

**Altus Schools South Bay**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

**Address:** 3252 Bonita Rd.  
Chula Vista, CA , 91910-3200

**Principal:** Allison Fleck, School Coordinator

**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/>.

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## About This School

### Allison Fleck, School Coordinator

📍 Principal, Altus Schools South Bay

### About Our School

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#### About Our School

Altus Schools South Bay (ASSB) 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, ASSB 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 ASSB 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 South Bay 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:** ASSB 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 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 ASSB 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

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Altus Schools South Bay  
3252 Bonita Rd.  
Chula Vista, CA 91910-3200

Phone: (858) 203-4640

Email: [afleck@altuschools.net](mailto:afleck@altuschools.net)

Contact Information (School Year 2025–26)

| District Contact Information (School Year 2025–26) |                                                                      | School Contact Information (School Year 2025–26) |                                                                      |
|----------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------|
| District Name                                      | San Diego County Office of Education                                 | School Name                                      | Altus Schools South Bay                                              |
| Phone Number                                       | (858) 292-3500                                                       | Street                                           | 3252 Bonita Rd.                                                      |
| Superintendent                                     | Ciriza, Gloria                                                       | City, State, Zip                                 | Chula Vista, CA , 91910-3200                                         |
| Email Address                                      | <a href="mailto:gloria.ciriza@sdcoe.net">gloria.ciriza@sdcoe.net</a> | Phone Number                                     | (858) 203-4640                                                       |
| Website                                            | <a href="http://www.sdcoe.net">www.sdcoe.net</a>                     | Principal                                        | Allison Fleck, School Coordinator                                    |
|                                                    |                                                                      | Email Address                                    | <a href="mailto:afleck@altusschools.net">afleck@altusschools.net</a> |
|                                                    |                                                                      | Website                                          | <a href="http://www.altussouthbay.com">www.altussouthbay.com</a>     |
|                                                    |                                                                      | Grade Span                                       | 7-12                                                                 |
|                                                    |                                                                      | County-District-School (CDS) Code                | 37103710136473                                                       |

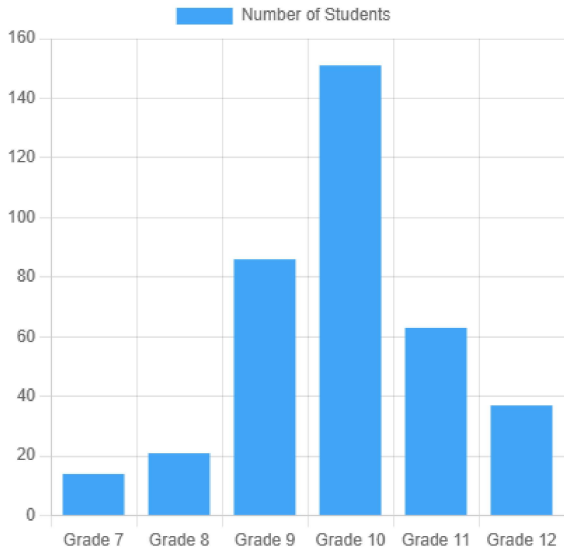
School Description and Mission Statement (School Year 2025–26)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>The Vision</u></b></p> <p>The educational community known as Altus Schools South Bay (ASSB) is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. Altus Schools South Bay is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. Altus Schools South Bay is committed to collaborative efforts to improve the quality of life for students, their families, and the community it serves.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b><u>The Mission</u></b></p> <p>Altus Schools South Bay 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b><u>Basic Values</u></b></p> <ul style="list-style-type: none"><li>• Kids come first.</li><li>• Education at ASSB is personalized, individualized, and high quality.</li><li>• ASSB 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.</li><li>• ASSB uses business principles in managing the school.</li><li>• ASSB is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.</li><li>• ASSB employees are accountable for their work.</li><li>• 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 ASSB.</li></ul> |

- ASSB 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 2024–25)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 7          | 14                 |
| Grade 8          | 21                 |
| Grade 9          | 86                 |
| Grade 10         | 151                |
| Grade 11         | 63                 |
| Grade 12         | 37                 |
| Total Enrollment | 372                |



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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 48.00%                      |
| Male                                | 51.00%                      |
| Non-Binary                          | 1.00%                       |
| American Indian or Alaska Native    | 0.80%                       |
| Asian                               | 0.50%                       |
| Black or African American           | 7.80%                       |
| Filipino                            | 2.70%                       |
| Hispanic or Latino                  | 79.30%                      |
| Native Hawaiian or Pacific Islander | 0.50%                       |
| Two or More Races                   | 2.70%                       |
| White                               | 5.60%                       |

| Student Group (Other)           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners                | 22.00%                      |
| Foster Youth                    | 0.00%                       |
| Homeless                        | 8.10%                       |
| Migrant                         | 0.00%                       |
| Socioeconomically Disadvantaged | 78.00%                      |
| Students with Disabilities      | 26.90%                      |

**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<br>Number | 2022–23<br>Number | 2023–24<br>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<br>Number | 2022–23<br>Number | 2023–24<br>Number |
|--------------------------------------------------------|-------------------|-------------------|-------------------|
| Credentialed Teachers Authorized on a Permit or Waiver |                   |                   |                   |
| Local Assignment Options                               |                   |                   |                   |
| Total Out-of-Field Teachers                            |                   |                   |                   |

**Class Assignments**

| Indicator                                                                                                                                        | 2021–22<br>Percent | 2022–23<br>Percent | 2023–24<br>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**

ASSB'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

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

## 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**

ASSB 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<br>2023–24 | School<br>2024–25 | District<br>2023–24 | District<br>2024–25 | State<br>2023–24 | State<br>2024–25 |
|------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 48%               | 41%               | 48%                 | 41%                 |                  |                  |
| Mathematics (grades 3-8 and 11)                      | 11%               | 10%               | 11%                 | 10%                 |                  |                  |

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)**

ASSB 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                                  | 120              | 120           | 100.00%        | 0.00%              | 41.67%                  |
| Female                                        | 57               | 57            | 100.00%        | 0.00%              | 42.11%                  |
| Male                                          | 63               | 63            | 100.00%        | 0.00%              | 41.27%                  |
| American Indian or Alaska Native              | 0                | 0             | 0%             | 0%                 | 0%                      |
| Asian                                         | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 91               | 91            | 100.00%        | 0.00%              | 40.66%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White                                         | --               | --            | --             | --                 | --                      |
| English Learners                              | 22               | 22            | 100.00%        | 0.00%              | 13.64%                  |
| Foster Youth                                  | 0                | 0             | 0%             | 0%                 | 0%                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0%             | 0%                 | 0%                      |
| Socioeconomically Disadvantaged               | 89               | 89            | 100.00%        | 0.00%              | 40.45%                  |
| Students Receiving Migrant Education Services | 0                | 0             | 0%             | 0%                 | 0%                      |
| Students with Disabilities                    | 26               | 26            | 100.00%        | 0.00%              | 30.77%                  |

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)**

ASSB 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                                  | 120              | 120           | 100.00%        | 0.00%              | 10.83%                  |
| Female                                        | 57               | 57            | 100.00%        | 0.00%              | 7.02%                   |
| Male                                          | 63               | 63            | 100.00%        | 0.00%              | 14.29%                  |
| American Indian or Alaska Native              | 0                | 0             | 0%             | 0%                 | 0%                      |
| Asian                                         | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 91               | 91            | 100.00%        | 0.00%              | 8.79%                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White                                         | --               | --            | --             | --                 | --                      |
| English Learners                              | 22               | 22            | 100.00%        | 0.00%              | 4.55%                   |
| Foster Youth                                  | 0                | 0             | 0%             | 0%                 | 0%                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0%             | 0%                 | 0%                      |
| Socioeconomically Disadvantaged               | 89               | 89            | 100.00%        | 0.00%              | 7.87%                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0%             | 0%                 | 0%                      |
| Students with Disabilities                    | 26               | 26            | 100.00%        | 0.00%              | 7.69%                   |

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**

ASSB 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<br>2023–24 | School<br>2024–25 | District<br>2023–24 | District<br>2024–25 | State<br>2023–24 | State<br>2024–25 |
|----------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8, and high school) |                   | 23.08%            |                     | 4.64%               |                  | 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)**

ASSB 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                                  | 156              | 156           | 100.00%        | 0.00%              | 23.08%                  |
| Female                                        | 85               | 85            | 100.00%        | 0.00%              | 17.65%                  |
| Male                                          | 71               | 71            | 100.00%        | 0.00%              | 29.58%                  |
| American Indian or Alaska Native              | 0                | 0             | 0%             | 0%                 | 0%                      |
| Asian                                         | --               | --            | --             | --                 | --                      |
| Black or African American                     | 12               | 12            | 100.00%        | 0.00%              | 16.67%                  |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 124              | 124           | 100.00%        | 0.00%              | 22.58%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White                                         | --               | --            | --             | --                 | --                      |
| English Learners                              | 33               | 33            | 100.00%        | 0.00%              | 9.09%                   |
| Foster Youth                                  | 0                | 0             | 0%             | 0%                 | 0%                      |
| Homeless                                      | 14               | 14            | 100.00%        | 0.00%              | 28.57%                  |
| Military                                      | 0                | 0             | 0%             | 0%                 | 0%                      |
| Socioeconomically Disadvantaged               | 118              | 118           | 100.00%        | 0.00%              | 22.88%                  |
| Students Receiving Migrant Education Services | 0                | 0             | 0%             | 0%                 | 0%                      |
| Students with Disabilities                    | 36               | 36            | 100.00%        | 0.00%              | 13.89%                  |

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). ASSB 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 South Bay 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                                                                                   | 91                        |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma                                            | 9.1%                      |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 9.7%                      |

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

ASSB maintains a comprehensive course list of UC A-G approved courses. The majority ASSB'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:<br>Aerobic Capacity | Component 2:<br>Abdominal Strength and Endurance | Component 3:<br>Trunk Extensor and Strength and Flexibility | Component 4:<br>Upper Body Strength and Endurance | Component 5:<br>Flexibility |
|-------|----------------------------------|--------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------|-----------------------------|
| 7     | 68.42%                           | 68.42%                                           | 68.42%                                                      | 68.42%                                            | 68.42%                      |
| 9     | 67.03%                           | 67.03%                                           | 67.03%                                                      | 67.03%                                            | 68.13%                      |

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 South Bay 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

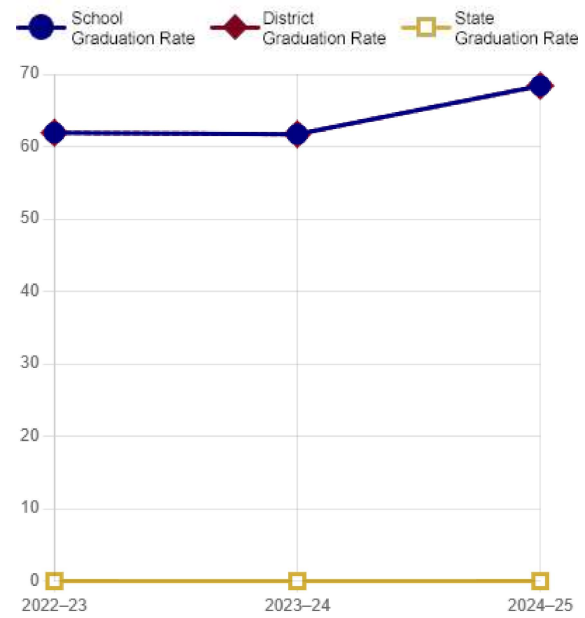
**Graduation Rate and Dropout Rate (Four-Year Cohort Rate)**

Altus Schools South Bay is a DASS school. As an alternative option, many students enroll with ASSB to address credit deficiencies before returning to a traditional school or deciding to stay with ASSB 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 ASSB. ASSB also maintains an internal One-Year Dropout Rate based on previous state criteria.

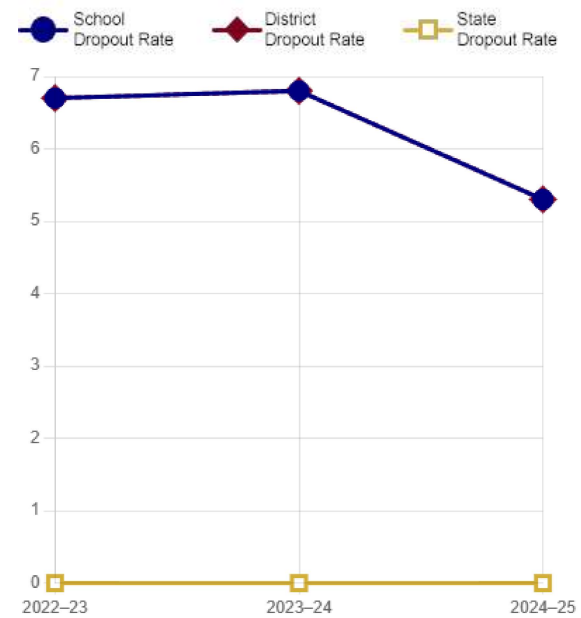
| Indicator       | School<br>2022–23 | School<br>2023–24 | School<br>2024–25 | District<br>2022–23 | District<br>2023–24 | District<br>2024–25 | State<br>2022–23 | State<br>2023–24 | State<br>2024–25 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Graduation Rate | 61.9%             | 61.7%             | 68.4%             | 61.9%               | 61.7%               | 68.4%               |                  |                  |                  |
| Dropout Rate    | 6.7%              | 6.8%              | 5.3%              | 6.7%                | 6.8%                | 5.3%                |                  |                  |                  |

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 South Bay is a DASS school. As an alternative option, many students enroll with ASSB to address credit deficiencies before returning to a traditional school or deciding to stay with ASSB 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 ASSB. ASSB 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                                  | 133                          | 91                         | 68.4%                  |
| Female                                        | 81                           | 54                         | 66.7%                  |
| Male                                          | 52                           | 37                         | 71.2%                  |
| Non-Binary                                    | 0.0                          | 0.0                        | 0.0%                   |
| American Indian or Alaska Native              | --                           | --                         | --                     |
| Asian                                         | --                           | --                         | --                     |
| Black or African American                     | --                           | --                         | --                     |
| Filipino                                      | --                           | --                         | --                     |
| Hispanic or Latino                            | 108                          | 73                         | 67.6%                  |
| Native Hawaiian or Pacific Islander           | --                           | --                         | --                     |
| Two or More Races                             | --                           | --                         | --                     |
| White                                         | --                           | --                         | --                     |
| English Learners                              | 36                           | 23                         | 63.9%                  |
| Foster Youth                                  | --                           | --                         | --                     |
| Homeless                                      | 24                           | 16                         | 66.7%                  |
| Socioeconomically Disadvantaged               | 121                          | 81                         | 66.9%                  |
| Students Receiving Migrant Education Services | 0.0                          | 0.0                        | 0.0%                   |
| Students with Disabilities                    | 32                           | 16                         | 50.0%                  |

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)

ASSB 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                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 721                   | 525                                     | 85                        | 16.2%                    |
| Female                                        | 354                   | 259                                     | 33                        | 12.7%                    |
| Male                                          | 363                   | 263                                     | 51                        | 19.4%                    |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian                                         | 18                    | --                                      | --                        | --                       |
| Black or African American                     | 46                    | 41                                      | 9                         | 22.0%                    |
| Filipino                                      | 15                    | 14                                      | 2                         | 14.3%                    |
| Hispanic or Latino                            | 471                   | 414                                     | 64                        | 15.5%                    |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 40                    | 20                                      | 5                         | 25.0%                    |
| White                                         | 125                   | 28                                      | 5                         | 17.9%                    |
| English Learners                              | 121                   | 114                                     | 15                        | 13.2%                    |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 52                    | 49                                      | 7                         | 14.3%                    |
| Socioeconomically Disadvantaged               | 463                   | 411                                     | 69                        | 16.8%                    |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 149                   | 125                                     | 20                        | 16.0%                    |

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<br>2022–23 | School<br>2023–24 | School<br>2024–25 | District<br>2022–23 | District<br>2023–24 | District<br>2024–25 | State<br>2022–23 | State<br>2023–24 | State<br>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.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 374   |

\* 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 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                                                  | 0.20                              |
| Social Worker                                                 |                                   |
| Nurse                                                         | 0.20                              |
| Speech/Language/Hearing Specialist                            |                                   |
| Resource Specialist (non-teaching)                            |                                   |
| Other**                                                       | 3.00                              |

\* 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                                   | \$16174.67                   | \$5667.00                           | \$10508.00                            | --                     |
| District                                      | N/A                          | N/A                                 | --                                    | --                     |
| Percent Difference – School Site and District | N/A                          | N/A                                 |                                       |                        |
| State                                         | N/A                          | N/A                                 | \$11146.18                            | --                     |
| Percent Difference – School Site and State    | N/A                          | N/A                                 |                                       |                        |

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

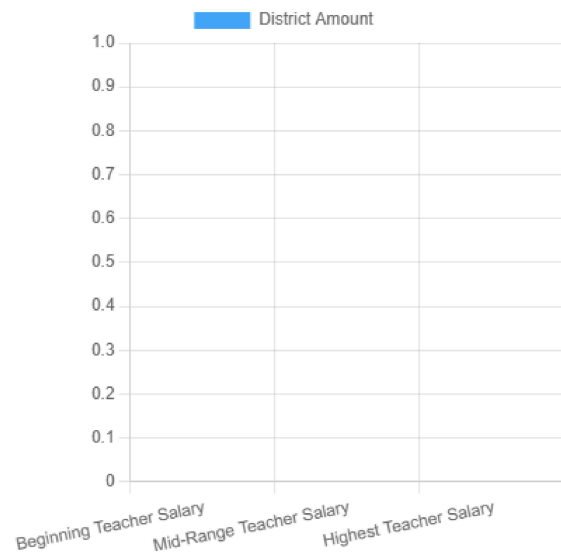
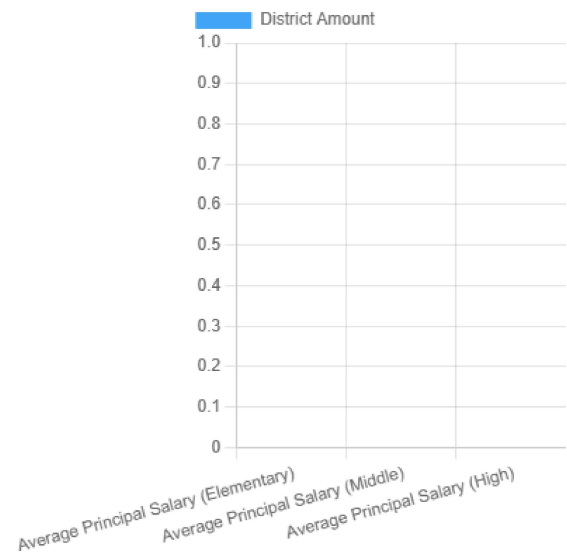
**Types of Services Funded (Fiscal Year 2024–25)**

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                      | --              | --                                           |
| Mid-Range Teacher Salary                      | --              | --                                           |
| Highest Teacher Salary                        | --              | --                                           |
| Average Principal Salary (Elementary)         | --              | --                                           |
| Average Principal Salary (Middle)             | --              | --                                           |
| Average Principal Salary (High)               | --              | --                                           |
| Superintendent Salary                         | --              | --                                           |
| 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 South Bay 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** 0.26 %

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

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

**Professional Development**

Altus Schools South Bay 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 ASSB'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, ASSB'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      |