

School Accountability Report Card
Community School of San Diego
High School

Report for the 2017-2018 School Year

1. General Information

Contact Information

School Name: Community School of San Diego High School (CHS)

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School Description

The Community School of San Diego High School (CHS) is a functional life skills program for students with moderate to severe disabilities in the areas of cognitive abilities, language and/or behavior for students 9th grade to 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 used by 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), who along with the teachers will serve as a Behavior Intervention Case Manager (BICM). 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 Additional Adult Assistance is to promote independence and to reduce the amount of AAA that is 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 Program Director reviews the paperwork and observes the student to determine if CHS can meet the student's needs. Considerations for student enrollment by the Director 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 during the school year if there is an empty

seat. 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 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.

Opportunities for Parent Involvement

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 consistent 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.

2. Demographic Information

Student Demographics

Student Enrollment by Grade Level (School Year 2017–18)

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	3

Grade 10	4
Grade 11	1
Grade 12	3
Ungraded Secondary	19
Total Enrollment	30

Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	6.6
American Indian or Alaska Native	0
Asian	3.3
Filipino	0
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0
White	60
Two or More Races	10
Socioeconomically Disadvantaged	unknown
English Learners	10
Students with Disabilities	100
Foster Youth	10

	2017-2018
Boys	27
Girls	3
Total # of Students	30

Teacher Credentials

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

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

3. School Safety and Climate for Learning

School Safety Plan

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, both on and off campus. 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.

School Programs and Practices That Promote a Positive Learning Environment

At Community High School, we praise all positive behaviors and choices. This praise ranges from verbal comments - "Great Job!" and physical praise – high fives, to earned rewards and token economies.

Our staff also take advantage of every teachable moment possible. When mistakes are made, either by students or staff, we take those opportunities to model the correct way of doing something and how to fix the mistake. This makes every moment a learning opportunity and turns a potential negative situation into a positive one. These scenarios are taught using social stories, video modeling, visuals of expected vs. unexpected behaviors, role play, etc.

Suspensions and Expulsions

No students have been suspended or expelled in the past 3 years.

4. School Facilities

School Facility Conditions

Our campus is kept in a clean and safe manner and any repairs are made as necessary.

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Unfortunately, broken windows happen occasionally. The glass is cleaned up and until the window is replaced, it is covered by wood or cardboard so no one can get hurt.

Overall Rating	Exemplary	Good	Fair	Poor
		X		

5. Academic Data

See *Student Performance*

6. School Completion

The Community School of San Diego High School is only for grades 9-22 years. Upon completing their schooling and aging out at 22 years old, students receive a Certificate of Completion from their sending school district.

7. Class Size

School Enrollment

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 of 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 each. On staff, we also have 2 Speech Therapists (SLP), an Occupational Therapist (OT), an 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 both classroom teams to discuss the progress and needs of their students.

8. Curriculum and Instruction

Every student's education covers all of the areas listed in our curriculum framework. In addition, each one of our students has an Individual Education Plan (IEP) designed by the IEP team to meet specific areas of a student's needs. Above all, we want our students to leave Community High School with the necessary skills and self-confidence to be a productive member of his or her community. Since our students have a wide array of needs, our curriculum and instruction also covers a broad range of topics and often the different areas overlap.

Curriculum Framework:

Functional Academics

- Language Arts

- Math

- Social Studies

- Science

Vocational Development

- Community Vocation

- Micro-entrepreneurship

Life Skills

- Cooking
- Shopping
- Self-help and Independent Living
- Community Safety

Enrichment

- Physical Education – adaptive biking, swimming, social games, sports, etc.
- Fine Arts: Visual arts and Music

Social Skills

- Awareness of Self and Others
- Communication: Verbal and Non-Verbal
- Interpersonal and Intrapersonal Skills
- Self-Regulation and Coping Strategies
- Social Manners
- Turn Taking
- Being a Good Friend
- Making Good Choices

Motor Skills

- Gross Motor
 - Coordination, Balance, Endurance, Fitness, Stamina, etc.
- Fine Motor
 - Computer Skills, Manipulative Skills, Handwriting, etc.

Community Based Instruction (CBI)

- To practice and reinforce skills learned on campus and help students generalize those skills across different settings

9. Student Performance

CHS is not a typical school since our students have unique needs. In place of grade level curriculum, our students work towards very specific individual goals set for them by their Individual Education Plan (IEP) Team. This means that our students work at the academic level and pace at which their learning and ability allows them to be the most successful. Once this level is determined, students are supported in their learning and growth. Whenever possible, if students are not at their grade level, they are encouraged and supported to work towards and potentially reach it. However, our goal is to give them the best education possible no matter what their abilities and help them be a positive member of their community.

The table below shows the percentage of student progress by IEP goals being met. Many of our students' goals fit into several categories, but are listed below in the area that holds the most importance.

	2016-2017	2017-2018
Language Arts Goals	76%	80%
Math Goals	78%	77.5%
Social Goals	73.5	73%
Occupational Therapy Goals	67.3%	70%
Speech Goals	70%	72%
Behavioral Goals	79%	78.8%
Total % Goals Passed	74%	75.2%

For each year, numbers represent students who have been at the Community School for at least 6 months.

Our students may not meet a goal for many different reasons including: a student's functioning (medical, behavioral or complexity of DD or ASD), their service times, classroom support and carryover, family's involvement requests, etc.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. Since our students are not diploma bound, they do not take the CAHSEE.

State Testing

Students are given state standardized tests each year in the spring. The tests are to compare students across the state by grade level to see how individuals, classes, schools, districts and regions perform.

The table below shows the percent of students who have passed the CA State tests.

	2015-2016	2016-2017	2017-2018
Language Arts	na	na	na
Math	na	na	na
Social Studies	na	na	na
Science	na	na	na
# of Students Tested	na	na	na

Not all students are tested based on a variety of individual reasons. If fewer than 50% of students are tested, results are not posted.

10. Instructional Planning and Scheduling

Professional Development

Professional Development is conducted year-round at staff meetings and 3 afternoons each week during Extended School Year (ESY – summer school). During this professional development time, staff receive training on school policies and procedures, proactive strategies, reactive strategies, behavior intervention plans, evidence-based practices, first aid/CPR, etc.