

School Accountability Report Card
Reported Using Data from the 2017-18 School Year

FOR: Community Transition Academy

**Address: 625 Pennsylvania Ave.
San Diego, CA. 92103**

Phone: 858 360-0282

Principal: Tina Waters, Executive Director

Grade Span: 11th through 13+

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

DataQuest

Data Quest is an online data tool located on the CDE DataQuest Web page at <http://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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operations, the length of time that a workstation may be used (depending on availability), the types of software programs available, on a workstation, and the ability to print documents.

About This School

General Information

School Contract Information (School Year 2017-18)

School Name	Community Transition Academy
Street	625 Pennsylvania Ave.
City, State, Zip	San Diego, CA. 92103
Phone Number	858 360-0282
Principal	Tina Waters, Executive Director
E-mail Address	twaters@communitytransitionacademy.org
Web Site	communitytransitionacademy.org
County-District-School (CDS) Code	

School Description and Mission Statement (School Year 2017-2018)

Community Transition Academy (CTA) is a non-public transition school for emerging adults, 11th grade through transition age (22nd birthday), who have academic, language, social, and/or behavioral challenges most commonly associated with Autism Spectrum Disorder. The highly trained staff at CTA provide a unique educational, vocational, social, and life-skills program, based on a student's Individual Educational Program (IEP). CTA offers a complete transition curriculum taught both in the classroom and in the community, infused with the evidence-based principles of Applied Behavior Analysis (ABA). The CTA program includes Speech and Language Therapy and Occupational Therapy for the students who qualify for these designated services on their IEP.

CTA's weekday community-based program includes functional academics needed for the transition to adulthood, adaptive social behavior development, social skills training, and vocational or post-secondary educational planning and training. Throughout the school day, whether on or off site, CTA students learn self-monitoring strategies to further access the diverse opportunities within the local business, recreational, and social community.

Mission Statement

To focus on each student's interests, needs, and competencies, and simultaneously provide each student with the academic, social, vocational, and behavioral tools he or she will need to maximize his/her independence upon age 22, while building long-lasting, meaningful relationships within the greater community.

Demographic Information**Student Enrollment By Grade Level (School Year 2017-18)**

Grade 11	2
Grade 12	1
Grade 13 +	3
TOTAL ENROLLMENT	6

Student Enrollment by Student Group (School Year 2017-2018)

Black or African American	0
American Indian or Alaska Native	0
Asian	
Filipino	1
Hispanic or Latino	2
Native Hawaiian or Pacific Islander	
White	3
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	100%

Foster Youth	0
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	2017-2018
Males	5
Females	1
Total # of Students	6

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 for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

With Full Credential	NA	1	1	NA
Without Full Credential	NA	0	1	NA
Teaching Outside Subject Area of Competence (with full credential)	NA	1	1	NA

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-2017	2017-2018



Textbooks and Instructional Materials

Year and month in which the data was collected: December 2017

Subject	Textbook/Instructional Material	Most recent adoption?
[Redacted content]		

School Facility Conditions

Improvements at the CTA site since opening March 2017 include:

- Promethian/White Board for use with the Unique Curriculum and other online educational applications.
- Portable (on wheels) window air conditioning system for classroom I.
- Repainting of the outdoor stair cases from the gym to the recess area, and from the recess area to the Back House.
- New large bean bag lounger for classroom.
- Alternative seating (2 exercise balls with chair foundation) for classroom.
- Stronger internet connection for classroom.
- 2 Storage cubbies for student belongings, 12 cubby spaces total.

Planned improvements include updates to playground equipment, and scheduled maintenance on the back house.

System Inspected	Good	Fair	Poor	Action Planned

Engagement

State Priority: Parent Involvement

This section describes the efforts of CTA to seek parent input in making decisions and lists the opportunities for parental involvement in the school year 2017-2018.

CTA is committed to positive parent/teacher interactions on a daily basis. Most students at CTA take home a daily communication sheet prepared by the school staff. Parents have the opportunity to return the daily log with messages about their student's afternoon, night or pre-school morning, (including information which would aide the staff in understanding the student upon arrival). Parents/guardians can also text an important update about their child to the staff, via the number of the CTA Cell Phone.

Per IDEA regulations, parents/guardians of students at CTA are consulted regarding all educational, behavioral, functional, social decisions/actions proposed on behalf of their child. Parent/guardian consent must be obtained for any decision/action to become final. Only with their written consent, as documented on IEP paperwork, can a change be implemented for a student.

Parents and guardians are also welcome to contact the Lead Educator to arrange a formal observation of their student in the classroom or in the community.

Organized events at CTA for parents, family members, and friends include:

- Back to School Night
- Annual Gala
- Friends and family Holiday Potluck
- Annual Resource Fair
- Parent Trainings on ABA, Crisis Management, Community Participation

State Priority: School Climate

This section provides information relevant to the overall school climate at CTA.

Suspensions and Expulsions

Rate	2016-2017	2017-2018

School Safety Plan (School Year 2017-2018)

Community Transition Academy prioritizes the safety of all individuals on campus. The staff at CTA have developed and implement a comprehensive school safety/emergency plan that meets the state requirements as described in the California Education Code. Events covered in the plan include Fire on Site, Earthquake, Wildfire, Extreme Heat, Flood, Hurricane, Tsunami and Mass Casualty. The plan details staff training, preparation of emergency supplies which are readily available, pupil education, simulations, and actual drills. It specifies steps to take in the event of an emergency in both the classroom and community setting. In addition, for the safety and well-being of all students, CTA has specific procedures outlined in their Sexual Harassment Policy, Child Abuse Policy, School Discipline Policy, and Allergy and Seizure Protocols.

Other SARC Information

Types of Services Funded

Community Transition Academy provides the related services of Speech and Language Therapy and Occupational Therapy, to enrolled students, as specified on their Individual Educational Program. Board Certified Behavior Analysts are also employed to provide support to the Lead Educator, Community Specialist, and classroom staff.

Support Staff

Title	Number of Employees

Professional Development

The Lead Educator, Community/Autism Specialist, and Registered Behavior Technicians may attend local trainings throughout the year (i.e., Love and Autism Training, Fall 2017). The Board Certified Behavior Analyst provides ongoing training to the CTA staff as planned, and when called upon to discuss a needed modification to an emergency behavioral plan for an individual student. The Lead Educator has recently trained the classroom support staff in collecting educational and behavioral data as needed to monitor IEP goal progress for each enrolled student. Staff also receive the following trainings: CPR/Basic Life Support; QBS Safety-Care training in proactive and reactive strategies; Registered Behavior Technician Training, and Driver Training for vans.