

Charter School of San Diego
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	10170 Huennekens St. San Diego, CA , 92121-2964	Principal:	Jay Garrity, Administrator of Instructional Services
Phone:	(858) 678-2020	Grade Span:	6 - 12

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

About This School

Jay Garrity, Administrator of Instructional Services

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 6 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 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 6-12 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: The Charter School of San Diego is a DASS school (Dashboard Alternative School Status) which uses modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula (LCFF) to evaluate the success or progress of schools that serve high-risk students. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school’s total enrollment comprised of high risk student groups including: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, Retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth. 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

Email: info@charterschool-sandiego.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	San Diego Unified
Phone Number	
Superintendent	Jackson, Lamont
Email Address	ljackson@sandi.net
Website	https://charterschool-sandiego.net/

School Contact Information (School Year 2022–23)

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	Jay Garrity, Administrator of Instructional Services
Email Address	info@charterschool-sandiego.net
Website	https://charterschool-sandiego.net/
County-District-School (CDS) Code	37683383730959

Last updated: 1/31/23

School Description and Mission Statement (School Year 2022–23)

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

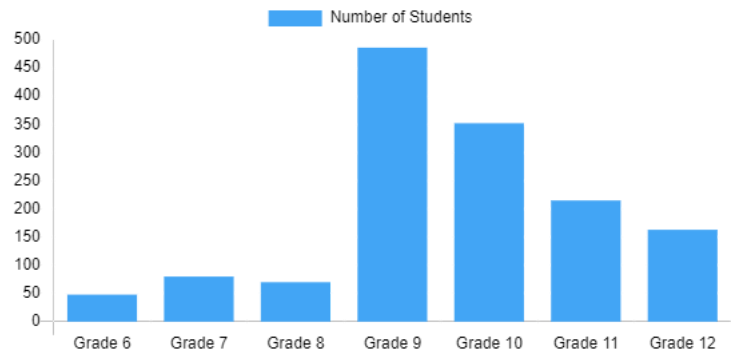
The Charter School of San Diego will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

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 2021–22)

Grade Level	Number of Students
Grade 6	48
Grade 7	80
Grade 8	70
Grade 9	486
Grade 10	352
Grade 11	215
Grade 12	163
Total Enrollment	1414



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/31/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.20%
Male	51.30%
Non-Binary	0.50%
American Indian or Alaska Native	0.10%
Asian	1.80%
Black or African American	7.10%
Filipino	2.00%
Hispanic or Latino	60.00%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	6.70%
White	17.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.30%
Foster Youth	0.40%
Homeless	7.20%
Migrant	0.00%
Socioeconomically Disadvantaged	70.10%
Students with Disabilities	24.50%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.10	17.02	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.58	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	4.92	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	36.80	76.85	194.90	3.25	12115.80	4.41
Unknown	0.20	0.60	243.90	4.07	18854.30	6.86
Total Teaching Positions	47.90	100.00	5994.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	2.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.30	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	36.80	
Total Out-of-Field Teachers	36.80	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

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: 1/31/23

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	45%	N/A	51%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	17%	N/A	39%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/1/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

The Charter School of San Diego is designated by the state as a Dashboard Alternative School Status (previously ASAM) school. DASS schools have at least 70% of the school’s 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	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	583	518	88.85	11.15	44.68
Female	278	246	88.49	11.51	48.98
Male	297	264	88.89	11.11	39.39
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	62.50
Black or African American	54	51	94.44	5.56	36.00
Filipino	13	11	84.62	15.38	63.64
Hispanic or Latino	305	269	88.20	11.80	37.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	72	64	88.89	11.11	57.81
White	120	104	86.67	13.33	52.88
English Learners	65	58	89.23	10.77	12.07
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	328	291	88.72	11.28	36.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	107	87.70	12.30	18.87

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/31/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

The Charter School of San Diego is designated by the state as a Dashboard Alternative School Status (previously ASAM) school. DASS schools have at least 70% of the school's 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	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	584	516	88.36	11.64	16.67
Female	278	244	87.77	12.23	14.75
Male	297	263	88.55	11.45	17.49
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	18.75
Black or African American	54	51	94.44	5.56	11.76
Filipino	13	12	92.31	7.69	25.00
Hispanic or Latino	305	265	86.89	13.11	14.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	72	63	87.50	12.50	19.05
White	121	106	87.60	12.40	22.64
English Learners	65	58	89.23	10.77	0.00
Foster Youth	--	--	--	--	--
Homeless				10.34	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	328	287	87.50	12.50	10.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	106	86.18	13.82	7.55

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/31/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

The Charter School of San Diego is designated by the state as a Dashboard Alternative School Status (previously ASAM) school. DASS schools have at least 70% of the school's 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	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT	24.86	--	--	28.72	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/31/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

The Charter School of San Diego is designated by the state as a Dashboard Alternative School Status (previously ASAM) school. DASS schools have at least 70% of the school's 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	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	539	360	66.79	33.21	24.86
Female	258	164	63.57	36.43	20.99
Male	277	192	69.31	30.69	27.08
American Indian or Alaska Native	0	0	0	0	0
Asian	12	8	66.67	33.33	--
Black or African American	43	30	69.77	30.23	20.00
Filipino	17	12	70.59	29.41	36.36
Hispanic or Latino	284	192	67.61	32.39	19.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	59	40	67.80	32.20	27.50
White	122	76	62.30	37.70	37.33
English Learners	54	46	85.19	14.81	2.17
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	311	215	69.13	30.87	15.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	74	76.29	23.71	13.51

Note: 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.

Last updated: 1/31/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Career Technical Education (CTE) opportunities vary according to the students' goals. Student strengths, interests and values are discussed with the student and parents and become part of the Pathways Personalized Educational Plan (PPEP). CSSD offers more than 50 CTE courses and 8 Career Pathways in either an independent study or online environments. 44 of those courses are UC A-G approved college prep electives. 7 of the capstone CTE courses are articulated with a community college for college credit. All CTE courses are aligned to the CTE Model Curriculum Frameworks with embedded CCSS for College and Career Ready Readiness. 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" which leads to a Workforce Readiness Certificate that had been developed with the City of San Diego. 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 and work-based learning 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 a specified CTE course, 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 career skill on their path to becoming College and Career Ready.

*Last updated: 1/31/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	420
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/31/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.98%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	9.49%

Last updated: 1/31/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7	60.45%	70.93%	70.93%	69.77%	72.10%
9	38.29%	50.60%	50.70%	50.50%	52.55%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/31/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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.

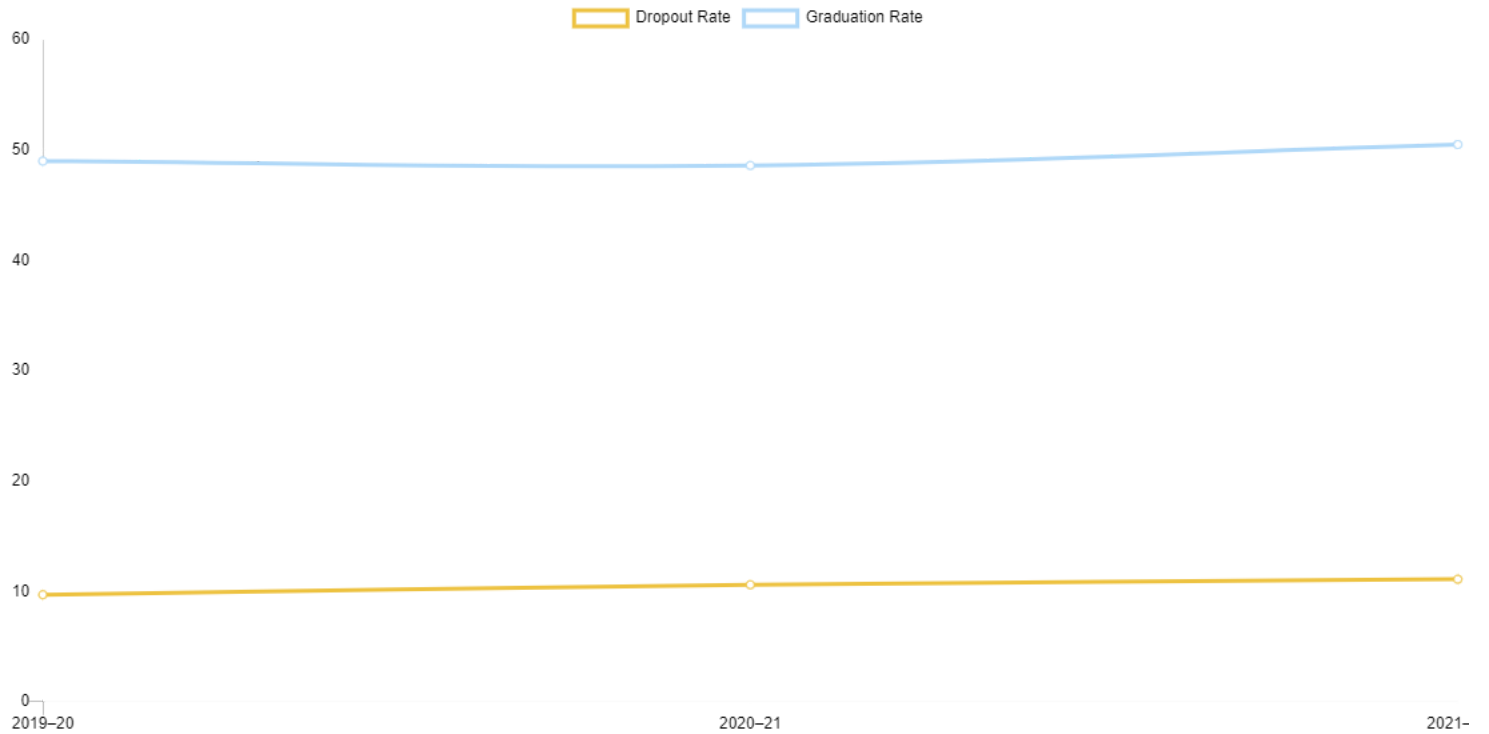
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	9.7%	10.6%	11.1%	3.9%	4.2%	4.8%	8.9%	9.4%	7.8%
Graduation Rate	49.0%	48.6%	50.5%	85.6%	85.9%	87.9%	84.2%	83.6%	87.0%



Last updated: 1/31/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	570	288	50.5
Female	293	150	51.2
Male	274	137	50.0
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	14	7	50.0
Black or African American	38	20	52.6
Filipino	15	13	86.7
Hispanic or Latino	319	122	38.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	43	25	58.1
White	121	92	76.0
English Learners	72	23	31.9
Foster Youth	--	--	--
Homeless	90	26	28.9
Socioeconomically Disadvantaged	450	203	45.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	121	42	34.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/31/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3192	2542	620	24.4
Female	1620	1267	297	23.4
Male	1557	1260	322	25.6
American Indian or Alaska Native	2	1	1	100.0
Asian	179	91	11	12.1
Black or African American	242	208	49	23.6
Filipino	54	46	6	13.0
Hispanic or Latino	1572	1374	377	27.4
Native Hawaiian or Pacific Islander	15	11	7	63.6
Two or More Races	265	212	56	26.4
White	772	528	93	17.6
English Learners	362	324	88	27.2
Foster Youth	17	15	6	40.0
Homeless	172	154	53	34.4
Socioeconomically Disadvantaged	1868	1622	470	29.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	622	545	164	30.1

Last updated: 1/31/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.06%	2.24%	2.45%
Expulsions	0.03%	0.04%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.06%	2.51%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/31/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/31/23

School Safety Plan (School Year 2022–23)

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: 1/31/23

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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	441.88

* 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: 1/31/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	0.50
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	20.00

* 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: 1/31/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12697.97	\$3762.00	\$8936.00	--
District	N/A	N/A	--	\$87535.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/23

Types of Services Funded (Fiscal Year 2021–22)

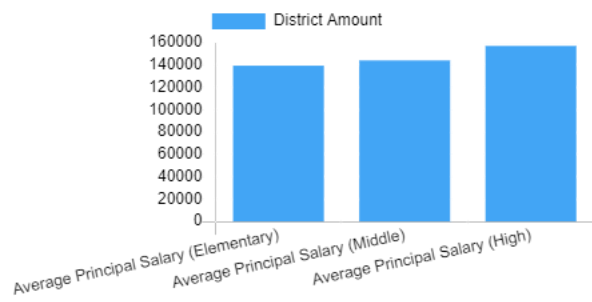
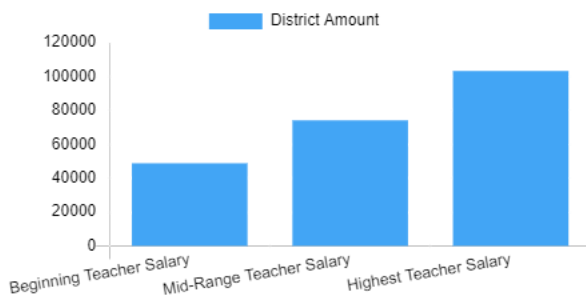
As a 501c3 non-profit corporation, Student Success Programs, Inc. has full authority and discretion in the management of all its fiscal matters. The latitude to determine the use of funds is accompanied by an obligation to remain revenue neutral and to submit an audited financial report annually to the 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: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48792.00	\$51080.95
Mid-Range Teacher Salary	\$74140.00	\$77514.16
Highest Teacher Salary	\$103272.00	\$105763.62
Average Principal Salary (Elementary)	\$139598.00	\$133420.78
Average Principal Salary (Middle)	\$144113.00	\$138593.75
Average Principal Salary (High)	\$157184.00	\$153391.60
Superintendent Salary	\$270000.00	\$298376.74
Percent of Budget for Teacher Salaries	33.78%	31.60%
Percent of Budget for Administrative Salaries	4.93%	4.97%

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



Last updated: 1/31/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

Subject	Number of AP Courses Offered*
Computer Science	0
English	6
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	22
Total AP Courses Offered*	30.00%

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

Last updated: 1/31/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	15

Last updated: 1/31/23