DALY ACADEMY

4300 Allen School Lane • Bonita, CA 91902 • 619-479-3665 • Grades
Joseph Prosapio, Principal, Principal
joseph.prosapio@cvesd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

District Governing Board

Kate Bishop

Leslie Ray Bunker

Eduardo Reyes, Ed.D.

Francisco Tamayo

Lucy Ugarte

District Administration

Francisco Escobedo, Ed.D.
Superintendent

Jeffrey Thiel, Ed.D.
Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel
Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

Daly's Vision Statement:
To build a positive self-identity and create a brighter future for every person

Daly's Mission Statement:
To instill hope by fusing compassionate education with leadership development for all who come through our door.

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

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

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

About the SARC

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

- For more information about SARC requirements 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for DALY ACADEMY	18-19	19-20	20-21
With Full Credential	2	19	19
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at DALY ACADEMY

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: Jan 2020

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

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

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month in which data were collected: 10/5/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Lounge: A/C vents in lounge above copier has a hole in ceiling needs caulking Principal Office: A/C vent re-mount and caulk (2)
Interior: Interior Surfaces	Fair	100 Office: covebase on inside of door has a gap of 2- 3 inches away from wall, stained ceiling tile 403 CR: carpets dirty 501 CR: ceiling tile stained 800A: stained carpet/walls 800C: holes in walls, missing covebase 802: tac panel by door peeling apart, RR drain shower came loose big hole in floor, low water pressure Health Office: covebase near rear door falling off Kitchen Storage: cracked floor tiles Womens Restroom: floor stained /dirty, paint peeling
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Kinder Play Toy: spiderwebs and spiders, web ladder has cranks and metal showing, blue tower big slide cracking and has a hole in the top of it Mens Restroom: floor stained /dirty Stage: spiderwebs on railing, ramp stage door doesn't latch on swing Storage 500A: spiders and webs, broken ceiling tile
Electrical: Electrical	Good	Building 100 Work Room: smoke alarm seperated from ceiling gap/hole in ceiling, 1 light out Office: hanging light sensor above receptionist
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	303 CR: sink countertop chipped/peeling, sink cabinet doors broken 802: tac panel by door peeling apart, RR drain shower came loose big hole in floor, low water pressure 803: low water pressure
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	100 Office: covebase on inside of door has a gap of 2- 3 inches away from wall, stained ceiling tile 101 Kinder: stained ceiling tile Lounge: stained ceiling tile Utility: stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	201 CR: door doesn't latch 202 CR: ptoblem with door sweep 303 CR: sink countertop chipped/peeling, sink cabinet doors broken 405 CR: door doesn't latch completely Kinder Play Toy: spiderwebs and spiders, web ladder has cranks and metal showing, blue tower big slide cracking and has a hole in the top of it Kitchen: water heater vent loose from ceiling, cracks in ceiling, outside door doesn't latch on swing Play Toy outside 400 Bldg.: spiders and webs, top tower big slide warped Play toy: yellow circle ladder cracked an spinning, spiders an webs, slide cocered in dirt/bird poop, concrete between basketball and playtoy lifting about 1/2" Stage: spiderwebs on railing, ramp stage door doesn't latch on swing
Overall Rating	**Good**	

B. Pupil Outcomes

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA		N/A		N/A		N/A
Math		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Contact Person: Joseph Prosapio
Contact Person Phone Number: 619-479-3665

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

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, playground supervision, drug and alcohol abuse and health related assemblies. Daly Academy works in conjunction with the police department. There are established procedures in place at Daly Academy to handle disasters such as fire, earthquakes and/or dangerous intruders. Disaster preparedness drills are conducted on a routine basis with staff and students. Visitors sign in or out when entering or leaving the school and only authorized personnel are allowed to pick up students from the school. Daly Academy has participated, for several years, in a district-wide partnership with the Anti-Defamation League and have a series of activities planned around the "No Place for Hate" initiative. The School Site Council approved the School Safety Plan on September 2019.

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions						
Expulsions						

Suspensions and Expulsions for School Year 2019-2020 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		0.6	
Expulsions		0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	

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

Student Support Services Staff (School Year 2019-2020)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
Other**												

*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)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
Mathematics												
Social Science												

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

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

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

FY 2018-19 Teacher and Administrative Salaries

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

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

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site				
District	N/A	N/A		
State	N/A	N/A		

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

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

Types of Services Funded

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

State Priority: Pupil Engagement

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

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

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

Rate for DALY ACADEMY	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate			

Rate for Chula Vista Elementary School	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate			

Rate for California	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate			

Career Technical Education Participation

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

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

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

2019-20 Advanced Placement Courses

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

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

Career Technical Education Programs

N/A

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.