

School Accountability Report Card
Community School of San Diego High School
Report for the 2016-2017 School Year

1. General Information

Contact Information

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School Description (School Year 2017–18)

Community High School of San Diego (CHS) is a functional life-skills program for students with moderate to severe disabilities in the areas of cognitive abilities, social skills, language and/or behavior in grades 9 through 12, and upward to age 22 years. 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 Individualized Education Program (IEP) team to assist in individual student 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 (ABA) 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 determined by the IEP Team, which includes the sending school district. The goal of AAA is to promote independence and to reduce the overall amount of direct assistance 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 CHS 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 an opening. 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.

Mission Statement

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 an academic portion, but also community-based instruction, daily living skills, character education, self-management, self-regulation, and anything else that our students need to

learn what it means to be quality community members. In addition, we use evidence-based practices when developing and implementing programs for our students.

Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Grade 9	4
Grade 10	3
Grade 11	2
Grade 12	3
Ungraded Secondary	20
Total Enrollment	32

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	3
Filipino	1
Hispanic or Latino	5
Native Hawaiian or Pacific Islander	0
White	23
Two or More Races	2
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	36
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

Teacher Credentials

Teachers	School 2015–16	School 2016–17	School 2017–18
With Full Credential	2	1	3
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017–18)

Year and month in which the data were collected: 12/2017

Subject	Textbooks and 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
Health	Unique/News 2 You	yes	0
Visual and Performing Arts	Unique/News 2 You	yes	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report: 11/2017 Inspection Report by Licensed Contractor

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Pipes are old. Drains have been jetted. Campus managers have a plan to improve drains.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Pest control has scheduled days they come.
Electrical: Electrical		X		Sometimes fuses get popped. An electrician is slowly updating the campus.

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		We're in an older building and there is some normal deterioration. Campus managers are looking into ways to improve the campus.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Windows are old and campus managers plan to replace them.

Overall Facility Rate

Year and month of the most recent FIT report: 11/2017 Inspection Report by Licensed Contractor

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) 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 2016–17)

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 are able to judge the success of the program by student participation and how well they excel in their community jobs.

Vocational/Career Development Programs (School Year 2016–17)

Measure	V/CD Program Participation
Number of Pupils Participating in V/CD	36
Percent of Pupils Completing a V/CD Program and Earning a High School Diploma	NA
Percent of V/CD Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	NA

C. Engagement

State Priority: Parental Involvement

Opportunities for Parental Involvement (School Year 2017–18)

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 CHS team. One of the biggest ways is communication between parents, teachers and school staff. Consistency between home and school is essential for our students. Other ways to be involved include: being part of the IEP process, attending school functions such as fundraisers and social events, open houses, and volunteering. Along with the above listed ways, there are many other opportunities to get involved.

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 2017–18)

The safety of our students, staff and any school visitors is of the utmost importance to us. The school's safety/disaster preparedness plan is available in the admin 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 include, but are not limited to: student behavior issues, field trips, travel to and from off campus locations, administering medication, child abuse reporting, sexual harassment, release of students at the end of the school day, medical emergencies, and natural disasters. Evacuation procedures, such as fire drills, are practiced regularly for emergency scenarios that would require the evacuation of the entire school. In addition, during community outings, staff are provided with CBI safety bags that contain first aid kits, student emergency contact information, a crisis plan, school contact information, and other first aid related information.

D. Other SARC Information

Average Class Size and Class Size Distribution (Secondary)

Our classrooms are not broken down by subject or grade, but by student abilities and social skill levels. There are 3 classes and all of them are at or close to maximum capacity of 12 students for per teacher.

Academic Counselors and Other Support Staff (School Year 2016–17)

Title	Number of FTE* Assigned to School
Academic Counselor	0
Counselor (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	3
Resource Specialist (non-teaching)	0
Other	37

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

Level	Total Expenditures Per Pupil	Average Teacher Salary
School Site		\$50,661
State	\$11,329*	\$67,480
Percent Difference – School Site and State		28.5%

*This amount doesn't break schools into categories but is an average of what the state spends per student.

Types of Services Funded (Fiscal Year 2016–17)

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

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.