

Grossmont Secondary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	111 Fletcher Pkwy. El Cajon, CA , 92020-2510	Principal:	Hayley Beaupre, Admin. of Instructional Services
Phone:	(858) 678-3908	Grade Span:	7-12

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, 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.

About This School

Hayley Beaupre, Admin. of Instructional Services

Principal, Grossmont Secondary

About Our School

Grossmont Secondary School (GSS) 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, GSS 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 GSS 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, home school option, guest speakers, tutoring, and field trips to provide skills development and enrichment in the core curriculum.

Students can enroll in Grossmont Secondary School 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: Grossmont Secondary School 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 GSS 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

Grossmont Secondary
111 Fletcher Pkwy.
El Cajon, CA 92020-2510

Phone: (858) 678-3908

Email: info@grossmontsecondarycharter.com

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	SBE - Grossmont Secondary
Phone Number	(858) 678-2020
Superintendent	Beaupre, Hayley

School Contact Information (School Year 2021—2022)

School Name	Grossmont Secondary
Street	111 Fletcher Pkwy.
City, State, Zip	El Cajon, CA , 92020-2510

School Accountability Report Card

Email Address	hbeaupre@grossmontcharter.com
Website	www.grossmontsecondarycharter.com

Phone Number	(858) 678-3908
Principal	Hayley Beaupre, Admin. of Instructional Services
Email Address	info@grossmontsecondarycharter.com
Website	http://www.grossmontsecondarycharter.com
County-District-School (CDS) Code	37770990136077

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)**The Vision**

The educational community known as Grossmont Secondary School (GSS) is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. Grossmont Secondary School is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. Grossmont Secondary School is committed to collaborative efforts to improve the quality of life for students, their families, and the community it serves.

The Mission

Grossmont Secondary School 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.

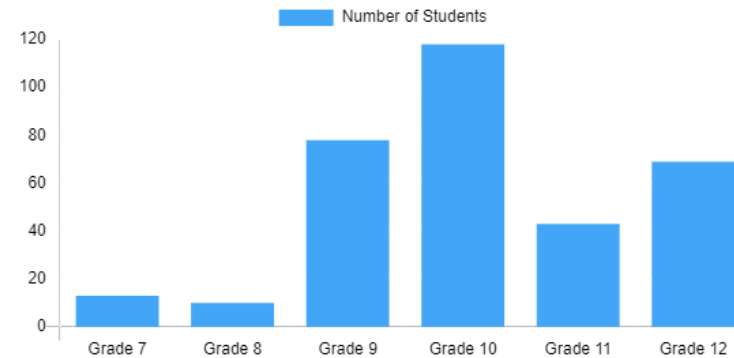
Basic Values

- Kids come first.
- Education at GSS is personalized, individualized, and high quality.
- GSS 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.
- GSS uses business principles in managing the school.
- GSS is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- GSS 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 GSS.
- GSS is committed to the improvement of the quality of life for students, their families, and the community it serves.

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 7	13
Grade 8	10
Grade 9	78
Grade 10	118
Grade 11	43
Grade 12	69
Total Enrollment	331



Last updated: 2/1/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	52.90%
Male	47.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	0.90%
Black or African American	6.90%
Filipino	3.00%
Hispanic or Latino	58.00%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	6.90%
White	22.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.50%
Foster Youth	0.60%
Homeless	3.00%
Migrant	0.00%
Socioeconomically Disadvantaged	66.20%
Students with Disabilities	21.50%

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—2021)

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 to 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:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

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

Last updated:

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

School Facility Conditions and Planned Improvements

GSS' 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: 2/1/22

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- 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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local

assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 2/1/22

**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 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	63	67.74	32.26	50.79
Female	53	37	69.81	30.19	54.05
Male	40	26	65.00	35.00	46.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	38	79.17	20.83	52.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	13	52.00	48.00	61.54
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	45	88.24	11.76	51.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	7	63.64	36.36	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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: 2/1/22

**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 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	63	68.48	31.52	20.63
Female	52	37	71.15	28.85	18.92
Male	40	26	65.00	35.00	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	38	79.17	20.83	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	13	54.17	45.83	23.08
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	45	88.24	11.76	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	7	63.64	36.36	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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: 2/1/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (-) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/1/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	NT	NT	NT	NT
Female	45	NT	NT	NT	NT
Male	48	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	49	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	55	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 2/1/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

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). GSS offers more than 20 CTE courses and 5 Career Pathways 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" which leads to a Workforce Readiness Certificate. 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 Grossmont Secondary School 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: 2/1/22***Career Technical Education (CTE) Participation (School Year 2020—2021)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	114
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.3

*Last updated: 2/1/22***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	92.86%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	3.70%

Last updated: 2/1/22

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 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 2/1/22

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 school site

Opportunities for Parental Involvement (School Year 2021-2022)

Parents become involved in their children's education at Grossmont Secondary School 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.

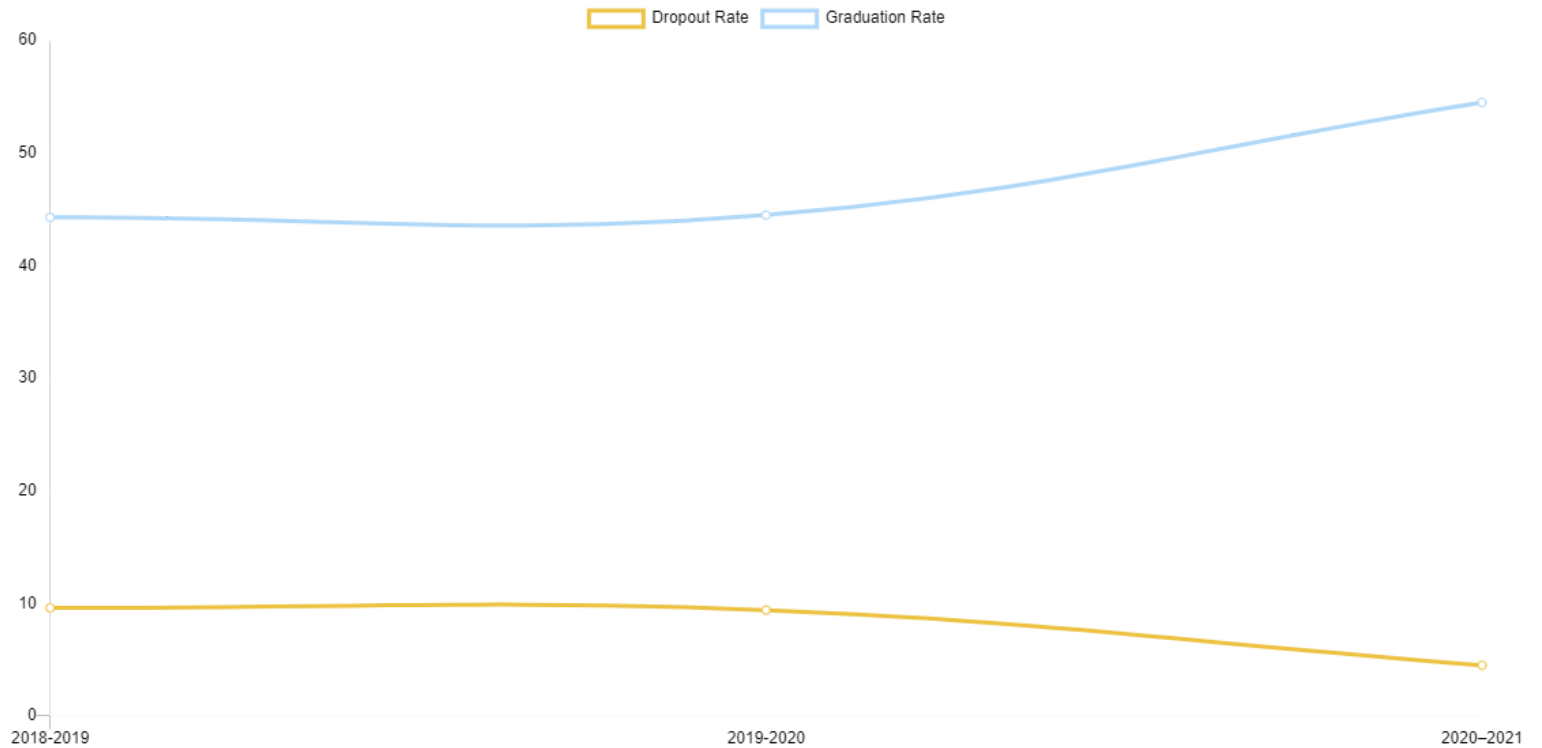
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	9.60%	9.40%	4.50%	9.60%	9.40%	4.50%	9.00%	8.90%	9.40%
Graduation Rate	44.30%	44.50%	54.50%	44.30%	44.50%	54.50%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	112	61	54.5
Female	55	28	50.9
Male	57	33	57.9
Non-Binary			0.0
American Indian or Alaska Native	0	0	57.9
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	62	31	50.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	30	19	63.3
English Learners	11	5	45.5
Foster Youth			0.0
Homeless	13	8	61.5
Socioeconomically Disadvantaged	90	48	53.3
Students Receiving Migrant Education Services			0.0
Students with Disabilities	22	8	36.4

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:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	640	448	143	31.9
Female	342	239	87	36.4
Male	298	209	56	26.8
American Indian or Alaska Native	6	4	0	26.8
Asian	4	2	1	50.0
Black or African American	46	31	9	29.0
Filipino	14	11	3	27.3
Hispanic or Latino	355	268	93	34.7
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	60	33	9	27.3
White	149	95	25	26.3
English Learners	62	46	12	26.1
Foster Youth	5	5	0	0.0
Homeless	25	20	5	25.0
Socioeconomically Disadvantaged	382	292	99	33.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	88	33	37.5

Last updated:

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

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%	0.00%	0.00%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

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.

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 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 2019–2020 school year compared to other school years.

Last updated: 2/1/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

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: 2/1/22

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 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	662.0

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	3.40

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11830.00	\$989.00	\$10841.00	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 2/1/22

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

Types of Services Funded (Fiscal Year 2020–2021)

As a 501c3 non-profit corporation, Audeo Charter School Corporation 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: 2/1/22

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 0.70%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered*	2.00%

Last updated: 2/1/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14