

Altus Schools East County
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address: 111 Fletcher Pkwy.
El Cajon, CA , 92020-2510

Principal: Allison Fleck, Administrator of Instructional Services

Phone: (858) 203-4640

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 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Allison Fleck, Administrator of Instructional Services

📍 Principal, Altus Schools East County

About Our School



About Our School

Altus Schools East County (ASEC) 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, ASEC 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 ASEC 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, homeschool option, guest speakers, tutoring, and field trips to provide skills development and enrichment in the core curriculum.

Students can enroll in Altus Schools East County with parent request any day throughout the year.

Student options include returning to comprehensive schools, earning a High School diploma, passing the California Proficiency Program (CPP), 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: ASEC is a DASS (Dashboard Alternative School Status) school 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 seventy percent of the school’s total enrollment comprised of high risk student groups including: Expelled, Suspended, 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 Audeo to address credit deficiencies before returning to a traditional school or may choose to complete the CPP or HiSET, which are not factored into the four-year cohort graduation rate.

Contact

Altus Schools East County
111 Fletcher Pkwy.
El Cajon, CA 92020-2510

Phone: [\(858\) 203-4640](tel:(858)203-4640)

Email: afleck@altusschools.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Grossmont Union High
Phone Number	(619) 644-8000
Superintendent	Vital Brulte, Kirsten
Email Address	kvitalbrulte@guhsd.net
Website	www.guhsd.net/

School Contact Information (School Year 2025–26)

School Name	Altus Schools East County
Street	111 Fletcher Pkwy.
City, State, Zip	El Cajon, CA , 92020-2510
Phone Number	(858) 203-4640
Principal	Allison Fleck, Administrator of Instructional Services
Email Address	afleck@altusschools.net
Website	www.altuseastcounty.com
Grade Span	7-12
County-District-School (CDS) Code	37681300136077

School Description and Mission Statement (School Year 2025–26)

The Vision

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

The Mission

Altus Schools East County 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

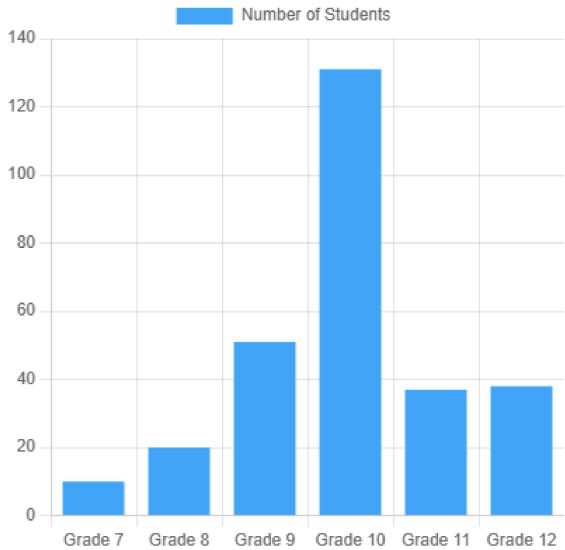
- Kids come first.
- Education at ASEC is personalized, individualized, and high quality.
- ASEC is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- ASEC uses business principles in managing the school.
- ASEC is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- ASEC 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 ASEC.

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

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Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 7	10
Grade 8	20
Grade 9	51
Grade 10	131
Grade 11	37
Grade 12	38
Total Enrollment	287



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	54.00%
Male	45.00%
Non-Binary	1.00%
American Indian or Alaska Native	0.30%
Asian	1.40%
Black or African American	7.30%
Filipino	1.40%
Hispanic or Latino	58.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.60%
White	24.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.50%
Foster Youth	0.30%
Homeless	7.00%
Migrant	0.00%
Socioeconomically Disadvantaged	75.00%
Students with Disabilities	26.00%

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 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/Incomplete/NA						
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.

Teacher Preparation and Placement (School Year 2022–23)

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/Incomplete/NA						
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.

Teacher Preparation and Placement (School Year 2023–24)

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/Incomplete/NA						
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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and Misassignments			

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 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)			

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

ASEC'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.

School Facility Good Repair Status

ASEC's resource center facilities are reviewed for good repair status on an ongoing basis with a robust operations department. All ASEC's resource center facilities are in good repair status.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2025

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	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2025

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

ASEC is designated by the state as a Dashboard Alternative School Status 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 Expelled, Suspended, 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.

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	48%	39%	48%	39%		
Mathematics (grades 3-8 and 11)	13%	14%	13%	14%		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

ASEC is designated by the state as a Dashboard Alternative School Status 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 Expelled, Suspended, 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	74	97.37%	2.63%	39.19%
Female	37	36	97.30%	2.70%	52.78%
Male	37	36	97.30%	2.70%	25.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78%	2.22%	40.91%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	22	21	95.45%	4.55%	38.10%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	49	48	97.96%	2.04%	29.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	17	94.44%	5.56%	11.76%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

ASEC is designated by the state as a Dashboard Alternative School Status 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 Expelled, Suspended, 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	75	97.40%	2.60%	13.51%
Female	37	36	97.30%	2.70%	19.44%
Male	38	37	97.37%	2.63%	8.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	45	97.83%	2.17%	9.09%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	22	21	95.45%	4.55%	19.05%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	49	48	97.96%	2.04%	10.42%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	17	94.44%	5.56%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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

ASEC is designated by the state as a Dashboard Alternative School Status 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 Expelled, Suspended, 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.

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)		17.44%		28.17%		32.52%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

ASEC is designated by the state as a Dashboard Alternative School Status 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 Expelled, Suspended, 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	86	97.73%	2.27%	17.44%
Female	49	47	95.92%	4.08%	21.28%
Male	38	38	100.00%	0.00%	13.16%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	46	95.83%	4.17%	17.39%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	23	23	100.00%	0.00%	13.04%
English Learners	11	11	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	65	63	96.92%	3.08%	9.52%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	5.26%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

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). ASEC offers more than 50 CTE courses and 11 Career Pathways in either an independent study or online environments. 44 of those courses are UC A-G approved college prep electives. 10 of the CTE Pathways 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 Altus Schools East County 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.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	77
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	15.4%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

?ASEC maintains a comprehensive course list of UC A-G approved courses. The majority of ASEC'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 Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2024–25)
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
7	70%	70%	70%	70%	70%
9	37.5%	41.17%	41.17%	39.21%	41.17%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2025–26)

Parents become involved in their children's education at Altus Schools East County 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

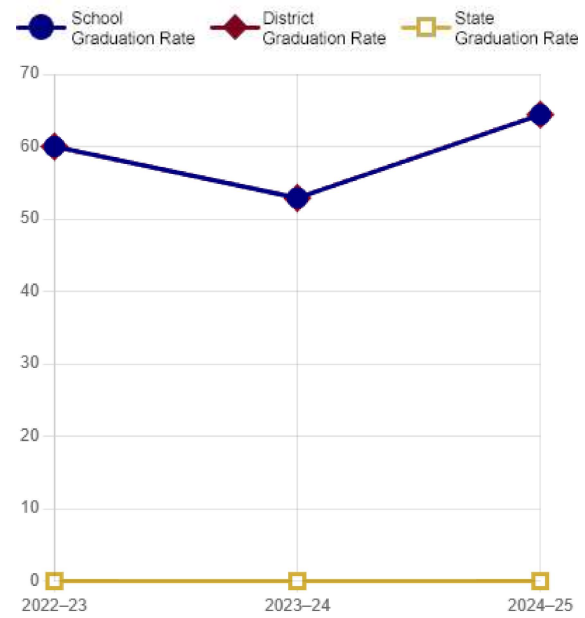
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Altus Schools East County is a DASS school. As an alternative option, many students enroll with ASEC to address credit deficiencies before returning to a traditional school or deciding to stay with ASEC to complete their coursework. Often these students are not on track to graduate with their four-year cohort. The DASS One-Year Graduation Rate posted in the additional reports on the CA Dashboard better reflects the success of ASEC. ASEC also maintains an internal One-Year Dropout Rate based on previous state criteria.

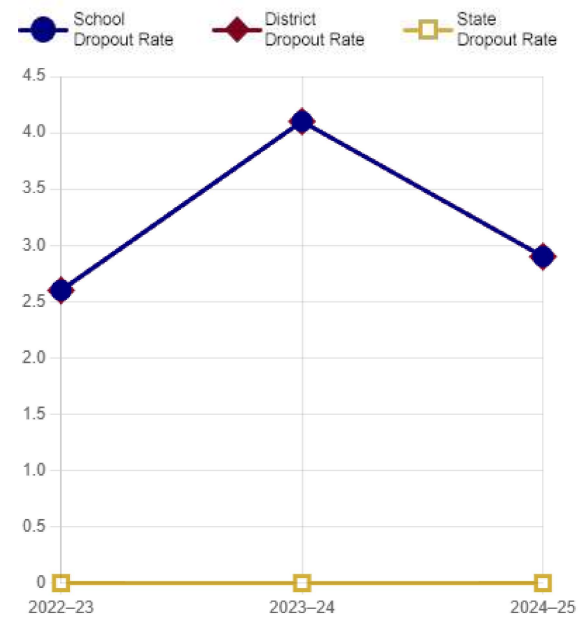
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	60.0%	52.9%	64.4%	60.0%	52.9%	64.4%			
Dropout Rate	2.6%	4.1%	2.9%	2.6%	4.1%	2.9%			

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Altus Schools East County is a DASS school. As an alternative option, many students enroll with ASEC to address credit deficiencies before returning to a traditional school or deciding to stay with ASEC to complete their coursework. Often these students are not on track to graduate with their four-year cohort. The DASS One-Year Graduation Rate posted in the additional reports on the CA Dashboard better reflects the success of ASEC. ASEC also maintains an internal One-Year Dropout Rate based on previous state criteria.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	104	67	64.4%
Female	63	44	69.8%
Male	40	22	55.0%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	56	31	55.4%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	28	21	75.0%
English Learners	17	11	64.7%
Foster Youth	0.0	0.0	0.0%
Homeless	19	11	57.9%
Socioeconomically Disadvantaged	98	61	62.2%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	23	14	60.9%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Altus Schools East County is a DASS school. As an alternative option, many students enroll with ASEC to address credit deficiencies before returning to a traditional school or deciding to stay with ASEC to complete their coursework. Often these students are not on track to graduate with their four-year cohort. The DASS One-Year Graduation Rate posted in the additional reports on the CA Dashboard better reflects the success of ASEC. ASEC also maintains an internal One-Year Dropout Rate based on previous state criteria.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	425	96	22.6%
Female	282	221	51	23.1%
Male	266	200	44	22.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	--	--	--
Black or African American	45	37	9	24.3%
Filipino	--	--	--	--
Hispanic or Latino	277	233	58	24.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	24	3	12.5%
White	168	113	22	19.5%
English Learners	59	50	13	26.0%
Foster Youth	--	--	--	--
Homeless	44	33	12	36.4%
Socioeconomically Disadvantaged	362	304	73	24.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	107	22	20.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0	0	0	0	0	0	3.60	3.28	2.94
Expulsions	0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

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%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

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.

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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.10
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	2.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14582.18	\$5987.00	\$8595.00	--
District	N/A	N/A	--	\$102076.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$113595.00
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 2024–25)

As a 501c3 non-profit corporation, Altus Schools Southern California 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.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60339.00	\$67237.98
Mid-Range Teacher Salary	\$94824.00	\$106841.05
Highest Teacher Salary	\$126286.00	\$136880.99
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$167233.29
Average Principal Salary (High)	\$184934.00	\$193950.22
Superintendent Salary	\$301522.00	\$314303.88
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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



Advanced Placement (AP) Courses (School Year 2024–25)

Altus Schools East County offers 9 AP courses that students can enroll in at any point during the school year. The data below reflects the students and AP courses enrolled as of the first Wednesday in October (CBEDS/Census Day).

Percent of Students in AP Courses 0.7 %

Subject	Number of AP Courses Offered*
Computer Science	
English	1
Fine and Performing Arts	
Foreign Language	
Mathematics	1
Science	
Social Science	1
Total AP Courses Offered*	3

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

Professional Development

Altus Schools East County offers its workforce a comprehensive professional development system. The system 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 a hybrid environment. It was designed to fulfill ASEC'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, ASEC'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).

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	14	15	14