Charter School of San Diego

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/fg/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, the county, and the state. 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, Director of Instruction and Innovation

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: 858-678-2042
E-mail: info@charterschool-sandiego.net

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net
Web Site	https://www.sandiegounified.org/

School Contact Information - Most Recent Year	
School Name	Charter School of San Diego
Street	10170 Huennekens St.
City, State, Zip	San Diego, Ca, 92121-2964
Phone Number	858-678-2042
Principal	Tim Tuter, Director of Instruction and Innovation
E-mail Address	info@charterschool-sandiego.net
Web Site	www.charterschool-sandiego.net
County-District-School (CDS) Code	37683383730959

Last updated: 1/30/2016

School Description and Mission Statement - Most Recent Year

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 2014-15)

Grade Level	Number of Students
Grade 7	25
Grade 8	77
Grade 9	215
Grade 10	246
Grade 11	552
Grade 12	1072
Total Enrollment	2187
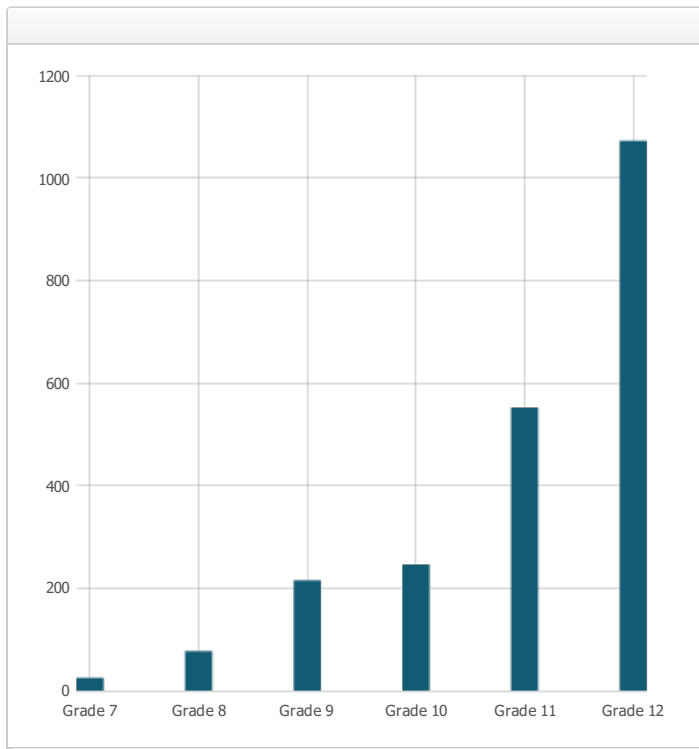
Last updated: 1/30/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	10.3 %
American Indian or Alaska Native	0.4 %
Asian	2.7 %
Filipino	3.1 %
Hispanic or Latino	57.1 %
Native Hawaiian or Pacific Islander	1.2 %
White	24.5 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	72.2 %
English Learners	13.6 %
Students with Disabilities	14.5 %
Foster Youth	0.6 %
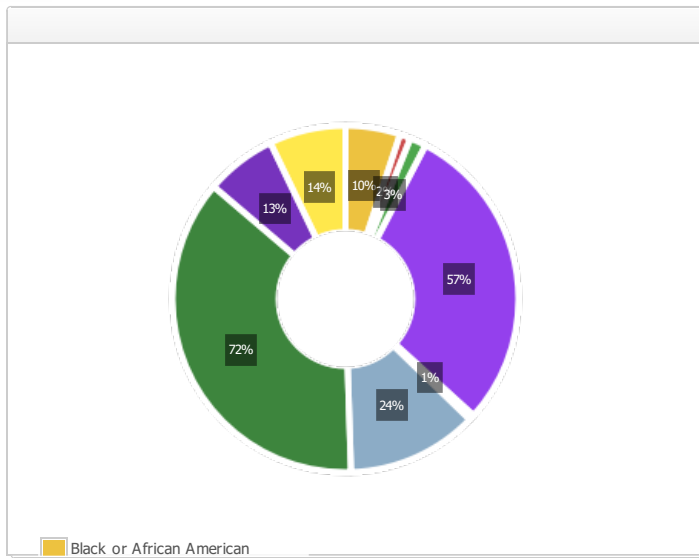
Last updated: 1/30/2016

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	66	67	56	
Without Full Credential	0	0		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		
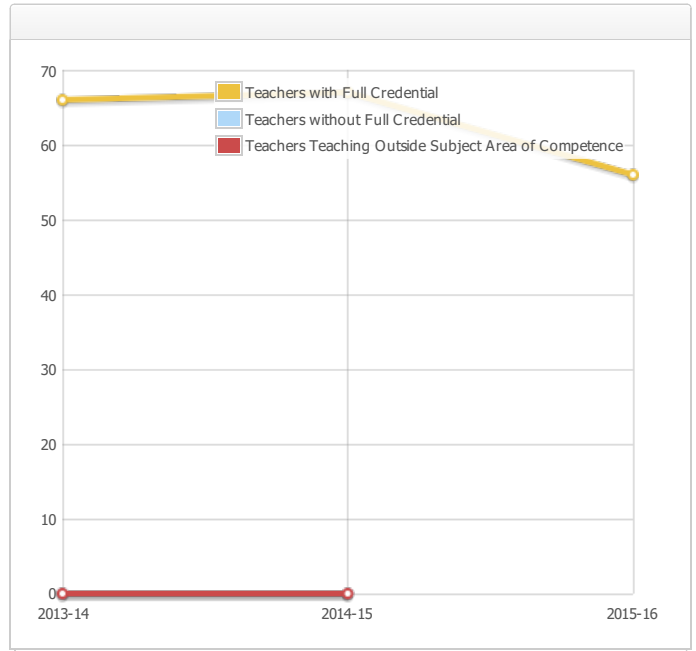
Last updated: 1/30/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
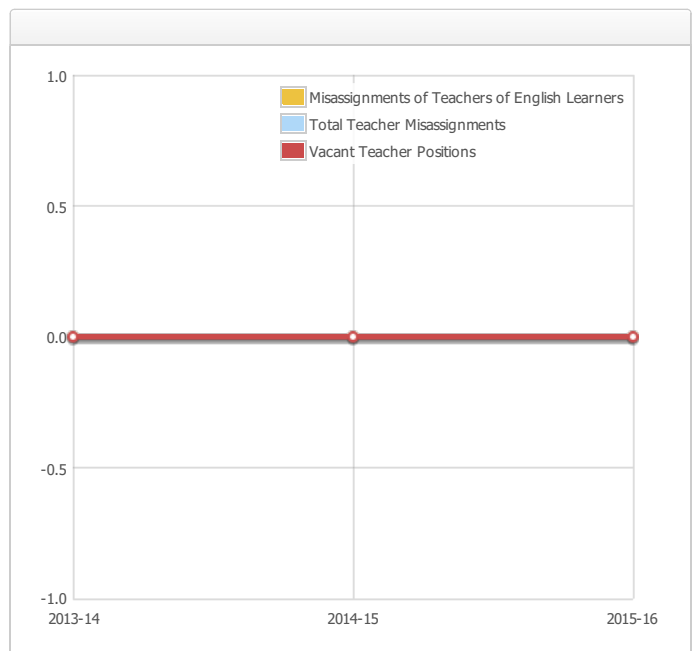
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/30/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	98.0%	2.0%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	98.0%	2.0%

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

	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

School Facility Conditions and Planned Improvements - Most Recent Year

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: 1/30/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

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 - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Exemplary

Last updated: 1/30/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

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
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	50.0%	44.0%
Mathematics (grades 3-8 and 11)	6.0%	41.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/30/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	55	93.2%	36.0%	25.0%	25.0%	4.0%
Male	59	21	35.6%	43.0%	24.0%	24.0%	0.0%
Female	59	34	57.6%	32.0%	26.0%	26.0%	6.0%
Black or African American	59	5	8.5%	--	--	--	--
American Indian or Alaska Native	59	1	1.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	59	2	3.4%	--	--	--	--
Hispanic or Latino	59	29	49.2%	41.0%	24.0%	24.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	59	14	23.7%	21.0%	29.0%	36.0%	7.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	59	39	66.1%	46.0%	26.0%	21.0%	0.0%
English Learners	59	6	10.2%	--	--	--	--
Students with Disabilities	59	3	5.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/28/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	125	113	90.4%	35.0%	33.0%	18.0%	4.0%
Male	125	55	44.0%	49.0%	24.0%	16.0%	4.0%
Female	125	58	46.4%	22.0%	41.0%	19.0%	3.0%
Black or African American	125	13	10.4%	69.0%	8.0%	8.0%	0.0%
American Indian or Alaska Native	125	0	0.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	125	2	1.6%	--	--	--	--
Hispanic or Latino	125	62	49.6%	35.0%	35.0%	21.0%	3.0%
Native Hawaiian or Pacific Islander	125	1	0.8%	--	--	--	--
White	125	31	24.8%	19.0%	42.0%	13.0%	6.0%
Two or More Races	125	1	0.8%	--	--	--	--
Socioeconomically Disadvantaged	125	88	70.4%	40.0%	31.0%	18.0%	3.0%
English Learners	125	19	15.2%	79.0%	11.0%	5.0%	0.0%
Students with Disabilities	125	19	15.2%	47.0%	26.0%	5.0%	5.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/28/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	745	651	87.4%	23.0%	33.0%	28.0%	8.0%
Male	745	300	40.3%	27.0%	37.0%	22.0%	6.0%
Female	745	351	47.1%	19.0%	30.0%	33.0%	9.0%
Black or African American	745	73	9.8%	34.0%	36.0%	22.0%	3.0%
American Indian or Alaska Native	745	3	0.4%	--	--	--	--
Asian	745	10	1.3%	--	--	--	--
Filipino	745	18	2.4%	11.0%	39.0%	39.0%	11.0%
Hispanic or Latino	745	382	51.3%	25.0%	35.0%	25.0%	4.0%
Native Hawaiian or Pacific Islander	745	7	0.9%	--	--	--	--
White	745	152	20.4%	13.0%	28.0%	36.0%	20.0%
Two or More Races	745	2	0.3%	--	--	--	--
Socioeconomically Disadvantaged	745	457	61.3%	26.0%	37.0%	24.0%	5.0%
English Learners	745	83	11.1%	46.0%	37.0%	4.0%	0.0%
Students with Disabilities	745	76	10.2%	37.0%	38.0%	17.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 4 = Standard exceeded

Last updated: 1/28/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	54	91.5%	48.0%	31.0%	9.0%	0.0%
Male	59	20	33.9%	55.0%	25.0%	15.0%	0.0%
Female	59	34	57.6%	44.0%	35.0%	6.0%	0.0%
Black or African American	59	5	8.5%	--	--	--	--
American Indian or Alaska Native	59	1	1.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	59	2	3.4%	--	--	--	--
Hispanic or Latino	59	28	47.5%	54.0%	29.0%	11.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	59	14	23.7%	43.0%	43.0%	7.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	59	39	66.1%	51.0%	28.0%	10.0%	0.0%
English Learners	59	6	10.2%	--	--	--	--
Students with Disabilities	59	3	5.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/28/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	125	111	88.8%	60.0%	20.0%	5.0%	3.0%
Male	125	54	43.2%	63.0%	17.0%	9.0%	4.0%
Female	125	57	45.6%	58.0%	23.0%	0.0%	2.0%
Black or African American	125	13	10.4%	69.0%	15.0%	0.0%	0.0%
American Indian or Alaska Native	125	0	0.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	125	2	1.6%	--	--	--	--
Hispanic or Latino	125	61	48.8%	69.0%	18.0%	3.0%	2.0%
Native Hawaiian or Pacific Islander	125	1	0.8%	--	--	--	--
White	125	30	24.0%	40.0%	27.0%	7.0%	7.0%
Two or More Races	125	1	0.8%	--	--	--	--
Socioeconomically Disadvantaged	125	87	69.6%	62.0%	18.0%	6.0%	2.0%
English Learners	125	18	14.4%	83.0%	0.0%	0.0%	0.0%
Students with Disabilities	125	19	15.2%	63.0%	16.0%	0.0%	5.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Last updated: 1/28/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	745	648	87.0%	66.0%	21.0%	5.0%	1.0%
Male	745	301	40.4%	71.0%	17.0%	5.0%	1.0%
Female	745	347	46.6%	63.0%	25.0%	5.0%	0.0%
Black or African American	745	76	10.2%	68.0%	21.0%	1.0%	1.0%
American Indian or Alaska Native	745	3	0.4%	--	--	--	--
Asian	745	11	1.5%	73.0%	27.0%	0.0%	0.0%
Filipino	745	18	2.4%	83.0%	17.0%	0.0%	0.0%
Hispanic or Latino	745	377	50.6%	70.0%	16.0%	4.0%	1.0%
Native Hawaiian or Pacific Islander	745	7	0.9%	--	--	--	--
White	745	150	20.1%	53.0%	35.0%	9.0%	1.0%
Two or More Races	745	2	0.3%	--	--	--	--
Socioeconomically Disadvantaged	745	455	61.1%	71.0%	17.0%	4.0%	0.0%
English Learners	745	84	11.3%	87.0%	4.0%	0.0%	0.0%
Students with Disabilities	745	77	10.3%	86.0%	9.0%	1.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/28/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	24.0%	33.0%	29.0%	65.0%	68.0%	65.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/30/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	65.0%
All Students at the School	29.0%
Male	31.0%
Female	27.0%
Black or African American	16.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	24.0%
Native Hawaiian or Pacific Islander	--
White	42.0%
Two or More Races	--
Socioeconomically Disadvantaged	22.0%
English Learners	4.0%
Students with Disabilities	26.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/30/2016

Career Technical Education Programs (School Year 2014-15)

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: 1/30/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	336
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/30/2016

Courses for University of California and/or California State University 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
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	94.2%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	8.2%

State Priority: Other Pupil Outcomes

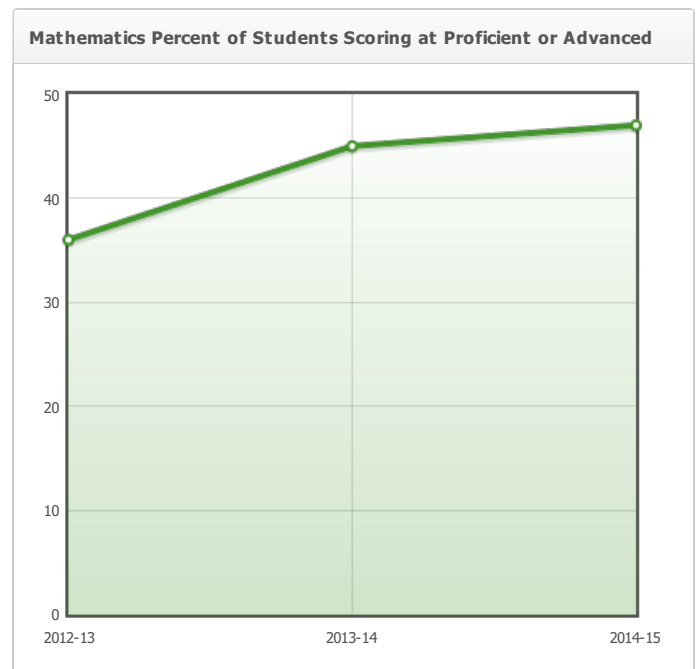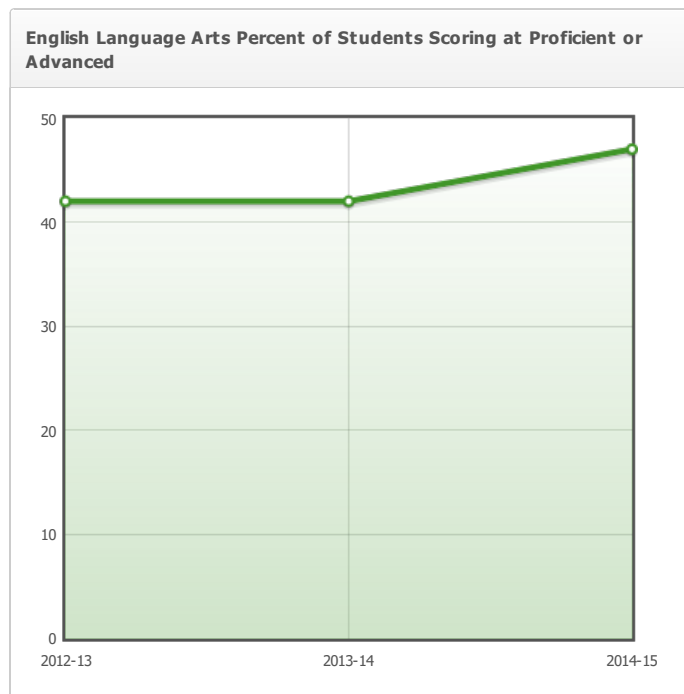The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

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.

| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	42.0%	42.0%	47.0%	60.0%	56.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	36.0%	45.0%	47.0%	63.0%	62.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/30/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

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.

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	38.0%	26.0%	36.0%	36.0%	38.0%	26.0%
All Students at the School	53.0%	27.0%	20.0%	53.0%	37.0%	10.0%
Male	59.0%	25.0%	16.0%	50.0%	41.0%	9.0%
Female	48.0%	28.0%	24.0%	55.0%	35.0%	10.0%
Black or African American	74.0%	14.0%	11.0%	70.0%	18.0%	12.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	63.0%	24.0%	14.0%	59.0%	34.0%	7.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	31.0%	36.0%	33.0%	43.0%	44.0%	13.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	61.0%	23.0%	17.0%	59.0%	34.0%	7.0%
English Learners	83.0%	14.0%	2.0%	79.0%	18.0%	3.0%
Students with Disabilities	78.0%	14.0%	8.0%	76.0%	24.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/30/2016

California Physical Fitness Test Results (School Year 2014-15)

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.9%	15.6%	18.8%
9	19.4%	15.2%	19.0%

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: 1/30/2016

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 - Most Recent Year

Parents become involved in their children's education at The Charter School of San Diego from the beginning. They are required to attend with their child during the initial orientation. Parents are also a part of the initial meeting with the teacher, when they learn school requirements and together with the student develop collaboratively 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, and graduation.

State Priority: Pupil Engagement
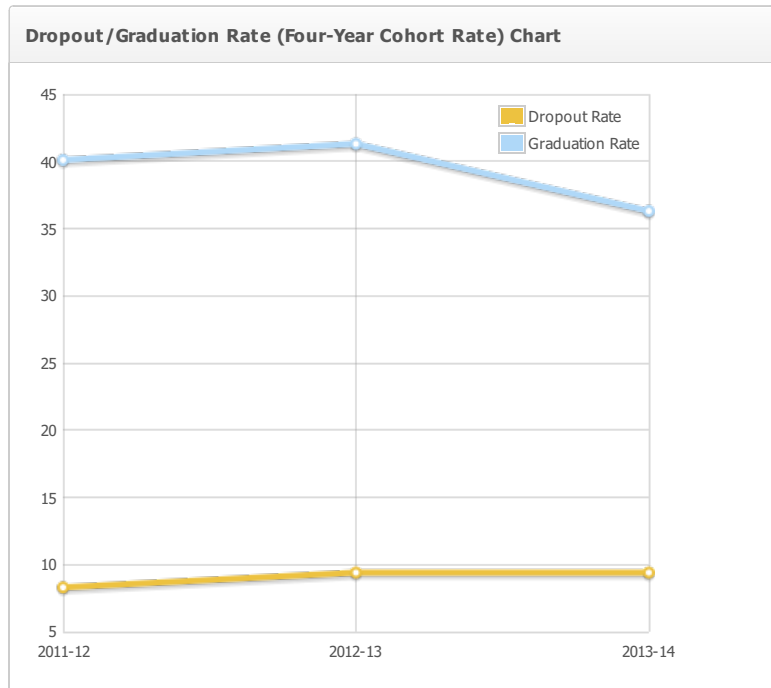
Last updated: 1/30/2016

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	8.3%	9.4%	9.4%	6.1%	5.2%	4.5%	13.1%	11.4%	11.5%
Graduation Rate	40.10	41.30	36.30	87.00	87.90	89.70	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Last updated: 1/30/2016

Completion of High School Graduation Requirements

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	Graduating Class of 2014		
	School	District	State
All Students	48	84	84
Black or African American	55	79	76
American Indian or Alaska Native	63	74	78
Asian	0	91	92
Filipino	42	94	96
Hispanic or Latino	24	79	81
Native Hawaiian or Pacific Islander	42	90	83
White	84	87	89
Two or More Races	79	89	82
Socioeconomically Disadvantaged	74	82	81
English Learners	91	48	50
Students with Disabilities	94	46	61
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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.1	0.0	0.1	4.8	4.2	3.7	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

Suspensions	Expulsions
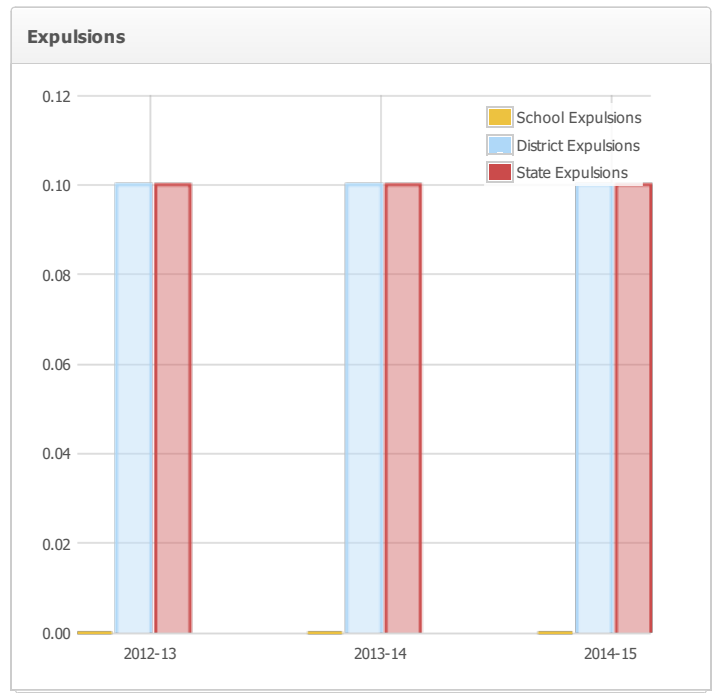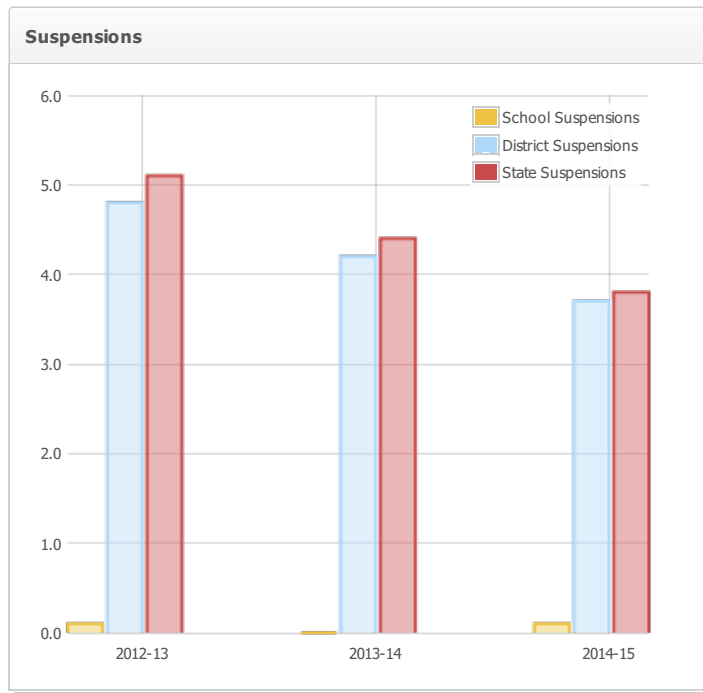
Last updated: 1/30/2016

School Safety Plan - Most Recent Year

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: 1/30/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

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.

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	
Met Participation Rate - English Language Arts	No	Yes	
Met Participation Rate - Mathematics	No	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	Yes	Yes	

Last updated: 1/30/2016

Federal Intervention Program (School Year 2015-16)

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	2009-2010
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	155
Percent of Schools Currently in Program Improvement	N/A	79.5%

Note: Cells with NA values do not require data.

Last updated: 1/30/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	546.8
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	0.9	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	11.0	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$8409.3	--	--	--
District	N/A	N/A	$0.0	$69748.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$5348.0	$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

## Types of Services Funded (Fiscal Year 2014-15)

As a 501c3 non-profit corporation, The Charter School of San Diego 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: 1/30/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,983	$43,165
Mid-Range Teacher Salary	$60,754	$68,574
Highest Teacher Salary	$82,578	$89,146
Average Principal Salary (Elementary)	$114,227	$111,129
Average Principal Salary (Middle)	$116,019	$116,569
Average Principal Salary (High)	$126,214	$127,448
Superintendent Salary	$252,960	$234,382
Percent of Budget for Teacher Salaries	39.0%	38.0%
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/ .

Teacher Salary Chart

Principal Salary Chart
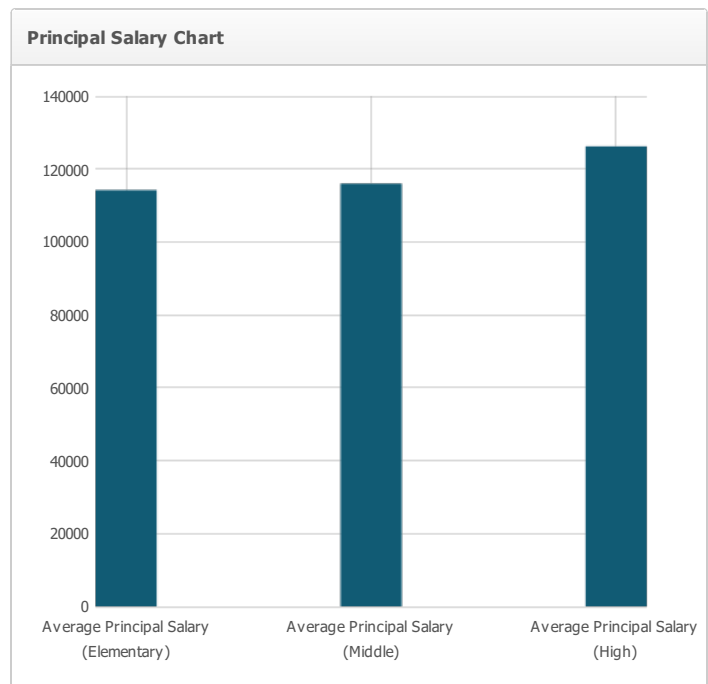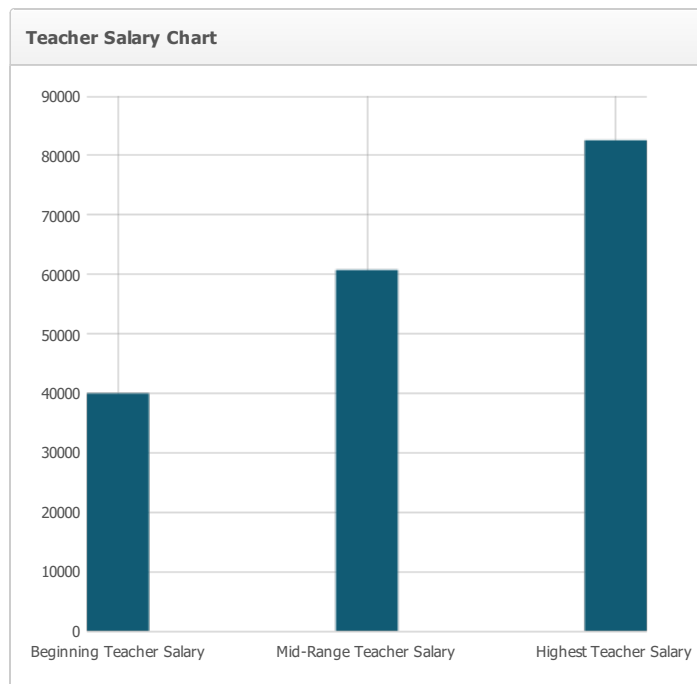
Last updated: 1/30/2016

Professional Development – Most Recent Three Years

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: 1/30/2016