

Charter School of San Diego

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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 operation, 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.



Tim Tuter, Executive Director

Principal, Charter School of San Diego

About Our School

The Charter School of San Diego (CSSD) is an innovative, role model public school that dares to make a significant difference in the lives of students in grades 7 through 12. Offering an option to traditional schools, CSSD has innovated a different way of managing educational systems, both in instruction and operations. We serve as a role model because of five factors:

- **We transform the lives of students who are "at risk" in the educational system – taking many from failure to college bound.**
- **We run CSSD like a business with strategic initiatives, action plans and the ability to set and measure results.**
- **We are innovative, responsive and agile.**
- **We hold teachers accountable for students' learning and success.**
- **We are a successful prototype for educational reform.**

This futuristic public school is designed for students in grades 7-12 who seek an alternative to the traditional approach to education. Independent study is the primary method of instruction, along with online courses, guest speakers, tutoring, and field trips to provide skills development and enrichment in the core curriculum.

Students can enroll in The Charter School of San Diego with parent request any day throughout the year.

Student options include returning to comprehensive schools, earning a High School diploma, passing the California High School Proficiency Exam (CHSPE) passing the GED, or passing the High School Equivalency Test (HiSET). Each student receives a Pathways Personalized Education Plan supported through an extensive group of partnerships and alliances which provide services such as job development, pre-employment training, health maintenance, case-management, social and personal services and tutoring.

Please Note: CSSD is an ASAM school and does not receive Statewide or Similar Schools ranks. As an alternative option, students enroll with CSSD to address credit deficiencies before returning to a traditional school or may choose to complete the GED or HiSET, which are not factored into the four-year cohort graduation rate.

Contact

Charter School of San Diego

10170 Huennekens St.
San Diego, CA 92121-2964

Phone: 858-678-2020
E-mail: info@charterschool-sandiego.net

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net
Web Site	www.sandi.net

School Contact Information (School Year 2016-17)	
School Name	Charter School of San Diego
Street	10170 Huennekens St.
City, State, Zip	San Diego, Ca, 92121-2964
Phone Number	858-678-2020
Principal	Tim Tuter, Executive Director
E-mail Address	info@charterschool-sandiego.net
Web Site	www.charterschool-sandiego.net
County-District-School (CDS) Code	37683383730959

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

The Vision

The educational community known as The Charter School of San Diego-Student Success Programs is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. The Charter School of San Diego is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. The Charter School of San Diego is committed to collaborative efforts to improve the quality of life for students, their families, and the community it serves.

The Mission

The Charter School of San Diego will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

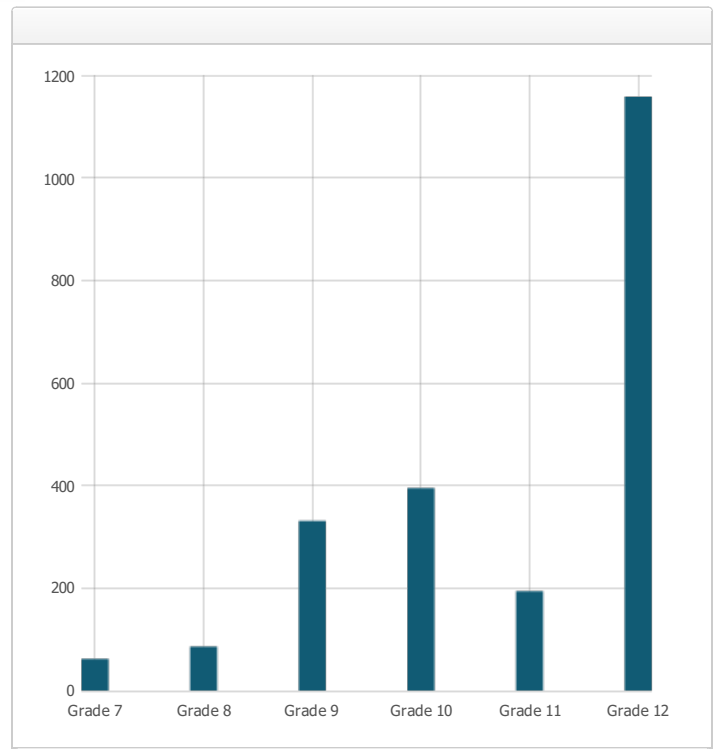
Basic Values

- **Kids come first.**
- Education at CSSD is personalized, individualized, and high quality.
- CSSD is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- CSSD uses business principles in managing the school.
- CSSD is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- CSSD employees are accountable for their work.
- People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of CSSD.

CSSD is committed to the improvement of the quality of life for students, their families, and the community it serves.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	62
Grade 8	86
Grade 9	331
Grade 10	395
Grade 11	194
Grade 12	1158
Total Enrollment	2226



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9.9 %
American Indian or Alaska Native	0.4 %
Asian	2.2 %
Filipino	2.5 %
Hispanic or Latino	60.3 %
Native Hawaiian or Pacific Islander	0.9 %
White	21.6 %
Two or More Races	1.5 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.2 %
English Learners	13.9 %
Students with Disabilities	17.7 %
Foster Youth	0.3 %

Last updated: 1/31/2017

A. Conditions of Learning

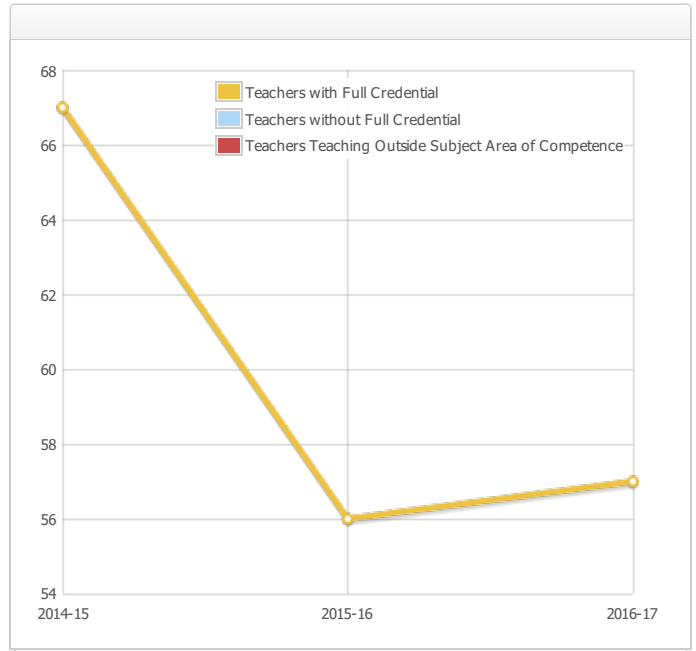
State Priority: Basic

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

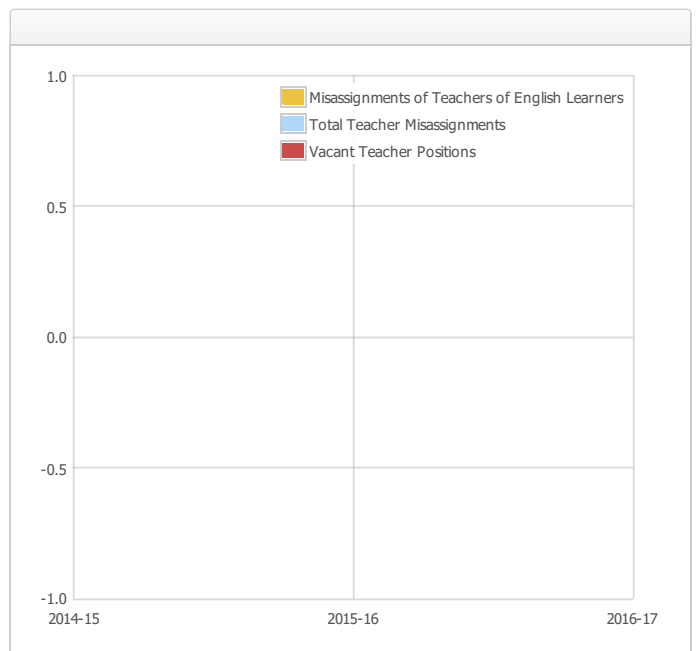
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	67	56	57	4243
Without Full Credential				30
Teachers Teaching Outside Subject Area of Competence (with full credential)				349



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



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.

Last updated: 1/30/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	97.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/29/2017

School Facility Conditions and Planned Improvements

The Charter School of San Diego's resource centers are exceptionally attractive, clean, safe, and orderly. Every resource center is fully equipped with student computers linked to the internet, teacher laptop computers, audio-visual equipment, individual teacher telephones, bookshelves, textbooks, storage, alarm systems, smoke detectors, tables, chairs, and teacher desks.

Last updated: 1/29/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences		N/A

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Exemplary
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Last updated: 1/29/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

The Charter School of San Diego is designated by the state as an Alternative Schools Accountability Model (ASAM) school. ASAM schools have at least 70% of the schools total enrollment comprised of groups that are at high risk of dropping out of school. These groups include students who are suspended, expelled, wards of the court, pregnant/parenting, recovered dropouts, and/or habitually truant.

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	47.0%	49.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	6.0%	12.0%	39.0%	42.0%	34.0%	36.0%

Note: 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.

Last updated: 1/29/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	79	95.2%	34.6%
Male	45	43	95.6%	32.6%
Female	38	36	94.7%	37.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	46	95.8%	28.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	16	94.1%	37.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	65	97.0%	31.3%
English Learners	22	20	90.9%	5.0%
Students with Disabilities	16	15	93.8%	20.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	131	111	84.7%	29.7%
Male	60	51	85.0%	29.4%
Female	71	60	84.5%	30.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	76	67	88.2%	26.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	23	79.3%	39.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	84	85.7%	25.0%
English Learners	25	19	76.0%	--
Students with Disabilities	23	20	87.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	275	79.5%	57.3%
Male	159	124	78.0%	52.9%
Female	187	151	80.8%	60.9%
Black or African American	31	26	83.9%	28.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	170	135	79.4%	57.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	99	80	80.8%	66.3%
Two or More Races	14	14	100.0%	85.7%
Socioeconomically Disadvantaged	192	160	83.3%	54.1%
English Learners	24	13	54.2%	25.0%
Students with Disabilities	46	38	82.6%	23.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	79	94.1%	14.3%
Male	45	43	95.6%	19.1%
Female	39	36	92.3%	8.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	46	93.9%	13.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	16	94.1%	13.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	65	97.0%	7.8%
English Learners	23	20	87.0%	5.0%
Students with Disabilities	16	15	93.8%	6.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	131	111	84.7%	13.5%
Male	60	51	85.0%	17.7%
Female	71	60	84.5%	10.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	76	67	88.2%	10.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	23	79.3%	21.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	84	85.7%	11.9%
English Learners	25	19	76.0%	--
Students with Disabilities	23	20	87.0%	5.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	274	79.2%	10.6%
Male	159	124	78.0%	11.3%
Female	187	150	80.2%	10.1%
Black or African American	31	26	83.9%	7.7%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	170	134	78.8%	8.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	99	80	80.8%	15.2%
Two or More Races	14	14	100.0%	7.1%
Socioeconomically Disadvantaged	192	159	82.8%	7.6%
English Learners	24	13	54.2%	--
Students with Disabilities	46	38	82.6%	5.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	33.0%	29.0%	33.0%	68.0%	65.0%	59.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/29/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	740	641	86.6%	33.4%
Male	352	304	86.4%	36.5%
Female	388	337	86.9%	30.6%
Black or African American	63	52	82.5%	19.2%
American Indian or Alaska Native	--	--	--	--
Asian	20	19	95.0%	36.8%
Filipino	20	17	85.0%	23.5%
Hispanic or Latino	434	383	88.3%	27.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	156	131	84.0%	49.6%
Two or More Races	26	23	88.5%	56.5%
Socioeconomically Disadvantaged	512	457	89.3%	27.6%
English Learners	103	85	82.5%	4.7%
Students with Disabilities	114	100	87.7%	26.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/29/2017

Career Technical Education Programs (School Year 2015-16)

Career Technical Education (CTE) opportunities vary according to the students' goals. Their career aptitudes and interests are discussed with the student and parents and become part of the Pathways Personalized Educational Plan (PPEP). CSSD offers more than 20 CTE courses in either an independent study or online environments. Eleventh and twelfth grade students research career paths and post-secondary career options to compile an electronic portfolio as part of a required senior course called "Pathways Exhibition". Counselors, teachers, career resource speakers, administrators and parents provide assistance in the educational and career decision making process. Because of the flexibility in this school's schedule, students are able to work while traditional schools are in session, which broadens the range of job opportunities available. The school allows students the freedom to participate in community events and encourages them to volunteer. In order to broaden their experience and prepare students for the transition from school to career, students who remain at The Charter School of San Diego until graduation are required to earn two credits in either Service Learning or in our state approved General Work Experience Education (WEE) courses. In this way, students have the chance to experience the world outside school as either volunteers or while learning a vocational skill on their path to becoming College and Career Ready.

Last updated: 1/29/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	390
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/29/2017

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

CSSD maintains a comprehensive course list of UC A-G approved courses. The majority CSSD's high school students enrolling are behind in credits and not on track to graduate with their 4-year cohort. The majority enroll with courses completed at their previous school that did not meet the UC A-G requirements.

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.2%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	5.8%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.3%	20.4%	10.2%
9	22.0%	13.4%	9.6%

Note: 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.

Last updated: 1/31/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents become involved in their children’s education at The Charter School of San Diego from the beginning. Parents are a part of the initial meeting with the teacher, when they learn school requirements. Together with the student, they develop each student's unique Pathways Personalized Educational Plan (PPEP). Parents are encouraged to call and make appointments at any time; parents are involved in their child’s education on a daily/weekly basis. Parents are encouraged to give feedback through the annual LCAP parent survey, open houses, senior exit orientation meetings, master agreement signings, board meetings, and graduation.

State Priority: Pupil Engagement

Last updated: 1/31/2017

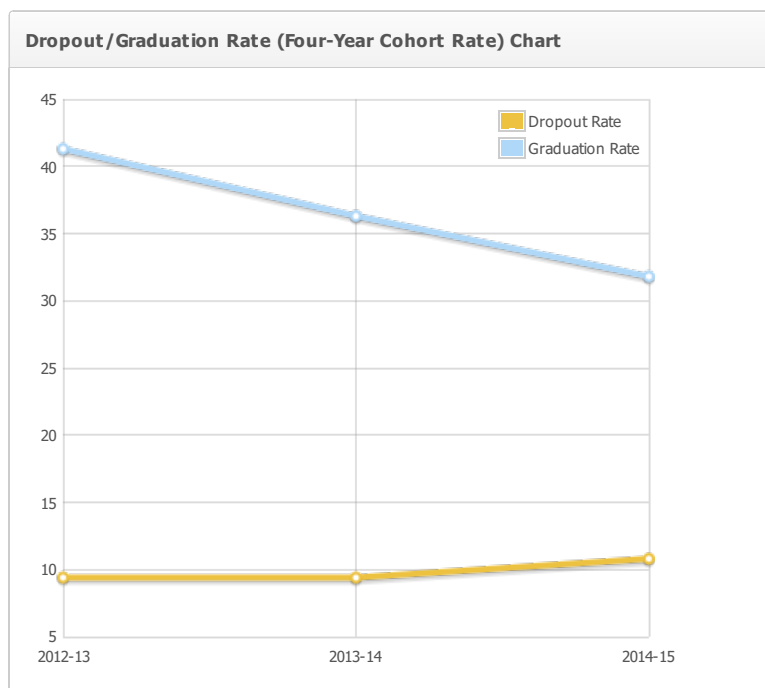
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Please Note: The Charter School of San Diego is an ASAM school. As an alternative option, many students enroll with CSSD to address credit deficiencies before returning to a traditional school or deciding to stay with CSSD to complete their coursework. Often these students are not on track to graduate with their four-year cohort.

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	9.4%	9.4%	10.8%	5.2%	4.5%	3.5%	11.4%	11.5%	10.7%
Graduation Rate	41.30	36.30	31.80	87.90	89.70	89.40	80.44	80.95	82.27



Last updated: 1/29/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Please Note: The Charter School of San Diego is an ASAM school. As an alternative option, many students enroll with CSSD to address credit deficiencies before returning to a traditional school or deciding to stay with CSSD to complete their coursework. Often these students are not on track to graduate with their four-year cohort.

Student Group	School	District	State
All Students	43	79	85
Black or African American	40	73	77
American Indian or Alaska Native	40	75	75
Asian	52	89	99
Filipino	47	90	97
Hispanic or Latino	38	74	84
Native Hawaiian or Pacific Islander	42	82	85
White	54	85	87
Two or More Races	0	85	91
Socioeconomically Disadvantaged	38	77	77
English Learners	18	42	51
Students with Disabilities	35	47	68
Foster Youth	--	--	--

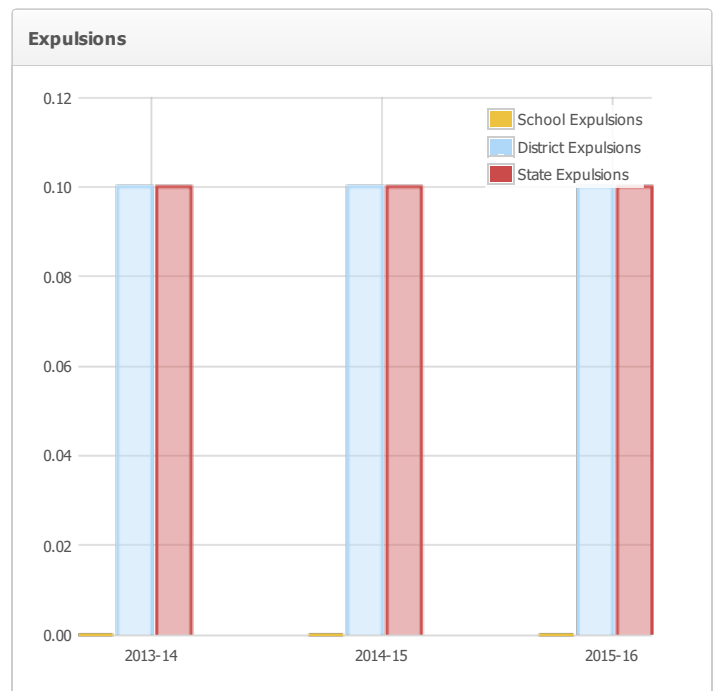
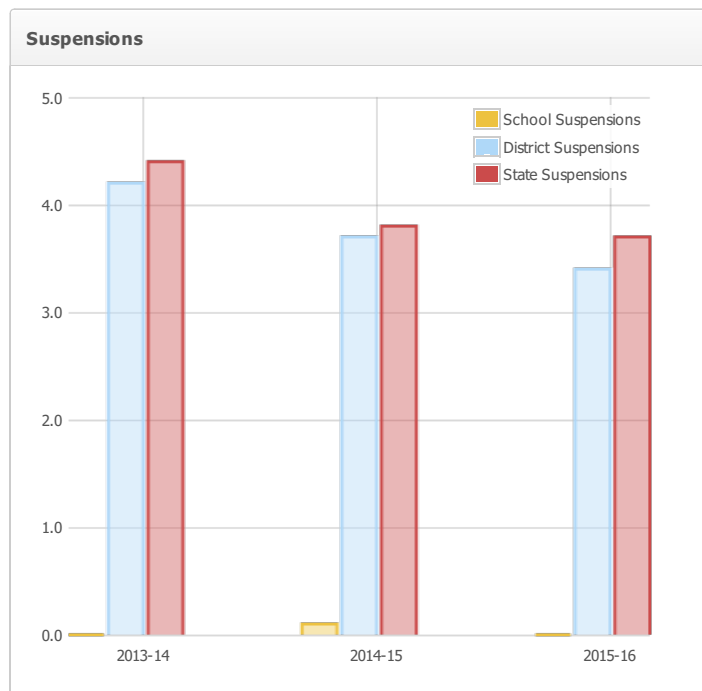
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.1	0.0	4.2	3.7	3.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/29/2017

School Safety Plan (School Year 2016-17)

The safety plan is updated and approved annually. It includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, lockdown procedures, loitering law, going to and from school safely, zero tolerance policy, emergency resource information, emergency disaster kit, and emergency quick reference guide. A sexual harassment policy, child abuse reporting procedures, school dress codes and the school discipline policy are also included. Regular safety drills are conducted and recorded three times per year.

Last updated: 1/29/2017

D. 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.

Federal Intervention Program (School Year 2016-17)

The Charter School of San Diego is designated by the state as an Alternative Schools Accountability Model (ASAM) school. ASAM schools have at least 70% of the schools total enrollment comprised of groups that are at high risk of dropping out of school. These groups include students who are suspended, expelled, wards of the court, pregnant/parenting, recovered dropouts, and/or habitually truant.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2012-2013
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	145
Percent of Schools Currently in Program Improvement	N/A	75.1%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	556.5
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	12.0	N/A
Other	6.0	N/A

Note: Cells with N/A values do not require data.

*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.

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8538.0	\$1412.6	\$7125.4	--
District	N/A	N/A	\$0.0	\$73582.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

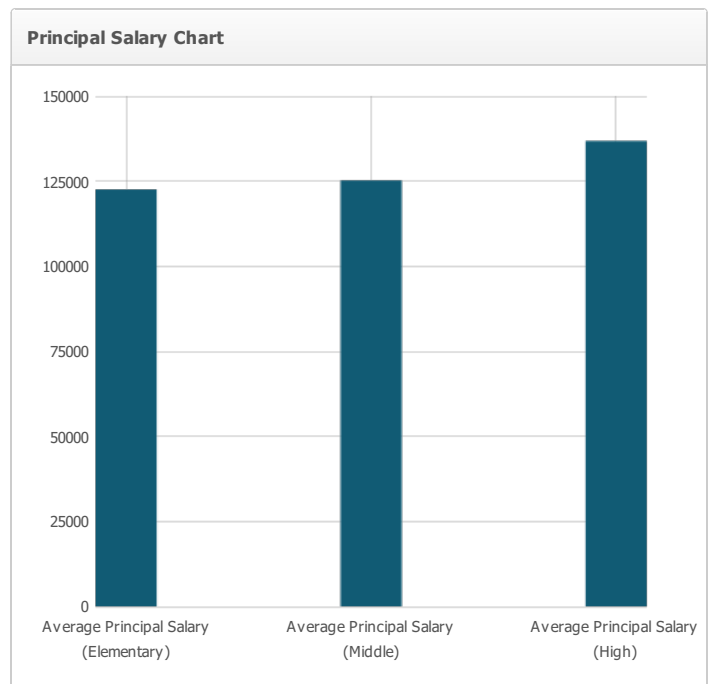
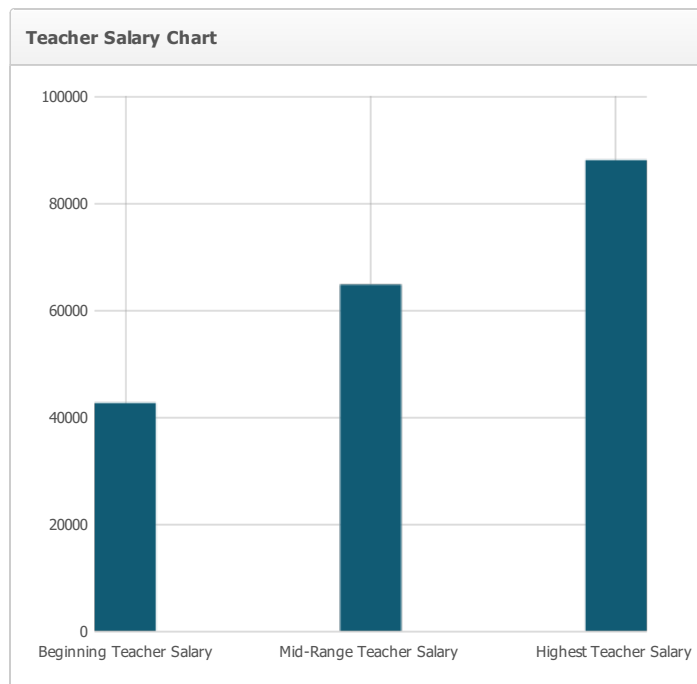
As a 501c3 non-profit corporation, Student Success Programs, Inc. has full authority and discretion in the management of all its fiscal matters. The latitude to determine the use of funds is accompanied by an obligation to remain revenue neutral and to submit an audited financial report annually to the District. More than half of the funds the school receives go to certificated instructors who work directly with students. Funds are also used for purchasing up-to-date instructional materials and technology.

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,632	\$45,092
Mid-Range Teacher Salary	\$64,780	\$71,627
Highest Teacher Salary	\$88,049	\$93,288
Average Principal Salary (Elementary)	\$122,585	\$115,631
Average Principal Salary (Middle)	\$125,249	\$120,915
Average Principal Salary (High)	\$136,833	\$132,029
Superintendent Salary	\$261,667	\$249,537
Percent of Budget for Teacher Salaries	37.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/31/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	2	N/A
All Courses	6	0.5%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2017

Professional Development

The Charter School of San Diego offers its workforce a comprehensive professional development plan. The plan is based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. In short, the plan provides a school within a school for the purposes of teaching and learning to deepen teachers' content knowledge, and to increase teachers' knowledge of the standards and instructional methods based on student results in an independent study environment. It was designed to fulfill CSSD's professional development needs to produce a rigorous academic and professional experience for teachers, clerical and classified staff. In addition, all personnel are encouraged to attend seminars and workshops offered by local universities, the San Diego County Office of Education (SDCOE), and professional associations. Staff participates in regular professional development based on the needs of students and organizational outcomes as outlined in the Strategic Plan and the Local Control Accountability Plan. At a holistic level, CSSD's professional development also provides support for all employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance. The school adheres to the requirement for the annual number of school days dedicated to staff development per Education Code 33126(b)(9).

Last updated: 1/31/2017