Community School of San Diego

About This School

District Contact Information (School Year 2021–2022)

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

School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Community School of San Diego
Street	4764 Santa Monica Ave.
City, State, Zip	San Diego, CA 92107
Phone Number	619-758-9424
Principal	Steve Hudson
Email Address	Steve@pioneerprograms.org
Website	www.pioneerprograms.org
County-District-School (CDS) Code	37 68338 0127811

School Description and Mission Statement (School Year 2021–2022)

The Community School of San Diego 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 k-9. 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% and 66%. 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.

When 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 can meet the student's needs. Considerations for student enrollment by the school include pervious 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 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	3
Grade 6	3
Grade 7	2
Grade 8	3
Grade 9	0
Grade 10	NA
Grade 11	NA
Grade 12	NA
Ungraded Secondary	NA
Total Enrollment	NA

Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	72.7%
Male	27.3%
Non-Binary	0
American Indian or Alaska Native	0
Asian	9%
Black or African American	9%
Filipino	0
Hispanic or Latino	9%
Native Hawaiian or Pacific Islander	0
Two or More Races	36%
White	27%
English Learners	1
Foster Youth	UKN
Homeless	UKN
Migrant	0
Socioeconomically Disadvantaged	UKN
Students with Disabilities	100%

A. Conditions of Learning

State Priority: Basic
Teacher Preparation and Placement (School Year 2020–2021)

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)	2	100%	NA	NA		
Intern Credential Holders Properly Assigned	0		NA	NA		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0		NA	NA		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0		NA	NA		
Unknown	0		NA	NA		
Total Teaching Positions	2	100%	NA	NA		

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA) (School Year 2020–2021)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020–2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

Class Assignments (School Year 2020–2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2021–2022)

Year and month in which the data were collected: 12/2021

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)	NA	NA	NA

School Facility Good Repair Status

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		The school was painted a few years ago, but some touch up is needed. The false ceiling in the lobby needs to be replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			
Electrical: Electrical	x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		x		The warm water knob in some of the bathrooms does not work; however, cold water is available.
Safety: Fire Safety, Hazardous Materials	x			
Structural: Structural Damage, Roofs	x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			

Overall Rating

Exemplary	Good	Fair	Poor
	x		

B.   Pupil Outcomes

State Priority: Pupil Achievement
State testing in all areas (Language Arts, Math, Science and Physical Fitness) has 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.

C. Engagement

State Priority: Parental Involvement
Opportunities for Parental Involvement (School Year 2021–2022)

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 High 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 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)
NA – This program I for kinder – 9th grade

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 2021–2022)

The safety of our students, staff and school visitors is of the utmost importance to us. The school safety plan is an active document and 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 of the 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 emergency scenarios that would require evacuation of the campus. In addition, during community outings, staff are provided with business size cards with a brief description of what our program is about, emergency information and how to contact the school.

D. Other SARC Information

School Enrollment and Class Size
Our total school capacity is 24 students (12 students max per teacher). We've 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, classes are grouped according to where students are in their learning process. Students' communication and social skills are also taken into consideration.

Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	2
Occupational Therapist	2
Resource Specialist (non-teaching)	0
Other	13

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

Expenditures Per Pupil and School Site Teacher Salaries
(Fiscal Year 2020–2021)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site		N/A	N/A	61,838
District	14,109	N/A	N/A	71,986
State	14,174	N/A	N/A	82,746

Types of Services Funded (Fiscal Year 2020–2021)

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), Community Based Instruction (CBI) and our vocational/career development curriculum in addition to classroom instruction.

Ultimately everything overlaps in a student's education, but the SLP works specifically on language and critical thinking skills, the OT focuses on fine and gross motor movements and the CBI and vocational/career development take what is being learned in the classroom out into the community to provide a real-world approach. Our goal is to help students generalize and understand why it is important to learn what is being taught.

Teacher and Administrative Salaries (Fiscal Year 2020–2021)

Category	School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	46,560	NA
Mid-Range Teacher Salary	55,300	NA
Highest Teacher Salary	65,000	NA
Average Principal Salary	75,000	NA
Superintendent Salary	NA	NA
Percent of Budget for Teacher Salaries		NA
Percent of Budget for Administrative Salaries		NA

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

Professional Development

Every Wednesday afternoon and 3 afternoons a week during ESY are dedicated to staff development. Major areas of focus are whatever the Teachers, Therapists and Program Director determine 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 source of professional development for our staff are peer mentoring and inhouse workshops provided by a staff member who specializes in a subject or has attended an off-campus workshop or conference.