

**School Accountability Report Card
Reported Using Data from the 2018–19 School Year
California Department of Education**

Community School of San Diego High School

About This School

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	NA
Phone Number	
Superintendent	
Email Address	
Website	

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Community School of San Diego High School
Street	1984 Sunset Cliffs Blvd.
City, State, Zip	San Diego, CA 92107
Phone Number	619-758-9424
Principal	Steve Hudson
Email Address	steve@pioneerprograms.org
Website	www.pioneerdayschool.org
County-District-School (CDS) Code	37 68338 0133421

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

The Community School of San Diego High School is a functional life skills program for students with moderate to severe disabilities in the areas of cognitive abilities, language and/or behavior in grades 9 – 22 years of age. We provide a "naturalistic" learning environment that offers students detailed visual supports and kinesthetic (hands on) learning. Detailed student data is collected daily and is available to the IEP team to assist in individual program development and to effectively monitor student progress.

We provide students with intensive Additional Adult Assistance (AAA) and behavior supports that are based on the principles of Applied Behavior Analysis and managed by our Board-Certified Behavior Analyst (BCBA). AAA is available at the following levels 100%, 66% and 50%. The level of AAA for each student is a determination that is made by the IEP Team, which includes the sending school district. The goal of Additional Adult Assistance is to promote independence and to reduce the amount of AAA required for students to benefit from their educational environment. Group and individual speech and occupational therapy are also provided to students per IEP recommendation.

Once an IEP team requests entrance for a student into the program, our directors review paperwork and observe the student to determine if the Community School of San Diego High School can meet the student's needs. Considerations for student enrollment by the school include previous school records, level of required behavior and instructional support, and student interests and learning styles. Students may transition into the program at any point in the school year if there is space available. When the IEP team agrees that the data supports doing so, the AAA will be faded. This is

determined by behavior frequency, intensity and duration, as well as progress with behavior goals, number and level of prompts and progress with self-regulation and self-management.

Our mission is to provide excellence in education to our students and their families.

To do this, we work in an “out of the box” fashion. We use and create a curriculum that works for our students. It not only includes a functional academic portion, but also community-based instruction, daily living skills, character education, self-management, self-regulation, and anything else our students need in order to learn what it means to be quality community members. In addition, we use evidence-based practices when developing and implementing programs with our students.

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

Grade Level	Number of Students
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA
Grade 4	NA
Grade 5	NA
Grade 6	NA
Grade 7	NA
Grade 8	NA
Ungraded Elementary	NA
Grade 9	5
Grade 10	2
Grade 11	8
Grade 12	5
Ungraded Secondary	15
Total Enrollment	35

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

Student Group	Percent of Total Enrollment
Black or African American	10%
American Indian or Alaska Native	0
Asian	15%
Filipino	0
Hispanic or Latino	10%
Native Hawaiian or Pacific Islander	0
White	50%
Two or More Races	15%
Socioeconomically Disadvantaged	UKN
English Learners	0
Students with Disabilities	100
Foster Youth	4
Homeless	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	3	2	3	NA
Without Full Credential	0	1	0	NA
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	NA

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	1

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: 10/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Unique/News 2 You	yes	0
Mathematics	Unique/News 2 You	yes	0
Science	Unique/News 2 You	yes	0
History-Social Science	Unique/News 2 You	yes	0
Foreign Language	NA	NA	NA
Health	Unique/News 2 You	yes	0
Visual and Performing Arts	Unique/News 2 You	yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report: 11/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			
Interior: Interior Surfaces		x		Wall needs patching and protector plates (due to door handles)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			
Electrical: Electrical		x		Covers will be placed on unused outlets
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			
Safety: Fire Safety, Hazardous Materials		x		Needs a new coat of paint
Structural: Structural Damage, Roofs		x		Some roof tiles over the courtyard need to be replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x		Some of the older window are cracked and need to be replaced

Overall Facility Rate

Year and month of the most recent FIT report: 10/2019

Overall Rating

Exemplary	Good	Fair	Poor
		x	

A. Pupil Outcomes

State Priority: Pupil Achievement

State testing in all areas (Language Arts, Math, Science and Physical Fitness) had less than 10 students participate. 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.

Vocational/Career Development Programs (School Year 2018–19)

The teachers have amazing connections in our community. There are several businesses who open their doors to our students, so they can experience what it is to hold a job and gain experience in a non-school setting.

Students start in the classroom and around the school learning basic career skills, such as: being on time, following a schedule, listening to directions, etc. Once they are ready, staff arrange a job out in the community for students to generalize their skills.

Being in the community not only generalizes vocational skills, but academic and social skills as well. Students must navigate their way through the community to their worksites, appropriately communicate with their supervisor/s in addition to teachers, and use different skills depending on the job they are doing (ie: counting, making change, talking to people (language skills), reading charts and lists, etc.)

Teachers can judge the success of the program by student participation and how well they excel in their community jobs.

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

This program is functional and is for students bound for a Certificate of Completion in lieu of a high school diploma.

B. Engagement

State Priority: Parental Involvement

Opportunities for Parental Involvement (School Year 2019–20)

We welcome and encourage parent involvement as it is a big part of our students' success. There are many ways to be a part of the Community School team. One of the biggest ways is communication between parents and school staff. Consistency between home and school is essential for our students. Other ways to be involved are being part of the IEP process, attending school functions such as fundraisers and social events, and volunteering. Along with the above listed ways, there are many other opportunities to get involved.

State Priority: Pupil Engagement

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

Being a school for students with moderate to severe special needs, our students do not work towards a high school diploma and do not drop out of school.

State Priority: School Climate

Suspensions and Expulsions

Instead of suspending or expelling our students, we work with them, so they understand what is and is not ok to do.

School Safety Plan (School Year 2019–20)

The safety of our students, staff and any school visitors is of the utmost importance to us. The school safety plan is available in the office in an easily accessible location. It is updated and reviewed with staff each year based on actual school incidents, changes to staff and students, and

staff trainings. The plan contains important information and procedures to deal with any kind of situation, including both on and off campus situations. Some main issues for which procedures have been written are, but not limited to: student behavior issues, field trips, travel to and from an off-campus location, administering medication, child abuse reporting, sexual harassment, release of students at the end of the school day, medical emergencies, and natural disasters. Evacuation procedures are practiced regularly for emergencies scenarios that would require the evacuation of the entire school. In addition, during community outings, staff are provided with lanyards that give emergency information on how to contact the school.

C. 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.

School Enrollment and Class Size

Our total school capacity is 48 students. We have chosen to remain a small school in order to give as much individual attention to our students as possible. Even though all our students are on individual education programs designed to work at their specific learning level, they are grouped according to where they are in their learning process. Students' communication and social skills are also taken into consideration.

Staff

CHS has 4 credentialed teachers who can each teach up to 12 students. On staff, we also have 2 Speech Therapists (SLP), an Occupational Therapist (OT), a Certified Occupational Therapy Assistant (COTA), a Board-Certified Behavior Analyst (BCBA) and many Additional Adult Assistance (AAA) staff for students who need extra support throughout their day. Between teachers and aides, we have approximately a 1:1 staff to student ratio. The instructional team is coordinated by the Program Director, who holds a BCBA Certification. Every member of our staff is carefully selected and is an important part of the team. In addition, weekly staff meetings are held by classroom teams to discuss the progress and needs of their students.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Average Teacher Salary
School Site		\$49,000
State	\$11, 993	\$80,058

Types of Services Funded (Fiscal Year 2018–19)

Our students have such diverse needs that most of the time they are working towards individualized goals. However, most of those goals are supported by a Speech Language Pathologist (SLP), Occupational Therapist (OT), Vocational/Career Development program and our Community Based Instruction (CBI) in addition to classroom instruction.

Ultimately everything overlaps in a student's education, but the SLP works specifically on language and critical thinking skills; while the OT focuses on fine and gross motor movements; and the

vocational/career development and CBI programs take what is being practiced in the classroom out into the community to provide a real-world approach and help our students understand why it's important to learn what they are being taught.

Professional Development

Every Wednesday afternoon and 3 afternoons a week during ESY are for staff development. Major areas of focus for staff development encompass whatever the Teachers, Therapists and Program Director feel will benefit the students. Our student population is so diverse in needs, that it varies from class to class and in many cases from student to student as to what is most beneficial.

The biggest sources of professional development for our staff are peer mentoring, off campus workshops and conferences and inhouse workshops provided by a staff member who has a lot of knowledge in a specific area.