

School Accountability Report Card Executive Summary

Altus-The Charter School of San Diego

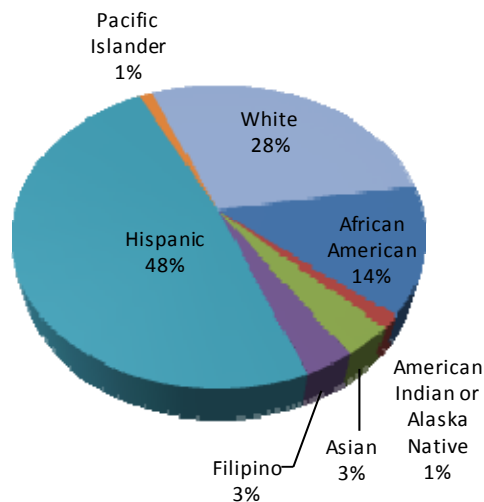
For the 2009-2010 School Year Published During 2010-2011

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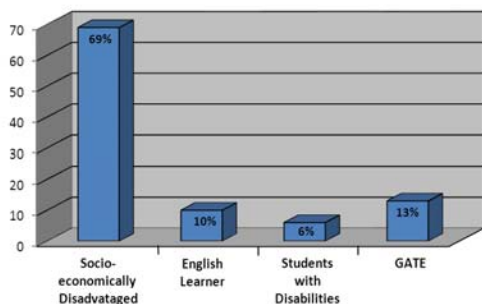
At A Glance 2009-2010

School Type: Charter
Instr. Program: Hybrid
Grade level: 7-12
Total Enrollment: 1704
Total Teachers: 56
Per pupil expenditure: \$7,223.35

Student Enrollment by Group (Ethnicity)



Student Enrollment by Group (Special Populations)



About This School

The Charter School of San Diego (CSSD) is an innovative, role model public school that dares to make a significant difference in the lives of students in grades 7 through 12. Offering an option to traditional schools, CSSD has innovated a different way of managing educational systems, both in instruction and operations. We serve as a role model because of five factors:

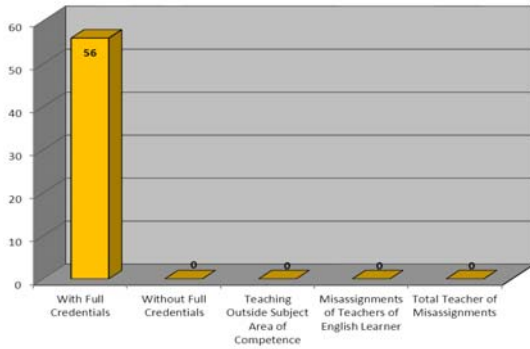
- *We transform the lives of students who are “at risk” in the educational system – taking many from failure to college bound.*
- *We run CSSD like a business with strategic objectives, Action Plans and the ability to set and measure results.*
- *We are innovative, responsive and agile.*
- *We hold teachers accountable for students’ learning and success.*
- *We are a successful prototype for educational reform.*

The Charter School of San Diego is composed of learning centers in 20 locations throughout the county. 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 seminars, workshops, guest speakers, tutoring, and field trips to provide skills development and enrichment in the core curriculum.

Students can enroll in The Charter School of San Diego through the counselors at the school they attend or by inter-district permits if they are coming from another school district.

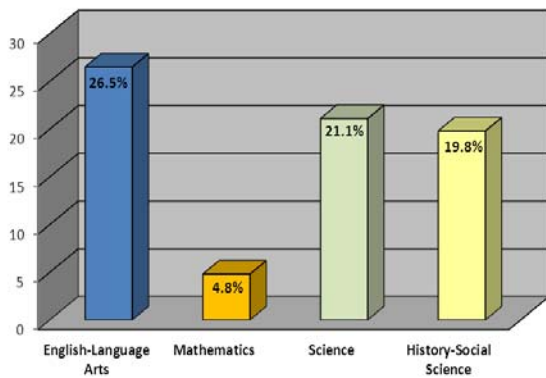
Student options include returning to comprehensive schools, earning a High School diploma, preparing for the General Educational Development (GED) test and/or the California High School Proficiency Exam (CHSPE). Each student receives a personalized education plan supported through an extensive group of partnerships and alliances which provide services such as job development, pre-employment training, health maintenance, case-management, social and personal services and tutoring.

Teachers



Student Performance

Students Proficient and Above on California Standards Test



School Completion

Indicator	Result
Graduation Rate	75.8%

Academic Progress

Indicator	Result
2010 API Growth Score (from 2010 API Growth Report)	658
Statewide Rank (from 2009 API Base Report)	2
2010-2011 Program Improvement Status (PI Year)	Year 1

Postsecondary Preparation

Measures	Percent
Pupils who completed a Career Technical Education Program and Earned a High School Diploma	n/a
Graduates Who Completed All Courses Required for UC or CSU Admission	8%

School Facilities

Summary of most recent site inspection:

The 20 learning centers are exceptionally attractive, clean, safe, and orderly. All are carpeted, air conditioned, and equipped with multiple computers connected to the Internet. A library/media center serves all the sites, which each maintain a revolving collection of more than 10,000 fiction, research, and text resources. Each site has a refrigerator and microwave, and balanced meals are available. The resource centers are inspected frequently by facilities staff to ensure that high standards are maintained throughout the school. For more information about the condition of this school's facilities, contact the Program Administrator.

Repairs needed:

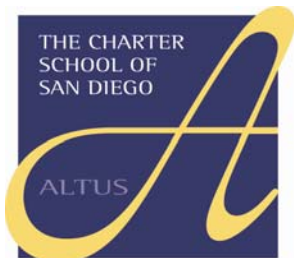
There are no repairs needed. All facilities are regularly inspected for safety and compliance.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,223.35
State	\$5,681



School Accountability Report Card

Altus-The Charter School of San Diego

For the 2009-2010 School Year *Published During 2010-2011*

The *School Accountability Report Card (SARC)*, which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest, an online data tool at <http://dq.cde.ca.gov/dataquest/> contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners.

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 include 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.

II. About This School

The Vision

The educational community known as The Charter School of San Diego - Student Success Programs is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. The Charter School of San Diego is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. The Charter School of San Diego is committed to collaborative efforts to improve the quality of life for students, their families, and the San Diego community at large.

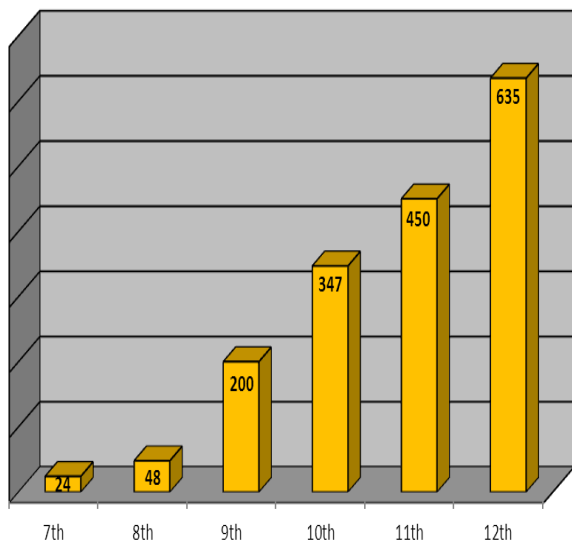
The Mission

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

Basic Values

- **Kids come first.**
- Education at CSSD is personalized, individualized, and high quality.
- CSSD is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- CSSD uses business principles in managing the school.
- CSSD is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- CSSD employees are accountable for their work.
- People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of CSSD.
- CSSD is committed to the improvement of the quality of life for students, their families, and the community at large.

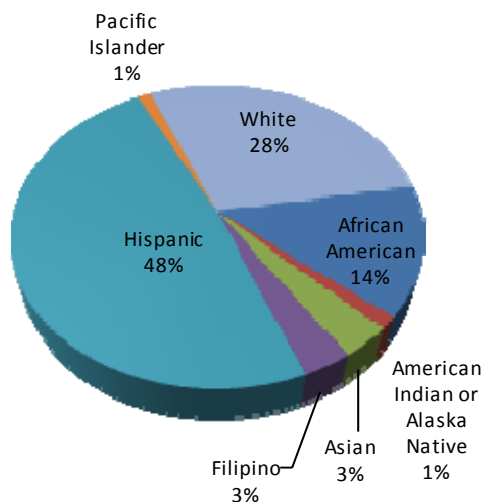
Student Enrollment by Grade Level Total Enrollment 1704



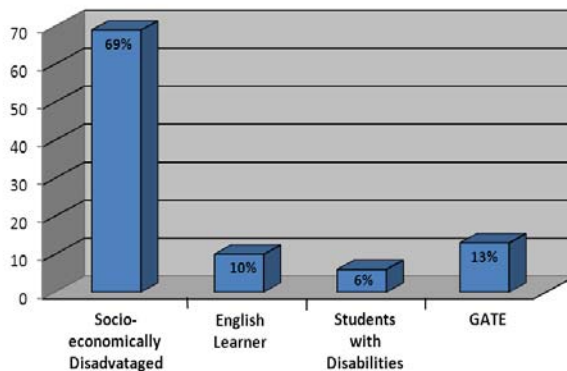
Opportunities for Parent Involvement

Parents become involved in their children's education at The Charter School of San Diego from the beginning. They are required to attend with their child during the initial orientation. Parents are also a part of the initial meeting with the teacher, when they learn site-specific requirements and, together with the student, discuss the Personalized Educational Plan (PEP). 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 represented on the school's Board of Directors.

Student Enrollment by Group (Ethnicity)



Student Enrollment by Group (Special Populations)



III. School Climate

School Safety Plan

The safety plan which is updated, reviewed by school faculty, and approved annually, includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes and the school discipline policy. Regular safety drills are conducted.

Suspensions and Expulsions

Rate	2007-2008	2008-2009	2009-2010
Suspensions	1	0	0
Expulsions	0	0	0

IV. School Facilities

School Facility Conditions and Improvements

The 20 learning centers are exceptionally attractive, clean, safe, and orderly. All are carpeted, air conditioned, and equipped with multiple computers connected to the Internet. A library/media center serves all the sites, which each maintain a revolving collection of more than 10,000 fiction, research, and text resources. Each site has a refrigerator and microwave, and

balanced meals are available. The resource centers are inspected frequently by facilities staff to ensure that high standards are maintained throughout the school. For more information about the condition of this school's facilities, contact the Program Administrator.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks				N/A
Mechanical Systems				N/A
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)				N/A
Structural Damage				N/A
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)				N/A
Restrooms	X			
Sewer				N/A
Playground/School Grounds				N/A
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

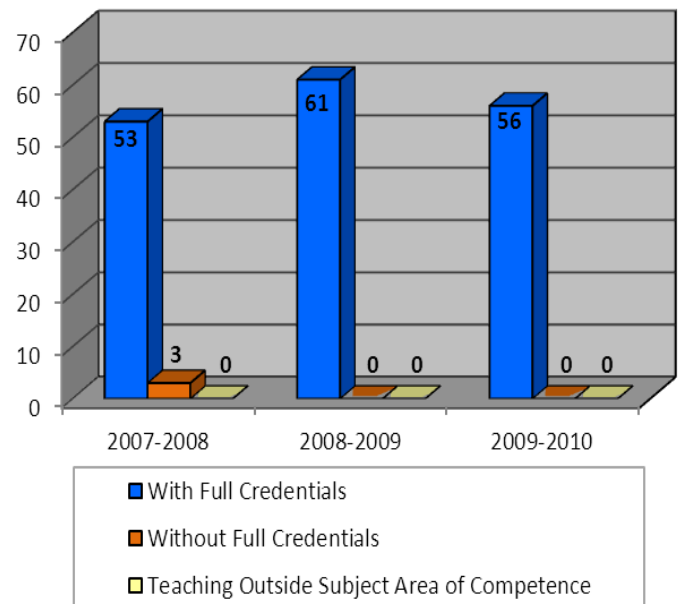
This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

V. Teachers

Teacher Credentials

This chart displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.



Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	*Pending	*Pending

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	340
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	1.5	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	4	n/a
Other	0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/ Language Arts	Standards-based and available to all students	0%
Mathematics	Standards-based and available to all students	0%
Science	Standards-based and available to all students	0%
History-Social Science	Standards-based and available to all students	0%
Foreign Language	Standards-based and available to all students	0%
Health	Standards-based and available to all students	0%
Science Laboratory Equipment (grades 9-12)	Standards-based and available to all students	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,223.35	n/a	n/a	\$64,318
District	n/a	n/a	n/a	\$64,318
Percent Difference - School Site and District	n/a	n/a	n/a	0
State	n/a	n/a	\$5,681	\$68,179
Percent Difference - School Site and State	n/a	n/a	n/a	n/a

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

As a 501c3 non-profit corporation, The Charter School of San Diego has full authority and discretion in the management of all its fiscal matters. The latitude to determine the use of funds is accompanied by an obligation to remain revenue neutral and to submit an audited financial report annually to the District. More than half of the funds the school receives go to certificated instructors who work directly with students. Funds are also used for direct instruction, additional tutoring at the sites, up-to-date instructional materials and technology support.

Teacher and Administrative Salaries (Fiscal Year 2008-2009)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,412	\$42,377
Mid-Range Teacher Salary	\$59,886	\$67,677
Highest Teacher Salary	\$80,592	\$86,293
Average Principal Salary (Elementary)	\$108,779	\$108,894
Average Principal Salary (Middle)	\$111,260	\$113,713
Average Principal Salary (High)	\$119,354	\$124,531
Superintendent Salary	\$269,000	\$223,323
Percent of Budget for Teacher Salaries	39.6%	40.2%
Percent of Budget for Administrative Salaries	5.2%	5.5%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9 through 11; and history-social science in grades 8 and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.
Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small

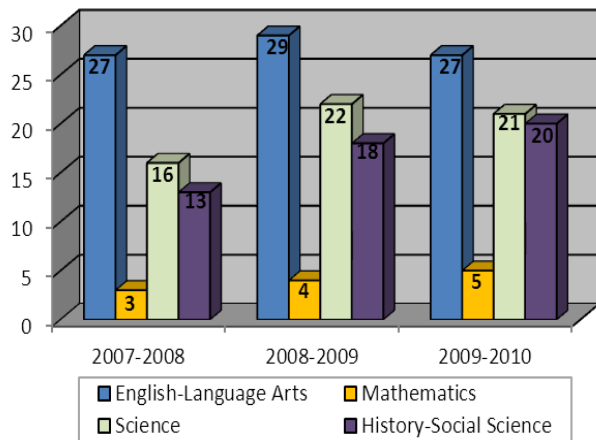
for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students (Three-Year Comparison)

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).



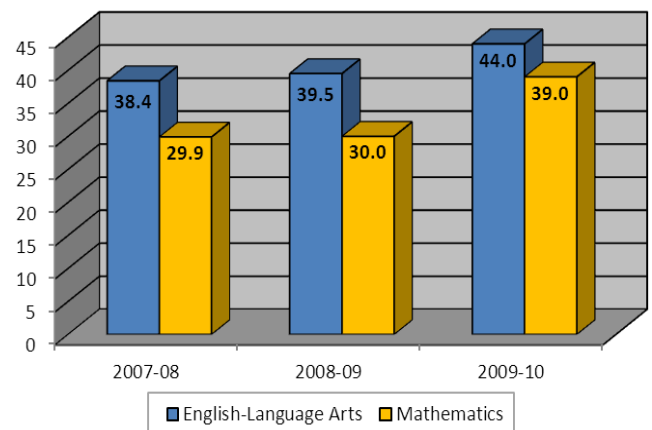
CST Results by Student Group (Most Recent Year)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	History-Social Science
African American	19	3	18	19
American Indian or Alaska Native	47	11	17	45
Asian	30	11	20	14
Filipino	29	6	10	19
Hispanic or Latino	19	4	14	12
Pacific Islander	17	0	25	18
White (not Hispanic)	42	7	35	34
Male	22	6	25	24
Female	31	4	18	16
Economically Disadvantaged	22	4	18	16
English Learners	7	2	8	3
Students with Disabilities	20	7	19	12
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

CAHSEE Results for All Students (Three Year Comparison)

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.



CAHSEE Results by Student Group (Most Recent Year)

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students	56	24	20
Male	61	20	18
Female	52	27	21
African American	56	22	22
American Indian or Alaska Native	*	*	*
Asian	57	29	14
Filipino	60	20	20
Hispanic or Latino	68	22	10
Pacific Islander	*	*	*
White (not Hispanic)	30	32	38
English Learners	90	10	*
Socioeconomically Disadvantaged	62	23	15
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	56	22	22

Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students	61	30	9
Male	60	31	10
Female	62	28	9
African American	70	20	10
American Indian or Alaska Native	*	*	*
Asian	42	50	8
Filipino	*	*	*
Hispanic or Latino	67	26	7
Pacific Islander	*	*	*
White (not Hispanic)	43	44	13
English Learners	82	18	0
Socioeconomically Disadvantaged	64	29	7
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	64	9	27

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table

displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
5	n/a
7	20.0
9	5.6

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks (Three-Year Comparison)

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007-08	2008-09	2009-10
Statewide	2	2	2
Similar Schools	8	3	5

AYP Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school made AYP overall and whether the school met each of the AYP criteria.

AYP Criteria	School
Overall	Yes
Participation Rate - English-Language Arts	Yes
Participation Rate - Mathematics	Yes
Percent Proficient - English-Language Arts	Yes
Percent Proficient - Mathematics	Yes
API	Yes
Graduation Rate	Yes

API Changes by Student Group (Three-Year Comparison)

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score.
Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score 2010
	2007-08	2008-09	2009-10	
All Students at the School	-5	19	21	658
African American	-15	-16	*	*
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-17	10	24	634
Pacific Islander				
White (not Hispanic)	7	24	21	707
Socioeconomically Disadvantaged	-7	11	33	642
English Learners	*	*	28	629
Students with Disabilities				

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School
Program Improvement Status	In PI
First Year of Program Improvement	2009
Year in Program Improvement	1
Number of Schools Currently in Program Improvement	n/a
Percent of Schools Currently in Program Improvement	n/a

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

XI. School Completion and Postsecondary Preparation

Completion of High School Graduation Requirements

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (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 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 University of California Web site at <http://www.universityofcalifornia.edu/admission/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School		
	2006-07	2007-08	2008-09
Dropout Rate (1-year)	10.6	6.2	6.1
Graduation Rate	67.5	71.7	75.8

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2010
	School
All Students (including GED/CHSPE)	576
Diploma	76%
GED/CHSPE	24%
African American	13%
American Indian or Alaska Native	1%
Asian	4%
Filipino	4%
Hispanic or Latino	41%
Pacific Islander	2%
White (not Hispanic)	35%
Socioeconomically Disadvantaged	58%
English Learners	5%
Students with Disabilities	6%

Career Technical Education Programs

CSSD is sponsored by the San Diego Chamber of Commerce Business Roundtable for Education in partnership with Labor's Community Service Agency, and San Diego City Schools. School-to-Career opportunities vary according to the students' goals. Their career aptitudes and interests are discussed with the student and parents and become part of the Personalized Educational Plan (PEP). Twelfth grade students research career paths and post-secondary career options and compile a portfolio as part of a required senior course called "Introduction to Careers." 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, thus accessing a wider range of job opportunities. The school allows students the freedom to participate in community events and encourages them to volunteer. In order to broaden their experience and prepare students for the transition from school to career, students who remain at The Charter School of San Diego until graduation are required to earn two credits in either Service Learning or the Regional Occupational Program (ROP). In this way, students have the chance to experience the world outside school as either volunteers or while learning a vocational skill.

teachers are encouraged to attend seminars and workshops offered by local universities, the San Diego County Office of Education (SDCOE), and professional associations. All clerical and non-classified staff participates in regular professional development based on the needs of students and organizational outcomes as outlined in the strategic plan. The school adheres to the requirement for the annual number of school days dedicated to staff development per Education Code 33126(b)(9).

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Result
Students Enrolled in Courses Required for UC/CSU Admission	95.4%
Graduates Who Completed All Courses Required for UC/CSU Admission	8%

XII. Instructional Planning and Scheduling

Professional Development

Ongoing professional development opportunities are incorporated into the CSSD meeting structure for all faculty and staff. To improve student academic achievement and to address the requirements of NCLB, a formal Individual Development Plan (IDP) is created. The plan is to ensure that all teachers' are 100% NCLB compliant, to deepen teachers' content knowledge, and to increase teachers' knowledge of the standards and instructional methods based on student results. In addition,