9	100				

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

*Last updated: 3/21/23*

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	00	00
Misassignments	00	00
Vacant Positions	00	00
Total Teachers Without Credentials and Misassignments	00	00

*Last updated: 3/15/23*

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

*Last updated: 3/15/23*

### Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

*Last updated: 3/15/23*

## **Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**

Year and month in which the data were collected: October 2022

**The following courses are “a-g” approved at San Diego Center for Children Academy:**

### **History/Social Science (“a”)**

United States Government  
Geography: Acellus \*  
United States History and Geography 1  
United States History and Geography 2  
World History and Geography 1  
World History and Geography 2  
Economics  
Sociology

### **English (“b”)**

English 1  
English 2  
English 3  
English 4  
College Prep English 4 Acellus \*      Full year  
American Literature 1  
American Literature 2  
World Literature 1  
World Literature 2

### **Mathematics (“c”)**

Algebra 1  
Algebra 2  
Geometry 1  
Geometry 2  
Integrated Mathematics I (a, b): Acellus\*      Full year  
Integrated Mathematics II (a, b): Acellus\*      Full year  
Integrated CME Project Mathematics I (a,b):      Full year  
Integrated CME Project Mathematics II (a,b):      Full year  
Integrated CME Project Mathematics III (a,b)      Full year

### **Laboratory Science (“d”):**

Biology 1  
Biology 2  
Chemistry 1 Acellus \* 1 semester  
Chemistry 2 Acellus \* 1 semester

Physics I: 1 semester

Physics II: 1 semester

**Language other than English ("e")**

Spanish I: Full year

Spanish II: Full year

American Sign Language 1

American Sign Language 2

American Sign Language 3

American Sign Language 4

**College-Preparatory Elective ("g")**

Sociology

**Visual Arts ("f")**

Art History 1

Art History 2

Electronic Music 1

Electronic Music 2

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr. K: Reading Wonders, Calf. Reading Writing Workshop, Literature Anthology, McGraw-Hill: 2015	Yes	0%
	Gr. 1: Reading Wonders, Calf. Reading Writing Workshop, Literature Anthology, McGraw-Hill: 2015		
	Gr. 2 Reading Wonders, Calf. Reading Writing Workshop; Literature Anthology,Gr. 2, McGraw-Hill: 2015		
	Gr. 3: Reading Wonders, Calf. Reading Writing Workshop; Literature Anthology,Gr. 3, McGraw-Hill: 2015		
	Gr. 4: Reading Wonders, Calf. Reading Writing Workshop; Literature Anthology,Gr. 4, McGraw-Hill: 2015		
	Gr. 5: Reading Wonders, Calf. Reading Writing Workshop; Literature Anthology,Gr. 5, McGraw-Hill: 2015		
	Gr. 6: Reading Wonders, Calf. Reading Writing Workshop;		



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Literature Anthology, Gr. 6, McGraw-Hill: 2015</p> <p>Gr. 7: Springboard Common Core Edition English Language Arts Gr.7 Student Edition: 2014</p> <p>Gr. 8: Springboard Common Core Edition English Language Arts Gr. 8 Student Edition: 2014</p> <p>9 ELA Language of Literature, Grade 9 (CA Edition) McDougal Little (0618690174)</p> <p>10 ELA Language of Literature, Grade 10 (CA Edition)</p> <p>11-12 ELA Language of Literature, American Literature, CA Edition</p> <p>11-12 ELA The Language of Literature, World Literature, CA Edition</p>		
Mathematics	<p>Gr. K: enVision Math CA Common Core: SE &amp; Reteaching and Practice Wkbk, Grade K. Pearson</p> <p>Gr. 1: enVision Math Common Core Ed., Grade 1, Pearson</p> <p>Gr. 2: enVision Math Common Core, Common Core Ed., Grade 2, Pearson</p> <p>Gr. 3: enVision Math CA Common Core Ed. Grade 3, Pearson</p> <p>Gr. 4: enVision Math Common Core Grade 4 Student Ed., Pearson:</p> <p>Gr. 5: enVision Math Common Core Grade 5 Student Ed., Pearson:</p> <p>Gr. 6: enVision Math CA Common Core Grade 6 Student Ed.,</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Gr. 7: Big Ideas Learning, Big Ideas Math Course 2, A Common Core Curriculum, CA Ed., Houghton Mifflin Harcourt</p> <p>Gr. 8: Big Ideas Learning, Big Ideas Math Course 3, A Common Core Curriculum, CA Ed., Houghton Mifflin Harcourt:</p> <p>Mathematics I,</p> <p>9 MAT Integrated CME Project, Pearson</p> <p>9- Mathematics II,</p> <p>10 MAT Integrated CME Project Pearson</p> <p>10- Mathematics III,</p> <p>12 MAT Integrated CME Project Pearson</p> <p>11- Precalculus, 2nd</p> <p>12 MAT Edition (by Robert Blitzer)</p>		
Science	<p>Gr. K: Discovery Education, Inc., Discovery Ed Science Techbook &amp; Print for CA NGSS, gr. K (Integrated): 2018</p> <p>Gr. 1: Discovery Education, Inc., Discovery Ed Science Techbook &amp; Print for CA NGSS, gr. 1 (Integrated): 2018</p> <p>Gr. 2: Discovery Education, Inc., Discovery Ed Science Techbook &amp; Print for CA NGSS, gr. 2 (Integrated): 2018</p> <p>Gr. 3: Discovery Education, Inc., Discovery Ed Science Techbook &amp; Print for CA NGSS, gr. 3 (Integrated): 2018</p> <p>Gr. 4: Discovery Education, Inc., Discovery Ed Science Techbook &amp; Print for CA NGSS, gr. 4 (Integrated): 2018</p> <p>Gr. 5: Discovery Education, Inc., Discovery Ed Science Techbook &amp; Print for CA NGSS, gr. 5 (Integrated): 2018</p> <p>Gr. 6: Discovery Education, Inc., Discovery Ed Science Techbook &amp; Print for CA NGSS, gr. 6 (Integrated): 2018</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Gr. 7: Discovery Education, Inc., Discovery Ed Science Techbook &amp; Print for CA NGSS, gr. 7 (Integrated): 2018</p> <p>Gr. 8: Discovery Education, Inc., Discovery Ed Science Techbook &amp; Print for CA NGSS, gr. 8 (Integrated): 2018</p> <p>9-10 Bio, CA The Living SCI Earth, Discovery Ed Sci tech, NGSS</p> <p>9-12 SCI Prentice Hall Chemistry, CA Edition Living by Chemisty, SCI Key Curriculum Press (978-1559539418)</p> <p>10 BSCS Biology: A SCI Human Approach, Kendall Hunt</p> <p>9-12 SCI Holt Earth Science, CA (0030922070)</p> <p>9-12 SCI Conceptual Physics, Prentice Hall</p> <p>10-12 SCI CA Chemistry in the Earth System, Discovery Ed Science, NGSS</p> <p>10-12 SCI CA Physics of The Universe, Discovery Ed Science, NGSS</p>		
History-Social Science	<p>Gr. K: McGraw-Hill, IMPACT: California, Working Now and Long Ago: 2018</p> <p>Gr. 1: McGraw-Hill, IMPACT: California, Grade 1, A Child's Place in Time and Space: 2018</p> <p>Gr. 2: McGraw-Hill, IMPACT: California, Grade 2, People Who Make a Difference: 2018</p> <p>Gr. 3: McGraw-Hill, IMPACT: California, Grade 3, Continuity and Change: 2018</p> <p>Gr. 4: McGraw-Hill, IMPACT: California, Grade 4, California: A Changing State: 2018</p> <p>Gr. 5: McGraw-Hill ,IMPACT: California, Grade 5, US History: Making a New Nation: 2018</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Gr. 6: McGraw-Hill, IMPACT World History & Geography Ancient Civilizations: 2018  Gr. 7: McGraw-Hill, IMPACT World History & Geography Medieval & Early Modern Times: 2018  Gr. 8: McGraw-Hill, IMPACT United States History & Geography Growth & Conflict: 2018  US Government: 11- SS Democracy in Action, 12 Glenco/McGraw  Economics: Principles 11- SS in Action, Prentice 12 Hall The Americans: 10- SS Reconstruction to the 11 21st Century, CA Ed., McDougal Little Modern World 9- SS History: Patterns of 10 Interaction, CA Ed., McD		
Foreign Language	<i>Avancemos! Level 1 Dos</i> , Holt McDougal  <i>Avancemos!, Level 2 Dos</i> , Holt McDougal  <i>Learning American Sign            Language, 2nd Edition</i> , Pearson,	No	0%
Health	<i>Health</i> , Pearson, Globe Fearon	Yes	0%
Visual and Performing Arts	<i>Visual and Performing Arts Framework</i> , California Department of Education	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 3/21/23

## **School Facility Conditions and Planned Improvements**

### **City of San Diego Fire-Rescue Department**

525 B ST  
San Diego, CA 92101  
619-533-4388  
Wednesday, 2 March, 2022

Attn: Harman Sarky  
Property Address:  
SAN DIEGO CENTER FOR CHILDREN  
3002 Armstrong St Moores Cottage, Classrooms,  
Admin  
San Diego, CA 92111

Re: Initial - Special Survey on March 02 2022  
The inspection has been completed and no Fire/Building Code violations were found.  
The City of San Diego Fire Department would like to thank you for making fire and life safety a priority in your place of business.

Inspector: Property Representative:  
Dylan Chiu Harman Sarky  
DChiu@sandiego.gov  
619-533-481

### **Fire Alarm and Signaling Inspection**

Inspection date: 05/18/2021 Inspector: Jeff Kohls  
Inspection Location  
San Diego Center For Children - Admin Bldg 1480-11  
3002 Armstrong Street  
San Diego, CA 92111  
Phone: 858-569-2152 Fax: 858-279-2412

Customer  
San Diego Center for Children  
3002 Armstrong  
San Diego, CA 92111  
Phone: 858 569 2152 Fax: 858-279-2412

California Commercial Security  
9560 Ridgeway Ct Suite C  
San Diego, CA. 92123  
Phone: 800.286.2555  
Fax: 858.503.7510  
Email: service@calcomsec.com

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Notification Prior to Testing  
Person at alarm-receiving facility notified before testing. (14.2.4) tech on site via phone app  
Time alarm-receiving facility notified 08:00  
Building Management notified before testing. (14.2.4) Harmon  
Time Building Management notified before testing 08:00  
Building Occupants notified before testing. (14.2.4) Harmon notified staff

Time Building Occupants notified 08:00  
Notifications After Testing  
Person at alarm-receiving facility notified after testing. (14.2.4) tech on site via phone app  
Time alarm-receiving facility notified after testing 09:15  
Building Management notified after testing. (14.2.4) Harmon  
Time Building Management notified after testing 09:15  
Building Occupants notified after testing. (14.2.4) Harmon notified staff  
Time Building Occupants notified after testing 09:15  
Date and Time system restored to normal operation. 05/18/2021 9:15 AM  
Monitoring Entity  
Agency name NMC  
Contact Testing  
Telephone 800-404-8289  
Monitoring account number CCS2061  
Type transmission Digital Phone Line Multiplex Digital

Approving Agency  
Name of Agency and Contact (7.5.8) San Diego Fire Department  
Address (7.5.8) 600 B Street, Ste 1300 San Diego, CA 92101  
Type of System  
Control Unit Manufacturer SimplexGrinnell  
Control Unit Model 13.6  
Software Revision and date last updated pass  
Quantity of Signaling Line Circuits connected to system 1  
Class(es) of Signaling Line Circuits connected to system pass  
System Documentation on site Yes  
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Transmitter & Receiver Summary  
Type Total Tested Failed  
Supervising Station Monitoring 1 1 0  
Total 1 1 0  
Transmitters and Receivers  
Supervising Station Monitoring

Type of communicator DACT  
Name of Central Station NMC  
Contact person or phone number 800-404-8289  
Time test started 08:00  
Alarm signal received Yes  
Alarm signal time (secs) to receive signal 800  
Alarm restoral time 9:15 AM  
Trouble signal received Yes  
Trouble signal time (secs) to receive signal 800  
Trouble restoral time 9:15  
Supervisory signal received Yes  
Supervisory signal time (secs) to receive signal 800  
Supervisory restoral time 9:15 AM  
Signal was received on primary phone line with secondary line disconnected Yes  
Signal was received on secondary phone line with primary line disconnected Yes  
FACU and Power Supply Summary  
Type Total Tested Failed  
FACU System Power Supply Information 1 1 0  
Main Fire Alarm Control Unit 1 0 0  
Fire Alarm Control Unit Batteries 6 6 0  
8 7 0  
FACU and Power Supply  
FACU System Power Supply Information

Calculated capacity in alarm mode (mins.) 5  
Calculated capacity in standby mode (hrs.) 24 Hours  
Disconnecting Means Location SDGE Rm.  
Location (panel board) Panel HP, breaker #5  
Overcurrent Protection: Amps 20  
Overcurrent Protection: Type Breaker  
Primary (Main): Input voltage of control unit 120  
Primary: Amps 20  
Type of battery Sealed Lead Acid  
Voltage and amp/hr rating 12V18Ah  
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Heat and Other Detectors Summary

Type Total Tested Failed

Heat Detector 29 9 0

Total 29 9 0

Heat and Other Detectors

Type Area/Location Address Visual

Inspection

Functional

Test

Heat Detector 1 & 2 Boys Restroom Zone 48 - Not Due

Heat Detector 1 & 2 Girls Restroom Zone 47 - Not Due

Heat Detector Admin Bldg Admin Large

Conference Roo

- Not Due

Heat Detector Admin Bldg Men Restroom Zone

36 L1S16

- Not Due

Heat Detector Admin Furnace Room Zone 63 - Not Due

Heat Detector Admin Women Restroom Zone 35

L1S15

- Not Due

Heat Detector Bldg D3 NE Restroom Zone 37

L1S70

- Not Due

Heat Detector Kitchen Cook Area Zone 44 L1S25 - Pass Pass

Heat Detector Kitchen N E Storage Zone 45

L1S27

- Pass Pass

Heat Detector Kitchen N Entry Zone 42 L1S23 - Pass Pass

Heat Detector Kitchen S Entry Zone 43 L1S24 - Pass Pass

Heat Detector Maintanance Bld N.BAY - Not Due

Heat Detector Maintanance Bld S. BAY - Not Due

Heat Detector Maintanance Bld Restroom Zone

821

- Not Due

Heat Detector Music Room N Storage Zone 39 - Pass Pass

Heat Detector Music Room Restroom Zone 41 - Pass Pass

Heat Detector Music Room S Storage Zone 38 - Pass Pass

Heat Detector Music Room's SDGE Room Zone

40 L1S20

- Pass Pass

Heat Detector Reception Restroom Zone 46

L1S30

- Pass Pass

Heat Detector Room 1 Storage Zone 50 - Not Due

Heat Detector Room 2 Storage - Not Due

Heat Detector Room 2 Storage Zone 51 - Not Due  
Heat Detector Room 3, Restroom Zone 49  
L1D38  
- Not Due  
Heat Detector S W Restroom Zone 34 L1S14 - Not Due  
Heat Detector Spec Fam SDG&E Room Zone 56  
L1S62  
- Not Due  
Heat Detector Spec Family Kitchen Zone 55 - Not Due  
Heat Detector Spec Family N Storage Zone 54 - Not Due  
Heat Detector Spec Family S Restroom Zone 52 - Not Due  
Heat Detector Spec Family W Restroom Zone 53 - Not Due  
Smoke Detector Summary  
Type Total Tested Failed  
Smoke Detector 42 2 0  
Total 42 2 0  
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Smoke Detectors

Area/Location Address Visual

Inspection

Functional

Test

Admin Bldg Office 14 Zone 09 - Not Due  
Admin Bldg Office 9 Zone 06 - Not Due  
Admin Bldg Reception Zone 18 L1S31 - Not Due  
Admin Large Conf. Rm Zone 13 - Not Due  
Admin Lobby Zone 04 L1S04 - Not Due  
Admin N E Hall Zone 11 L1S11 - Not Due  
Admin Office 11 Zone 07 - Not Due  
Admin Small Conf. Rm Zone 12 - Not Due  
Admin SW Hall Zone 05 L2S05- - Not Due  
Admin W S W Hall Zone 08 L1S08 - Not Due  
Admin, E Hall Zone 02 L1S02 - Not Due  
Admin, SE Hall Zone 03 L1S03 - Not Due  
Bldg D4, Rm 10-rear, front & RR Zone 77 L2S11 - Not Due  
Bldg D4, Rm 7- RR, Front & Rear Zone 74 L2S03 - Not Due  
Bldg D4, Rm 8 front, rear & RR Zone 75 L2S04 - Not Due  
Bldg D4, Rm 9- RR, Front & Rear Zone 76 L2S09 - Not Due  
Kitchen S Entry Zone 15 L1S26 - Pass Pass  
L1S41 Zone 24 Room 5 S - Not Due  
Maintanance Bld Paint Room - Not Due  
Maintanance Bld S.E. STORAGE - Not Due  
Maintanance Bld S.W. STORAGE - Not Due  
Maintanance Bld Office Zone 816 - Not Due  
Music Room N & S Storage Zone 14 - Pass Pass  
NW Hall L1S10 Z10 L1S10 - Not Due  
Office 4 Storage Zone 01 L1S01 - Not Due  
Room 1 Zone 19 - Not Due  
Room 2 Zone 20 - Not Due  
Room 3 Zone 21 L1S37 - Not Due  
Room 4 Zone 22 L1S39 - Not Due  
ROOM 5 Office Zone 25 L1S42 - Not Due  
Room 5, center & N Zone 26 L1S43 - Not Due  
Room 6/OT Zone 23 L1S40 - Not Due  
Room 8 Zone 17 - Not Due  
Room 8 Art Room Zone 16 L1S2 - Not Due  
Spec Fam N Foyer Zone 30 - Not Due  
Spec Fam Office 1 E & W Zone 27 - Not Due



Spec Fam Office 2 Zone 28 - Not Due  
Spec Fam Office 5 N & S Zone 32 - Not Due  
Spec Fam S & N Foyer Zone 31 - Not Due  
Spec Fam S & N Foyer Zone 33 - Not Due  
Spec Family Kitchen - Not Due  
Spec Family Office 3 E & W Zone 29 - Not Due  
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Manual Summary Information  
Alarm Initiating Devices & Class Information  
Duct Detector Class/Qty B N/A  
Heat Detector Class/Qty B 29  
Manual Fire Alarm Box Class/Qty B 16  
Smoke Detector Class/Qty B 42  
Supervisory Switch Class/Qty B N/A  
Waterflow Switch Class/Qty B N/A  
Alarm Notification Appliances & Class Information  
Are circuits monitored for integrity? Yes  
Bells Class/Qty B 120VAC(x1)  
Chime/Strobe Class/Qty B N/A  
Chimes Class/Qty B N/A  
Horn/Strobe Class/Qty B 18  
Horns Class/Qty B N/A  
No. of alarm notification appliance circuits: 2  
Speaker/Strobe Class/Qty B N/A  
Speakers Class/Qty B N/A  
Strobes Class/Qty B N/A  
Emergency Comm. Equipment Group  
Supervisory Signal Initiating Devices  
Building Temperature Class/Qty B N/A  
Fire Pump Auto Position Class/Qty B N/A  
Fire Pump Power Class/Qty B N/A  
Fire Pump Running Class/Qty B N/A  
Fire Pump/Controller Trouble Class/Qty B N/A  
Generator Engine Running Class/Qty B N/A  
Generator in Auto Position Class/Qty B N/A  
Audio/Visual Device Summary  
Type Total Tested Failed  
Horn/Strobe 1 0 0  
Total 1 0 0  
Supervisory Summary  
Type Total Tested Failed  
Signal Device 2 2 0  
Total 2 2 0  
Supervisory Devices  
Type Area/Location Address Visual  
Inspection  
Functional Test  
Signal Device Normally Open Contact Zone 64  
Kitchen Ansul #1  
- Pass N/I  
Signal Device Normally Open Contact Zone 65  
Kitchen Ansul #2  
- Pass N/I  
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The owner and/or designated representative acknowledges the responsibility of the operating condition of the component parts at the time of this inspection. It is agreed that the inspection service provided by the contractor as prescribed herein is limited to performing a visual inspection and/or routine testing, and any investigation or unscheduled testing, modification, maintenance, repair, etc., of the component parts is not included as part of the inspection work performed.

It is further understood that all information contained herein is provided to the best of the knowledge of the party providing such information.

Customer: .

5/19/21 5/19/21

Technician: Jeff Kohls

Not Inspected

Signal Device

Normally Open Contact Zone 64 Kitchen Ansul #1

Question: Functional Test (Table 14.4.3.2(17j))

Technician Response:

Signal Device

Normally Open Contact Zone 65 Kitchen Ansul #2

Question: Functional Test (Table 14.4.3.2(17j))

Technician Response: Tested at kitchen hood inspection.

Supervisory Signal Initiating Devices

Generator/Controller Trouble Class/Qty B N/A

Transfer Switch Class/Qty B N/A

Water Level Class/Qty B N/A

Water Temperature Class/Qty B N/A

Comments

Fire system is in normal working order

Emergency Communication Equipment Summary

Type Total Tested Failed

Phone Jacks 2 0 0

Total 2 0 0

Emergency Communication Equipment

Type Area/Location Visual

Inspection

Functional Test

Phone Jacks Phone line #2 858/300-3155 In FACP

Phone Jacks Phoneline #1 858-300-3154 In FACP

SD Center for Children-Admin Bldg

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*Last updated: 3/21/23*

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: March 2022

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

### Overall Facility Rate

Year and month of the most recent FIT report: March 2022

Overall Rating	Good
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*Last updated: 3/21/23*

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing a state-administered assessment

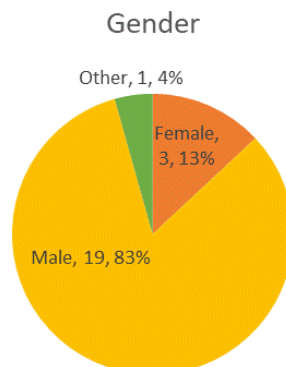
##### Percentage of Students Meeting or Exceeding the State Standard

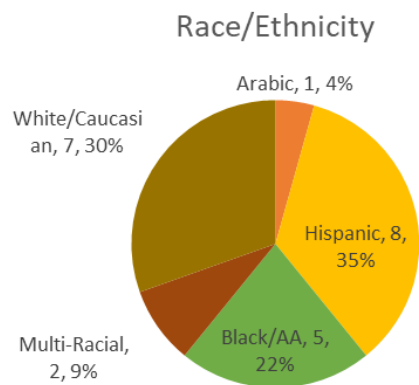
##### Intensive Reading Improvement Program

Academic Year 2020/2021

San Diego Center for Children's Intensive Reading Improvement Program provides an extensive array of services for many students enrolled in our Academy – students who are identified as having challenges with their reading ability, and in some cases, having no reading ability whatsoever.

During the Academic Year 2020-2021, our Reading Program provided its services and resources to a total of 23 students from 4<sup>th</sup> to 11<sup>th</sup> grade. This offers a grand total of 168 students served by our reading program to date.

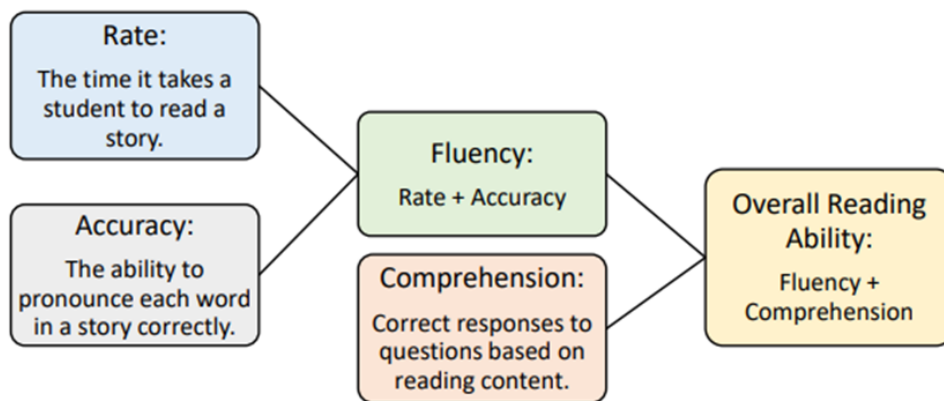




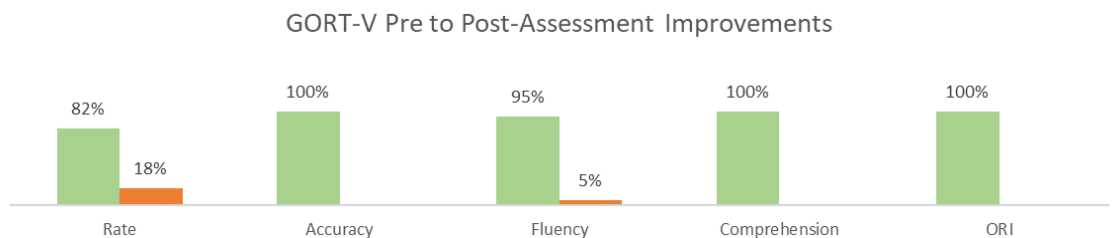
From the 23 students served, pre- and post-assessments were completed for 18 students. Three students had consistent absences and post-assessments were not possible, and 2 students dropped out of the Academy unexpectedly before completing post-assessments. The following analyzes were conducted among our 18 students.

#### Analyses

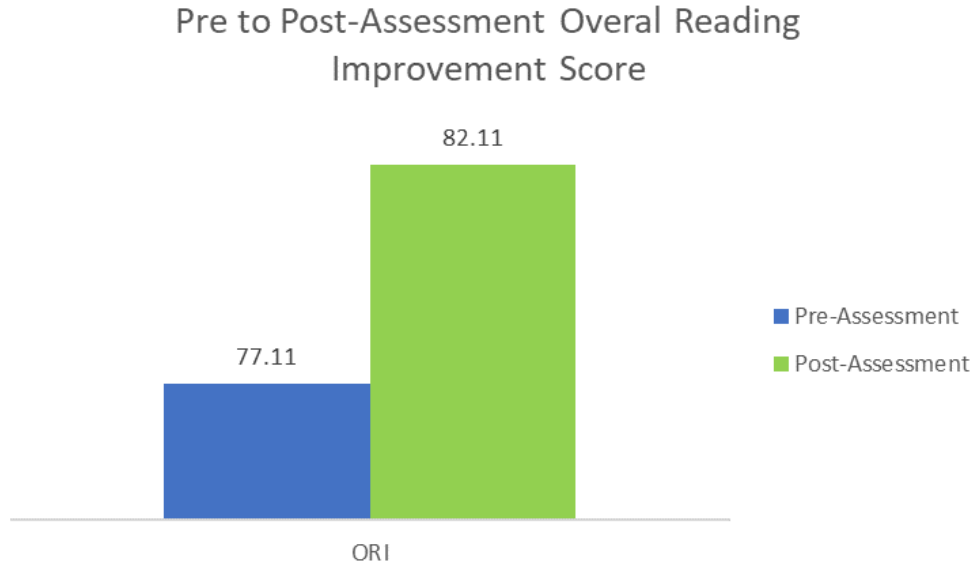
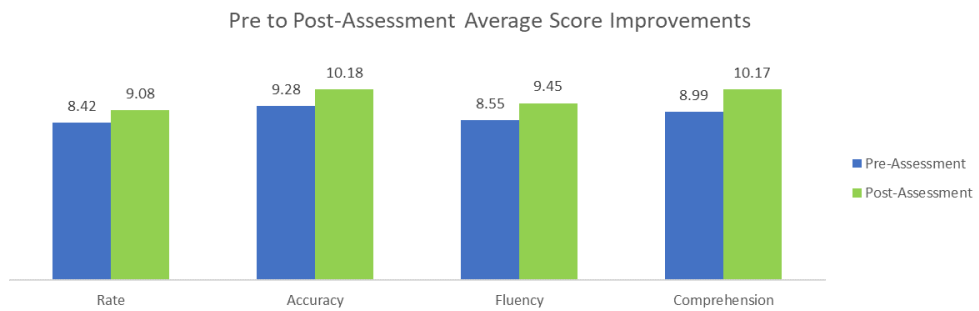
To provide a recap on how we measure improvement in reading ability, we provide a breakdown of the GORT-V, which is one of the most comprehensive and standardized measure of reading ability in the field.



The GORT-V contains four sub-categories with scores that range from 1 to 20 (Rate, Accuracy, Fluency, and Comprehension), and provide the overall reading ability of our youth in an overall reading score known as the ORI (Oral Reading Index). The ORI ranges from 52 to 148. The following chart shows the percentage of our youth who improved in the different categories found in the GORT-V:



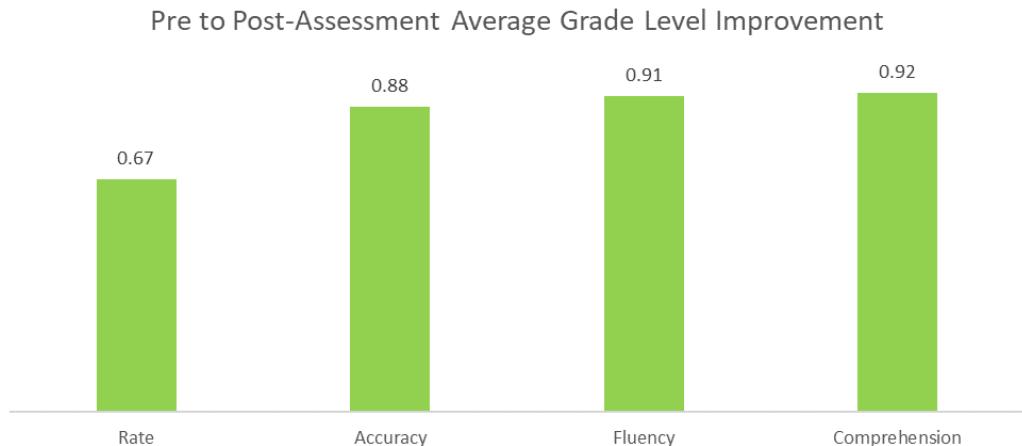
All 18 of our youth improved in their accuracy, comprehension, and overall reading ability over the course of one academic year. Only 1 student did not show improvements in fluency, and 2 students did not show improvement in the rate (time it takes them to read a story). The following 2 charts shows the improvements in the average scores for the different areas of reading ability (chart 1), and the overall improvement (chart 2).



There are a few key points to take away from these analyses:

1. Our 18 students assessed improved in most areas of reading ability over the course of just one academic year. This is the case for things such as the speed at which they read a story (Rate), the accuracy of their pronunciation (Accuracy), their fluency (speed and accuracy), their comprehension, and overall reading ability.
2. It should be noted that the speed at which our students read poses the biggest challenge of all domains, as it is the one area where the lesser level of improvement is shown.

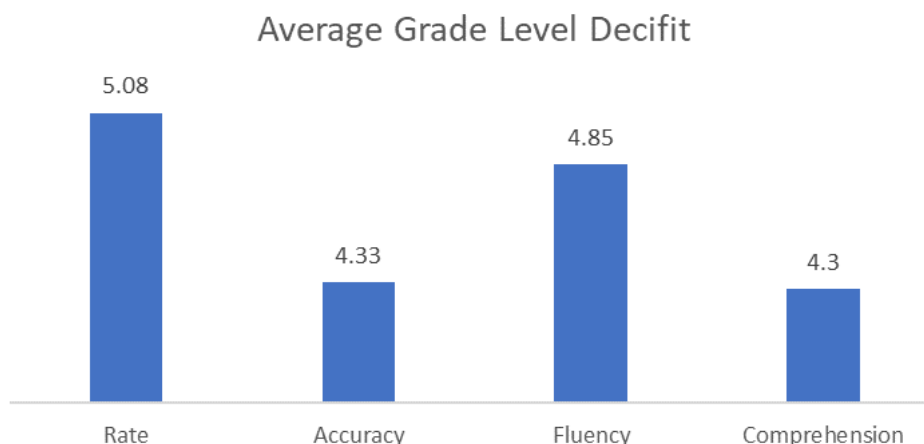
The following chart shows the average grade level improvement in the different fields over the course of one academic year. In the case of Accuracy, Fluency, and Comprehension, our youth improve close to one grade level in their skills. For rate, the improvement is a bit over half a grade level.



It is important to point out that, although one grade level improvement in reading ability over the course of one academic year seems like an obvious thing to occur in a school setting, this tremendous improvement makes a world of a difference to our youth, and it is not due to academic maturity. Our youth come from a series of challenges and specific needs. For example, many of our youth work through the

challenges of having multiple clinical diagnoses and disruptive behaviors, and many are part of our residential treatment facility. For our youth, improvements in reading ability over the course of one year cannot be assumed without the proper support and services. Some of them started the reading program with no reading ability whatsoever, finding themselves in the 3<sup>rd</sup>, 4<sup>th</sup>, and sometimes, in 5<sup>th</sup> grade.

The following chart shows the average grade level deficit for our youth. The average speed at which they read a story is approximately 5 grade levels below, the accuracy 4 grade levels below, the fluency close to 5 grade levels below, and comprehension 4 grade levels below. This data further supports the incredible need for the reading program, and its profound contribution to changing the live of our youth.



To finalize our report, we would like to share that 3 of our youth presented in this report successfully graduated from the Reading Program, which is a record number in one academic year. These youth achieved their grade level (or attained a level beyond their grade level) in all the domains of the GORT-V.

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### San Diego Center for Children - Academy

#### Math Lab

#### *Academic Year 2020-2021 Report*

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. 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

Our Math Lab continues to provide individualized support to our youth struggling with math achievement. This past year, we provided the best quality of services, despite the hardships of a world-wide pandemic.

#### *Recap*

To provide a recap from our previous reports, we continue to assess all the students at our Academy, to ensure that we properly identify who needs our services. This was a tremendous improvement from assessing only those students referred to us by teachers. Through this methodology we discovered that only 5% of our students in the entire academy had a math competency at their grade level. This emphasizes the strong need for the services provided.

In our previous report **we demonstrated that students had an average deficiency of 4.05 grade levels**, and that continues to be the case, with a current

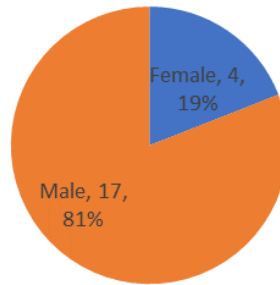
overall deficiency **of 4.6 grade levels** at pre-assessment (which takes place at the start of the academic year). This increase in deficit may have to do with the current conditions of a pandemic, which has magnified the psychological and behavioral needs of our youth.

#### This Year's Findings

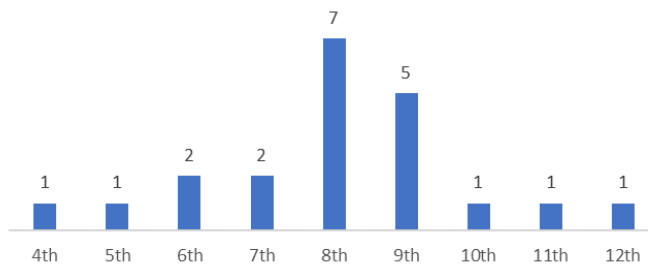
This past academic year, **we assessed a total of 48 students, for a total of 191 students assessed to date, resulting in 796 assessments provided.** This initial assessment alone is an important contribution towards addressing math deficiencies among our youth. Many of our children come from unsuccessful adaptations to the public school system, and this math assessment is the first time they receive a type of diagnostic for a much-needed improvement.

From all students assessed, 21 were part of the Math Lab this past year. The following charts show some demographics on our students:

Gender



Grade Level



As in previous years, we served a majority of male students, which is representative of an overall male majority of students in our Academy. These students are in 4<sup>th</sup> to 12<sup>th</sup> grade and come from various racial/ethnic backgrounds. The WRAT5 measures a student's ability to count, identify numbers, solve simple oral math problems, and calculate written math problems with a time limit.

#### Analyses

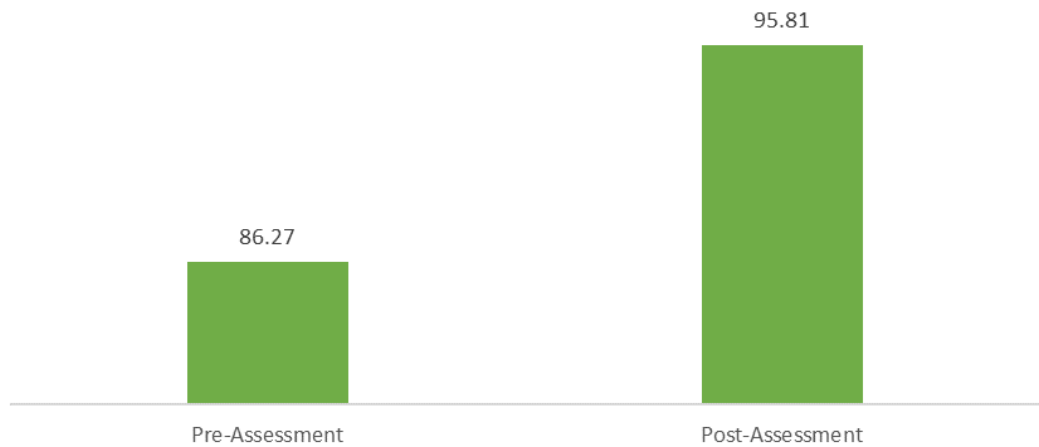
To assess math competency and improvement, this year we utilized the Math Computation portion of the **WRAT5**, which is an improvement in our process to adapt a more reliable and standardized measure. The WRAT5 measures a student's ability to count, identify numbers, solve simple oral math problems, and calculate written math problems with a time limit, and it allows us to assess abilities with and without a calculator.

#### Results

The following chart shows the results from the WRAT5, and indicate the average score at Pre-Assessment, along with the average score at post-assessment to analyze improvements:



## WRAT5 Average Score Differences



Overall, there is an improvement in the standardized score from Pre- to Post-Assessment, which is indicative of improvements in ability to count, identify numbers, solve simple oral math problems, and calculate written math problems with a time limit. More importantly, the average grade level deficit is reduced from 4.6 levels below average to 3.5 grade levels (which is similar to our previous year's results, with a reduction in deficit to 3.74). Our youth, improve, on average, one grade level in math proficiency. This is a similar result to our Reading Program report, where a one-grade level improvement over the course of one academic year should not be expected, especially when the average deficit is 4 or more grade levels.

### Conclusion

Our program provides a much-needed service to our Academy, as it helps us identify the tremendous need for individualized math support. Through our program we identified that 95% of our youth need our program, but it is impossible to offer the service to everyone, so we have to identify those students with the more desperate need. These extreme cases identified, are usually students who are on average, 4 grade levels below in math proficiency, and despite their limitations, they manage to improve one grade level in their skills over the course of just one academic year.

Seventy percent of our assessments continue to be geared towards appropriately identifying those youth in most need. Through our program we have assessed an impressive number of youth and provided hundreds of assessments. Our challenges are even greater among a world-wide pandemic, and we have continued to provide the best quality of services, and even improving our protocols through more standardized and valid measures such as the implementation of the WRAT5. Our goal for next year, is to continue understanding and taking advantage of the many features offered by the WRAT5.

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	15%	N/A		N/A	47%
Mathematics (grades 3-8 and 11)	N/A	12%	N/A		N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–

21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

*Last updated: 3/21/23*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	26	22	85	15	15
Female	26	5	19	80	0
Male	26	17	65	34	12
American Indian or Alaska Native	26	00	0	0	0
Asian	26	1	4	96	0
Black or African American	26	4	15	85	00
Filipino	26	2	8	92	00
Hispanic or Latino	26	5	19	27	00
Native Hawaiian or Pacific Islander	26	0	0	0	0
Two or More Races	26	0	0	0	0
White	26	10	38	61	00
English Learners	26	2	8	92	00
Foster Youth	00	00	00	00	00
Homeless	0	00	00	00	00
Military	00	00	00	0	00
Socioeconomically Disadvantaged	26	9	35	65	00
Students Receiving Migrant Education Services	00	00	00	00	00
Students with Disabilities	26	19	73	27	12

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.

*Last updated: 3/21/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	26	22	85	15	12
Female	26	5	19	27	00
Male	26	17	65	35	14
American Indian or Alaska Native	00	00	00	00	00
Asian	26	1	4	96	00
Black or African American	26	4	15	85	00
Filipino	26	2	8	92	00
Hispanic or Latino	26	5	19	81	00
Native Hawaiian or Pacific Islander	00	00	00	00	00
Two or More Races	00	00	00	00	00
White	26	10	38	61	00
English Learners	26	2	8	92	00
Foster Youth	00	00	00	00	00
Homeless	00	00	00	00	00
Military	00	00	00	00	00
Socioeconomically Disadvantaged	26	9	35	65	00
Students Receiving Migrant Education Services	00	00	00	00	00
Students with Disabilities	26	19	73	27	14

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.

*Last updated: 3/21/23*

### **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.

*Last updated: 3/21/23*

## **Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

### **High School College Preparatory Classes**

San Diego Center for Children Academy offers college preparatory classes, a-g classes, that enable students to apply for admission to University of California and State University colleges. The ["a-g" subject requirements](#) are designed as an effective preparation, on many levels, for undergraduate work and assure the UC faculty that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study. These high school courses are academically challenging, involve substantial reading and writing, require students to think analytically as well as master factual content and develop critical oral and listening skills. All courses must meet [subject-specific course criteria](#) and have been reviewed by UC for "a-g" approval.

The following courses are "a-g" approved at San Diego Center for Children Academy:

#### **History/Social Science ("a")**

United States Government

Geography:

United States History and Geography 1

United States History and Geography 2

World History and Geography 1

World History and Geography 2

Economics

Sociology

#### **English ("b")**

English 1

English 2

English 3

English 4

College Prep English 4      Full year

American Literature 1

American Literature 2

World Literature 1

World Literature 2

#### **Mathematics ("c")**

Algebra 1

Algebra 2

Geometry 1

## Geometry 2

Integrated Mathematics I (a, b): Full year

Integrated Mathematics II (a, b): Full year

Integrated CME Project Mathematics I (a,b): Full year

Integrated CME Project Mathematics II (a,b): Full year

Integrated CME Project Mathematics III (a,b) Full year

### Laboratory Science ("d"):

Biology

Biology 2

Chemistry 1 1 semester

Chemistry 2 1 semester

Physics I: 1 semester

Physics II: 1 semester

### Language other than English ("e")

Spanish I: Full year Spanish II: Full year

American Sign Language 1

American Sign Language 2

American Sign Language 3

American Sign Language 4

### College-Preparatory Elective ("g")

Sociology

### Visual Arts ("f")

Art History 1

Art History 2

Electronic Music 1

Electronic Music 2

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

*Last updated: 3/21/23*

## 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 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility			Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%	100%	

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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.

*Last updated: 3/21/23*

## 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 regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

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. Parents 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.

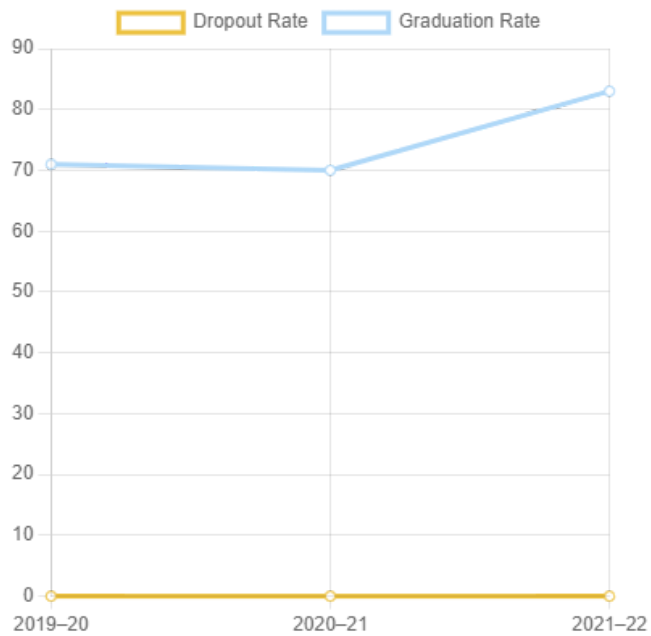
## State Priority: Pupil Engagement

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

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

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

Indicator	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate	0%	0%	0%	%	%	%	%	%	%
Graduation Rate	71%	70%	83%	%	%	%	%	%	%



Last updated: 3/21/23



### Chronic Absenteeism by Student Group (School Year 2021–22)

SDCC Academy serves students with behavioral, learning, and emotional challenges as well as students with a trauma background. The Academy serves special education students with primary disabilities of ED, OHI, SLD, ID (M/M), and AUT (autism). Some students are placed at SDCC Academy due to chronic absenteeism at their past school placements. We work to help them attend this school experiencing less anxiety and school avoidance than they may have experienced in the past. There are some students who continue to exhibit chronic absenteeism while attending the Academy.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	93	23	23	25
Female	44	6	6	6
Male	49	17	17	18
American Indian or Alaska Native	00	00	00	00
Asian	4	2	2	0.2
Black or African American	16	1	1	1
Filipino	00	00	00	0.0
Hispanic or Latino	25	11	11	11
Native Hawaiian or Pacific Islander	00	00	00	0.0
Two or More Races	10	3	3	3
White	38	5	5	5
English Learners	9	8	8	9
Foster Youth	4	1	1	1
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	66	13	13	14
Students Receiving Migrant Education Services	00	00	00	0.0
Students with Disabilities	71	23	23	25

*Last updated: 3/21/23*

## 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 for School Year 2019–20 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	2.24%	2.45%
Expulsions	0.00%	0.04%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### **Suspensions and Expulsions (data collected between July through June, each full school year respectively)**

Students placed at SDCC Academy have behavioral, learning, and emotional challenges as well as students with a trauma background. The Academy serves special education students with primary disabilities of ED, OHI, SLD, ID (M/M), and AUT (autism).

## Individual Student Support/School Suspension

Individual Student Support (ISS) is designed to aid a student who is demonstrating unsafe behavior that is seriously impacting his/her/their learning or the learning of others. These behaviors are chronic and are not responding to the universal or targeted behavioral supports. ISS allows students to focus on practicing safe behaviors necessary for them to be successful in their assigned classroom. This is not an official suspension, but an individualized, targeted, planned intervention. ISS provides a safe environment that allows individual attention, immediate positive feedback, and reinforcement for appropriate behaviors. Behaviors that would result in ISS are:

- Serious disruption of classroom learning through verbal outbursts, non-compliance, etc.
- Repeated refusal to participate in classroom activities.
- Refusal to follow school rules such as dress code, cell phone, hands on policies, etc.

Although suspension from school is used as a last resort, students at the San Diego Center for Children Academy may be suspended from school based on the California Education Code. Suspension would only be used when teachers can clearly document other less restrictive interventions have been attempted without success in changing the dangerous/disruptive behavior or in an "emergency situation" which is defined as "a situation determined by the principal, the principal's designee, or the superintendent of schools to

constitute a clear and present danger to the life, safety or health of pupils or school personnel." Such situations occurring either on school grounds, while going to or coming from school, during lunch period whether on or off campus, during or while going to or coming from a school-sponsored activity might be:

- Causing or threatening injury to another person
- Willfully using violence against another person
- Possessing any (imitation or real) firearm, knife, explosive, or other dangerous object
- Possessing, furnishing, or selling tobacco or any other controlled or illegal substance
- Committing robbery
- Causing damage to school or private property
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Disrupting school activities or otherwise willingly defying the valid authority of school staff
- Harassing or intimidating other pupils to the extent that a hostile environment is created

A 20 Day Notice of exit from this school may be issued if the following occurred:

- Weapon possession including use, selling, or furnishing to others, and/or carrying a weapon on school grounds
- Weapons include firearms, knives, explosives, or other dangerous objects
  - Unlawful possession, use, selling or furnishing of any controlled substance or an intoxicant of any kind on school grounds
  - Other Ed Code violations and/or if the educational placement is not meeting the student's social- emotional and/or academic needs

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
Suspensions	0.80%	7.00%	0.06%	2.51%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

*Last updated: 3/21/23*

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	7	0
Female	2	0
Male	4	0
Non-Binary	0.7	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0.7	0
Filipino	0	0
Hispanic or Latino	4	0
Native Hawaiian or Pacific Islander	0.00	0
Two or More Races	0.7	0
White	1.4	0
English Learners	2.1	
Foster Youth	0.00	0
Homeless	0.00	0
Socioeconomically Disadvantaged	0.00	0
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	0.7	0

*Last updated: 3/21/23*

**School Safety Plan (School Year 2022–23)**

**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.

Subject: Response to Medical Emergencies

Policy Statement: It is the policy of San Diego Center for Children to provide a safe and secure environment for the clients and families in its care, as well as for its staff and visitors by maintaining a responsible plan for handling medical emergencies, including minor or serious injuries, respiratory or cardiac arrest, or death.

Procedure:

All direct care staff will receive first aid, CPR, and AED training and certification every two years. Training recertification must occur within thirty (30) days of certification expiration.

Minor injuries are those which can be handled by basic first aid and do not require immediate additional medical treatment or transportation.

1. Report to the Nurse for residential programs and to the Program Manager/Director or Therapist for community programs

2. Take appropriate first aid measures

3. Complete required report forms

Serious/non-life-threatening injuries are those that require immediate medical attention beyond first aid; these injuries do not require ambulance transportation

1. Take immediate and appropriate first aid measures

2. Notify the Nurse for residential programs and to the Program Manager/Director or Therapist for community programs

3. Provide transportation to the appropriate medical facility ensuring that sufficient staff accompanies the injured/ill individual to handle any en route emergencies

4. Complete required forms

Serious/life threatening injuries, including events such as respiratory or cardiac arrest, are those injuries that require immediate ambulance transportation to a medical facility.

1. Ensure that someone calls 9-1-1 immediately

2. Provide immediate first aid and/or CPR measures as required

3. Notify the Nurse for residential programs and to the Program Manager or Therapist for community programs

4. If possible, have a staff member meet the ambulance at the facility entrance to direct them to the individual

5. DO NOT MOVE the injured individual unless their life is in danger at their location

6. Upon arrival of the ambulance, a staff member should be prepared to provide any needed information on the injured individual. Staff will not, however, interfere with medical treatment provided by the ambulance team.

7. If a staff member is directed to go to the hospital to complete a follow-up, he/she will NOT ride in the ambulance unless approved by the ambulance team.

8. Staff or employees will NOT transport life threatening injured or ill persons in private vehicles.

#### Deaths

1. In the event that an individual appears to have died due to injury or illness, those procedures will be followed as

outlined under the Serious/Life Threatening section. The only exception to this would be if the individual is obviously dead. Deaths become law enforcement jurisdiction and that tampering or moving of deceased individuals by unauthorized persons could constitute a violation of the law.

2. If an individual is discovered who is obviously dead, ALL persons will be cleared away from the area but not allowed to leave until released by a law enforcement officer. The deceased individual will NOT be covered nor the surrounding area altered in any manner. The area should be roped off by the Director of Operations or designee.

#### **Subject: Automated External Defibrillator (AED)**

Policy Statement: It is the policy of San Diego Center for Children to comply with SB 1436, Chapter 71 and Section

1797.196 of the Health and Safety Code relating to automated external defibrillators.

#### Definitions:

Automated External Defibrillator (AED): An AED is a lightweight, portable device that delivers an electric shock through the chest to the heart. The shock can stop an irregular rhythm and allow a normal rhythm to resume in a heart in sudden cardiac arrest.

Cardiac Arrest: Sudden cardiac arrest is an abrupt loss of heart function. If it's not treated within minutes, it quickly leads to death.

#### Procedure:

SDCC must notify an agent of the local Emergency Medical Services (EMS) agency of the existence, location, and type of AED acquired.

Following the use of an AED, SDCC will also follow all applicable accrediting/regulatory agency reporting requirements

#### AED Use

Should any person use an AED on a person in cardiac arrest, that person must activate the emergency medical services system as soon as possible, and report any use of the AED to the local EMS agency. The following describes the procedures to be followed in the event of an emergency that may involve the use of an AED:

1. Determine unresponsiveness of the victim and activate Emergency Response Plan, per ARC or AHA training and guidelines.
2. If a victim is unresponsive, call "9-1-1" for EMS and obtain the AED from its location.
3. If possible, designate an individual to wait at the facility entrance to direct the EMS to victim's location.
4. Place the AED near head of victim, close to the AED operator.
5. Prepare and use the AED per ARC or AHA training and guidelines.
6. Upon arrival, allow EMS to take charge of the victim.
7. If known, provide EMS with victim information: name, age, known medical problems, time of incident.
8. Provide EMS with information on victim's current condition and the number of AED shocks administered.
9. Ensure that the CEO or designee is notified and complete any required documentation.

#### Testing and Maintenance

- AEDs must be regularly tested according to the operation and maintenance guidelines set forth by the manufacturer, the American Heart Association (AHA) and the American Red Cross (ARC), and according to any applicable rules and regulations set forth by the governmental authority under the federal FDA and any other applicable state and federal authority
- AEDs must be checked for readiness after each use and at least once every 30 days if the AED has not been used in the preceding 30 days. Records of these checks shall be maintained by SDCC.
- The Nurse Manager or designee will perform maintenance and testing of the AED machine. The Nurse Manager or designee will be responsible for completing the AHA-AED Checklist.
- Results of AED testing and maintenance checks will be forwarded to SDCC's Safety Committee for review.

#### Location

- AEDs shall be stored and placed in accordance with the manufacturer's recommendations and AHA guidelines; out of the reach of children; and labeled with "Only trained AED users shall operate"

#### Training

- For every AED unit acquired by SDCC up to five units, no less than one employee per AED unit shall complete a training course in CPR and AED use that complies with the regulations adopted by the EMS Authority and the standards of the AHA or the ARC.
- Only those who have been trained in the use of AEDs are permitted to use them.
- Training shall be conducted by certified trainers, according to ARC or AHA guidelines and shall include CPR training.

#### Information Provided to Staff Members

- Staff members must receive a brochure at least annually that describes the proper use of an AED per the AHA or the ARC.
- Similar information will be posted next to every AED.
- At least annually, staff members will be notified as to the location of all AED units on campus.

**Subject: Serious Injury/Illness and Other Medical Emergencies**

Policy Statement: It is the policy of San Diego Center for Children to ensure the provision of pediatric medical services in the event of a medical emergency.

Procedure:

**Residential Programs**

For those illnesses or injuries that are potentially life-threatening or require immediate medical intervention, services

are provided 24 hours a day at Children's Hospital Emergency Room.

Any staff member with First Aid training is to immediately begin measures to ensure the physical well being of the

patient. If it is a life threatening emergency, Call 9-1-1, then notify nurse. Do not move individual until extent of

injuries has been determined. Notify the nurse on duty for immediate assessment and intervention with all injuries.

If staff is unable to transport the client safely in an agency vehicle, arrangements will need to be made to transport client via contracted ambulatory service.

If the emergency occurs outside the immediate San Diego area, the client should be taken to the nearest hospital emergency room. If possible, call the emergency room to notify of arrival, briefly indicating nature of the problem and name of client.

The staff member accompanying the client will remain with the client at the emergency facility during the emergency treatment and will return with patient following release. Should hospitalization be necessary, staff will remain with client until arrangements have been determined by a supervisor.

**Special Families**

It is the responsibility of the foster parents to arrange for emergency treatment at an urgent care or emergency room.

The foster parent is also responsible for making arrangements to have the client seen by a pediatrician or family practice physician for routine follow-up and treatment.

**Community and Interim Day Treatment Programs**

The parent(s)/caregiver(s) of children in Day Treatment Programs are responsible for making arrangements for

treatment of routine illnesses or injuries that occur while the client is home. If a client is injured while on grounds of

an SDCC program, Day Treatment staff will immediately begin implementing First Aid measures to ensure the physical

wellbeing of the client. If it is a life threatening emergency, staff will call 9-1-1. The parent(s)/caregiver(s) will be

notified immediately. The staff member will accompany the client to the hospital and will remain with the client at the

emergency facility until their parent/caregiver arrives.

It is the parent(s)/guardian(s) responsibility to transport the client for treatment in the event of a non-emergency illness or injury.



## 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 2019–20

In 2019-20

Elementary grade classrooms had a maximum of 10 students

Middle grade classrooms had a maximum of 12 students

There is an Ed Specialist Teacher and at least 1 Instructional Assistant in each classroom.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8.00	1	0	0
1	8.00	1	0	0
2	8.00	1	0	0
3	8.00	1	0	0
4	8.00	1	0	0
5	10.00	2	0	0
6	10.00	2	0	0
Other**	10.00	1	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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	4.00	1	0	0
1	4.00	1	0	0
2	4.00	1	0	0
3	4.00	1	0	0
4	4.00	1	0	0
5	6.00	1	0	0
6	5.00	1	0	0
Other**	6.00	1	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 2021–22**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8.00	1	0	0
1	8.00	1	0	0
2	8.00	1	0	0
3	8.00	1	0	0
4	8.00	1	0	0
5	8.00	1	0	0
6	5.00	1	0	0
Other**	5.00	1	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 2019–20)**

In 2019-20

High School classrooms had a maximum of 14 students

There was an Ed Specialist Teacher and at least 1 Instructional Assistant in each classroom.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8.00	5	0	0
Mathematics	7.00	5	0	0
Science	7.00	3	0	0
Social Science	7.00	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 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10.00	4	0	0
Mathematics	7.00	4	0	0
Science	5.00	3	0	0
Social Science	8.00	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 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	4	0	0
Mathematics	10.00	4	0	0
Science	11.00	3	0	0
Social Science	12.00	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.

*Last updated: 3/21/23*

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

There were five licensed therapists providing DIS Counseling services in 2021-22:

- (1) LCSW
- (2) ACSW
- (1) AMFT
- (1) LCSW, BCBA

Title	Ratio
Pupils to Academic Counselor*	8

\* 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.

*Last updated: 3/21/23*

**Student Support Services Staff (School Year 2021–22)**

SDCC Academy Teachers, Related Service Providers and Nonlicensed Staff:

(5) DIS Counselors: (1) LCSW (2) ACSW (1) AMFT (1) LCSW, BCBA

(1) SLP

(2) OT

(1) COTA

12 Ed Specialist Teachers:

(1) Principal, M.Ed, Ed Specialist Teacher Level II M/M

(4) Ed Specialist Teacher Level I M/M

(2) Ed Specialist Teacher Level II M/M

(2) Preliminary Ed Specialist Teacher M/M

(1) Clear Ed Specialist Teacher Level 1 M/M

(1) Clear Ed Specialist Teacher Level 1 M/M & M/S

(1) Intern Ed Specialist Teacher M/M

(27) Classroom Instructional Aides, Senior Instructional Aides, Transition Coaches, and Administrative Support Staff

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	42.00

\* 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.

Academy rates include all NPS services with the exception of additional services noted below. The rates will be charged for all present and excused absences (as appropriate), during the school year.

Non-Public School (NPS) Educational Services \$ 220.44 per day

Parent Counseling (520) \$ 80.00 per hour

Intensive Individualized Services (340) \$ 21.31 per hour

College Awareness Preparation (820) \$ 25.00 per hr/

Vocational Assessment, Counseling/GuidanceAssessment (830) \$ 79.92 per hour

Work Experience Education (850) \$ 30.00 per hour

Job Coaching (855) \$ 21.31 per hour

Other Transition Services (890) \$ 30.00 per hour

[illegible]

Maintenance															
Dues & Subscriptions	833	833	833	833	833	833	833	833	833	833	833	833	833	9,999	9,999
Educational	1,953	1,953	1,953	1,953	1,953	1,953	1,953	1,953	1,953	1,953	1,953	1,953	1,953	23,433	23,433
Equipment Lease/Rental	96	96	96	96	96	96	96	96	96	96	96	96	96	1,146	1,146
Equipment Maintenance	109	109	109	109	109	109	109	109	109	109	109	109	109	1,313	1,313
Furnishings	112	112	112	112	112	112	112	112	112	112	112	112	112	1,341	1,341
Housekeeping & Janitorial	2,571	2,571	2,571	2,571	2,571	2,571	2,571	2,571	2,571	2,571	2,571	2,571	2,571	30,852	30,852
In-Kind Expenses	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	18,065	18,065
Insurance - Auto	130	130	130	130	130	130	130	130	130	130	130	130	130	1,561	1,561
Insurance - Business & Prof Liab	2,840	2,840	2,840	2,840	2,840	2,840	2,840	2,840	2,840	2,840	2,840	2,840	2,840	34,080	34,080
License & Fees	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	20,807	20,807
Meetings & Conventions	86	86	86	86	86	86	86	86	86	86	86	86	86	1,037	1,037
Miscellaneous	76	76	76	76	76	76	76	76	76	76	76	76	76	908	908
Office	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	13,337	13,337
Other Consultants	5,912	5,912	5,912	5,912	5,912	5,912	5,912	5,912	5,912	5,912	5,912	5,912	5,912	70,949	70,949
Postage & Shipping	12	12	12	12	12	12	12	12	12	12	12	12	12	146	146
Recreation	626	626	626	626	626	626	626	626	626	626	626	626	626	7,507	7,507
Recruitment	1,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	19,647	19,647
Small Equipment	282	282	282	282	282	282	282	282	282	282	282	282	282	3,380	3,380
Telephone	588	588	588	588	588	588	588	588	588	588	588	588	588	7,053	7,053
Training	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374	16,488	16,488
Utilities	1,856	1,856	1,856	1,856	1,856	1,856	1,856	1,856	1,856	1,856	1,856	1,856	1,856	22,270	22,270
Total Operating Expense	29,108	29,108	29,108	29,108	29,108	29,108	29,108	29,108	29,108	29,108	29,108	29,108	29,108	349,298	349,298
Gain/(Loss) From Operations	149,887	(242,583)	129,701	154,556	26,371	(5,410)	99,287	108,292	112,431	108,434	117,930	52,989	811,886	811,886	811,886
Investment Value Changes															
Other Income															
Other Expenses															
Interest Expense	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	29,991	29,991
Depreciation	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	79,557	79,557
Total Other Expense	9,129	9,129	9,129	9,129	9,129	9,129	9,129	9,129	9,129	9,129	9,129	9,129	9,129	109,548	109,548
Total Gain/(Loss)	140,758	(251,712)	120,572	145,427	17,242	(14,539)	90,158	99,163	103,302	99,305	108,801	43,860	702,337	702,337	702,337

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$46284.00	\$46284.00	\$8494.00	\$59457.00
District	N/A	N/A	--	\$87535.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 3/21/23*

### Types of Services Funded (Fiscal Year 2021–22)

[illegible]



Dues & Subscriptions	825	825	825	825	825	825	825	825	825	825	825	825	825	9,900
Educational Equipment	750	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Lease/Rental	92	92	92	92	92	92	92	92	92	92	92	92	92	1,100
Equipment Maintenance	42	42	42	42	42	42	42	42	42	42	42	42	42	500
Furnishings	175	175	175	175	175	175	175	175	175	175	175	175	175	2,100
Housekeeping & Janitorial	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
In-Kind Expenses	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	1,157	13,883
Insurance - Auto	164	164	164	164	164	164	164	164	164	164	164	164	164	1,969
Insurance - Business & Prof Liab	4,300	4,300	4,300	4,300	4,300	4,300	4,300	4,300	4,300	4,300	4,300	4,300	4,300	51,597
License & Fees	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	22,000
Meetings & Conventions	63	63	63	63	63	63	63	63	63	63	63	63	63	750
Miscellaneous	106	106	106	106	106	106	106	106	106	106	106	106	106	1,275
Office	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	12,300
Other Consultants	5,950	5,950	5,950	5,950	5,950	5,950	5,950	5,950	5,950	5,950	5,950	5,950	5,950	71,400
Postage & Shipping	81	81	81	81	81	81	81	81	81	81	81	81	81	970
Recreation	236	236	236	236	236	236	236	236	236	236	236	236	236	2,830
Recruitment	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	16,600
Small Equipment	350	350	350	350	350	350	350	350	350	350	350	350	350	4,200
Telephone	813	813	813	813	813	813	813	813	813	813	813	813	813	9,750
Training	685	685	685	685	685	685	685	685	685	685	685	685	685	8,225
Utilities	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	25,500
Total Operating Expense	27,727	27,727	27,727	27,727	27,727	27,727	27,727	27,727	27,727	27,727	27,727	27,727	27,727	332,719
Gain/(Loss) From Operations	88,131	(213,631)	95,875	103,902	4,264	(32,819)	82,407	74,250	44,741	82,407	90,403	18,428	438,363	
Investment Value Changes														
Other Income														
Other Expenses														
Interest Expense	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	28,000
Depreciation	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	76,000
Total Other Expense	8,666	8,666	8,666	8,666	8,666	8,666	8,666	8,666	8,666	8,666	8,666	8,666	8,666	104,000
Total Gain/(Loss)	79,465	(222,297)	87,209	95,236	(4,402)	(41,485)	73,741	65,584	36,075	73,741	81,737	9,762	334,363	

Last updated: 3/21/23

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

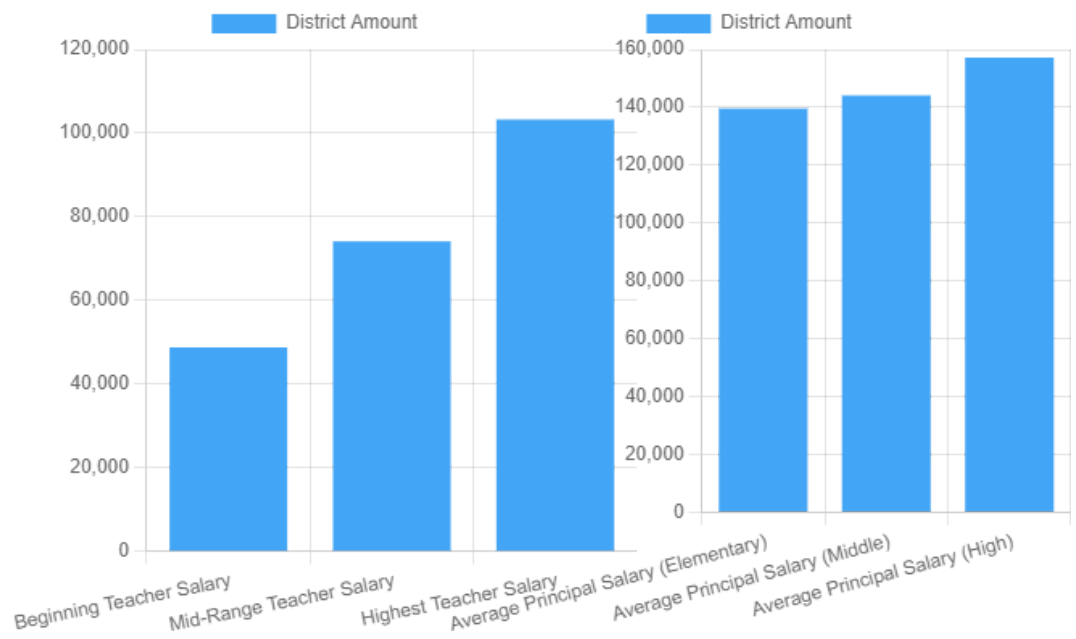
SDCC Academy  
2021-22  
Annual

Salaries and  
Wages

Accrued PTO	491	491	491	491	491	491	491	491	491	491	491	491	5,890
Life Insurance	674	674	674	674	674	674	674	674	674	674	674	674	8,093
Medical and Dental Insurance	16,197	16,197	16,197	16,197	16,197	16,197	16,197	16,197	16,197	16,197	16,359	16,359	194,684
Worker's Compensation Insurance	9,669	9,669	9,669	9,669	9,669	9,669	9,669	9,669	9,669	9,669	9,669	9,669	116,028
Payroll Tax Expense	14,180	14,180	14,180	14,180	14,180	14,180	14,180	14,180	14,180	14,180	14,180	14,180	170,161
Unemployment Insurance	985	985	985	985	985	985	985	985	985	985	985	985	11,815
Salaries and Wages	218,830	178,712	211,086	203,059	212,729	195,831	206,560	196,724	226,233	206,560	216,396	216,396	2,489,117
403(b) Employer Match	983	983	983	983	983	983	983	983	983	983	983	983	11,799
Total Salaries, Wages, and Benefit	262,009	221,891	254,265	246,238	255,908	239,010	249,739	239,903	269,412	249,739	259,737	259,737	3,007,587

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48792.00	\$51081.00
Mid-Range Teacher Salary	\$74140.00	\$77514.00
Highest Teacher Salary	\$103272.00	\$105764.00
Average Principal Salary (Elementary)	\$139598.00	\$133421.00
Average Principal Salary (Middle)	\$144113.00	\$138594.00
Average Principal Salary (High)	\$157184.00	\$153392.00
Superintendent Salary	\$270000.00	\$298377.00
Percent of Budget for Teacher Salaries	3378.00%	32.00%
Percent of Budget for Administrative Salaries	493.00%	5.00%

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



Last updated: 3/21/23

## Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

*Last updated: 3/21/23*

## Professional Development

### SDCCA 2023 Professional Development Calendar

**August 22-26, 2022**

**Wednesdays at 2:00pm**

Date	Topic	Who Attends	Led by
8/22/22	Academy Protocols, Roles and Responsibilities	All Academy Staff (Training Week) 1 hr.	Katie Wilson
8/23/22	SPA part 1, 2 & 3: Safe & Positive Approaches, Preventing & Responding to Crisis	All Academy Staff (Training Week) 8 hr.	Michelle P. David Sanchez
8/24/22	Positive Behavior Training	All Academy Staff (Training Week) 8 hr.	Julia Burke, LCSW
8/25/22	Autism	All Academy Staff (Training Week) 1 hr.	Juie Hoffman, SLP
8/25/22	Therapy Program: Trauma Informed	All Academy Staff (Training Week) 1 hr.	Julie Young, ASW; Kylie Greene, LCSW Andrew Kirker, ASW
9/21/22	SPA Refresh: Part 3 Personal Emergency Interventions	5 IAs 2 hr.	David Sanchez
11/30/22	Behavioral Approaches: Positive Interaction Intervention for Behavior	Senior IAs & IAs, 1 hr.	Tim McCloud
1/11/23	IA Behavior Support Training • BIPS & Schedules of Reinforcement	IAs	Tim McCloud
1/18/23	Residential Program Info (20 min) Spring '23 HS Schedule Planning	All Staff - 20 min HS Teachers	Katie Wilson

IA Behavior Support Training			
1/25/23	• SIR Development	IAs	Tim McCloud
IA Behavior Support Training			
2/8/23	• Team Collaboration & Empathy	All staff	Tim McCloud
2/13/23	CA Mandated Reporter	All Staff	Pay Com
2/15/23	SPA Refresher & 23/24 Calendar Update	All Staff	David
IA Behavior Support Training			
2/22/23	• Behavior Training Wrap-Up/Debrief	IAs	Tim McCloud
3/1/23	Unconscious Bias Training 1 of 3	All Staff	Admin Team
3/8/23	Unconscious Bias Training 2 of 3	All Staff	Admin Team
3/15/23	Unconscious Bias Training 3 of 3	All Staff	Admin Team
3/22/23	CAASPP Testing Overview and Schedule	All Staff	Katie Wilson
4/5/23	Trauma Informed Classrooms	All Staff	Kylie Greene, LCSW
4/19/23	Team Building	All Staff	Silva, M.Ed
4/26/23	Communication Building Residential (Ervey)	All Staff	Carole Fisher, M.Ed
5/10/23	Sexual Harassment & Abusive Treatment Prevention	All Staff	DFEH
5/17/23	Team Building	All Staff	Silva/Styer

Schedule is subject to change

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

*Last updated: 3/21/23*

