

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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.



Diahann Mathis

Principal, San Diego Virtual

About Our School

San Diego Virtual School, a public charter school serving San Diego and adjoining counties, is a personalized and collaborative learning institution where dedicated staff and flexible educational programs ensure the facilitation of students' academic and personal growth.

Contact

San Diego Virtual
PO Box 602060
San Diego, CA 92160

Phone: 6197137271
E-mail: dmathis@sdvirtualschools.com

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Mountain Empire Unified
Phone Number	(619) 473-9022
Superintendent	Kathy Granger
E-mail Address	kathy.granger@meusd.k12.ca.us
Web Site	http://meusd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	San Diego Virtual
Street	PO Box 602060
City, State, Zip	San Diego, Ca, 92160
Phone Number	6197137271
Principal	Diahann Mathis
E-mail Address	dmathis@sdvirtualschools.com
Web Site	sdvirtualschools.com
County-District-School (CDS) Code	37682130123224

Last updated: 1/28/2019

School Description and Mission Statement (School Year 2018—19)

MISSION

San Diego Virtual School is an educational institution where all students are valued and provided with an opportunity to attain an excellent education while developing life skills that will enable achievement of academic and personal goals.

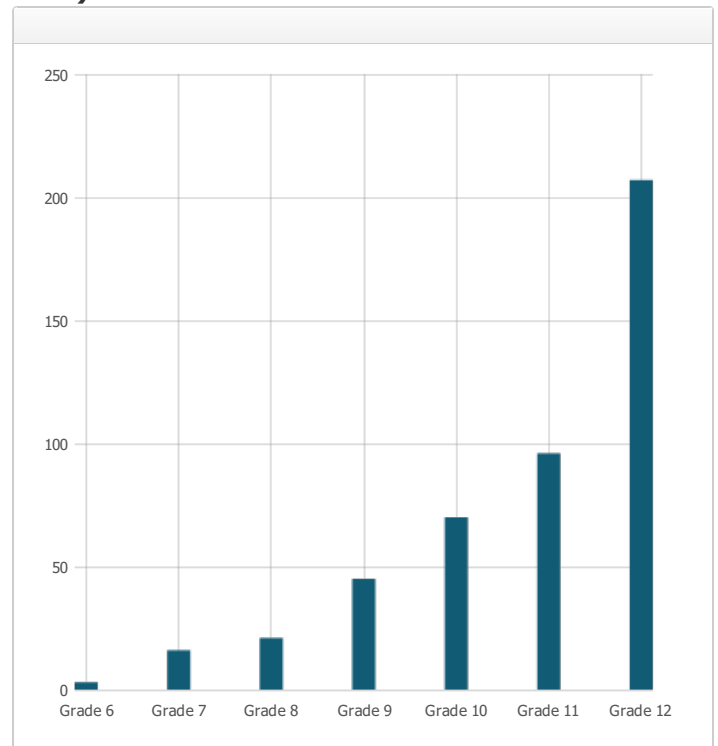
Vision

San Diego Virtual School, a public charter school serving San Diego and adjoining counties, is a personalized and collaborative learning institution where dedicated staff and flexible educational programs ensure the facilitation of students' academic and personal growth.

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	3
Grade 7	16
Grade 8	21
Grade 9	45
Grade 10	70
Grade 11	96
Grade 12	207
Total Enrollment	458



Last updated: 1/28/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	5.7 %
American Indian or Alaska Native	0.9 %
Asian	1.1 %
Filipino	0.4 %
Hispanic or Latino	57.6 %
Native Hawaiian or Pacific Islander	0.7 %
White	27.3 %
Two or More Races	6.1 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.5 %
English Learners	11.4 %
Students with Disabilities	10.5 %
Foster Youth	0.4 %

A. Conditions of Learning

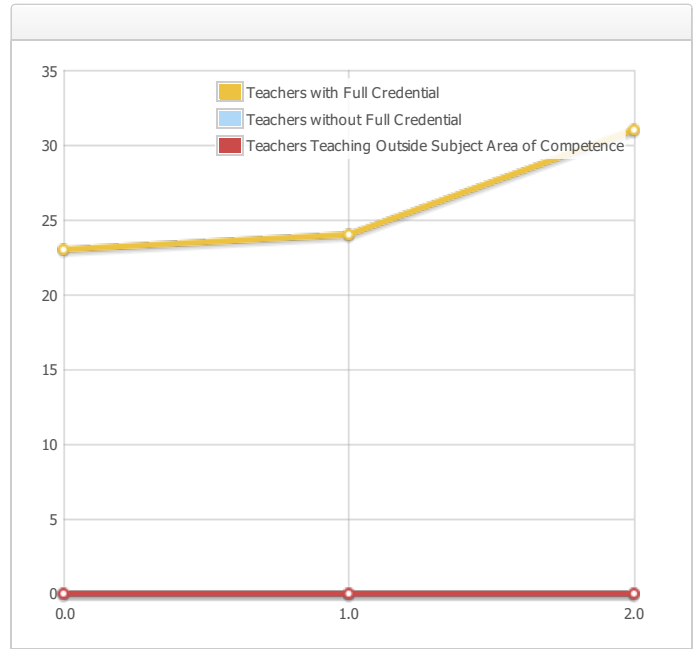
State Priority: Basic

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 Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	23	24	31	30
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/28/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Plato-Edmentum online curriculum	Yes	0.0 %
Mathematics	Plato-Edmentum online curriculum Kahn Academy	Yes	0.0 %
Science	Plato-Edmentum online curriculum	Yes	0.0 %
History-Social Science	Plato-Edmentum online curriculum	Yes	0.0 %
Foreign Language	Plato-Edmentum online curriculum	Yes	0.0 %
Health	Plato-Edmentum online curriculum	Yes	0.0 %
Visual and Performing Arts	Plato-Edmentum online curriculum	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2019

School Facility Conditions and Planned Improvements

We are an online school and have no facility issues.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

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: August 2018

Overall Rating	Exemplary
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Last updated: 1/28/2019

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	39.0%	45.0%	48.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	15.0%	12.0%	29.0%	28.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/28/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	168	81.55%	38.69%
Male	111	91	81.98%	34.07%
Female	95	77	81.05%	44.16%
Black or African American	14	13	92.86%	38.46%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	101	79	78.22%	36.71%
Native Hawaiian or Pacific Islander	--	--	--	
White	63	52	82.54%	38.46%
Two or More Races	17	15	88.24%	46.67%
Socioeconomically Disadvantaged	120	99	82.50%	33.33%
English Learners	34	27	79.41%	14.81%
Students with Disabilities	23	19	82.61%	26.32%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/28/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	207	168	81.16%	11.90%
Male	112	91	81.25%	9.89%
Female	95	77	81.05%	14.29%
Black or African American	14	13	92.86%	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	102	79	77.45%	8.86%
Native Hawaiian or Pacific Islander	--	--	--	
White	63	52	82.54%	13.46%
Two or More Races	17	15	88.24%	20.00%
Socioeconomically Disadvantaged	121	99	81.82%	11.11%
English Learners	35	27	77.14%	7.41%
Students with Disabilities	23	19	82.61%	5.26%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/28/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Last updated: 1/28/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/28/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	73.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	8.2%

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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	25.0%	25.0%	8.3%
9	32.3%	16.1%	3.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents are encouraged to communicate with the staff as frequently as needed. Parents are invited on monthly field trips. In addition, we send a monthly newsletter to the parents.

State Priority: Pupil Engagement

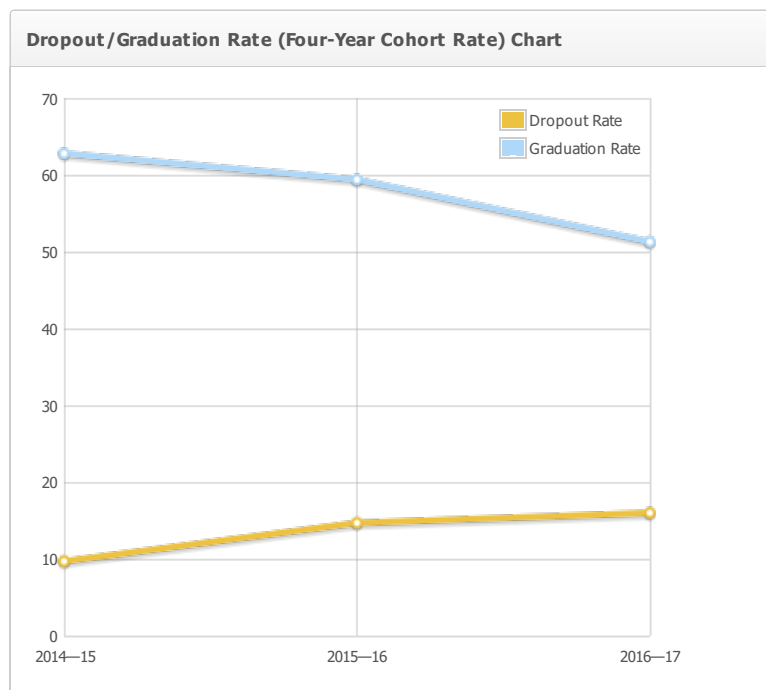
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	9.7%	14.7%	14.7%	25.7%	10.7%	9.7%
Graduation Rate	62.8%	59.4%	68.9%	58.9%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	16.0%	21.7%	9.1%
Graduation Rate	51.3%	53.9%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/28/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	59.0%	72.5%	88.7%
Black or African American	40.0%	25.0%	82.2%
American Indian or Alaska Native	50.0%	75.0%	82.8%
Asian	50.0%	83.3%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	47.5%	66.5%	86.5%
Native Hawaiian or Pacific Islander	100.0%	80.0%	88.6%
White	77.8%	80.4%	92.1%
Two or More Races	88.9%	100.0%	91.2%
Socioeconomically Disadvantaged	68.4%	82.2%	88.6%
English Learners	39.1%	54.0%	56.7%
Students with Disabilities	50.0%	48.7%	67.1%
Foster Youth	0.0%	50.0%	74.1%

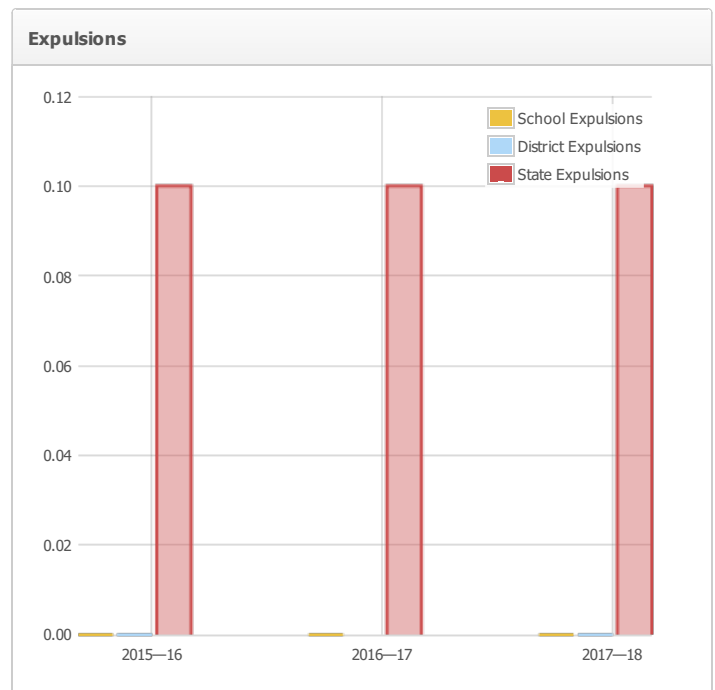
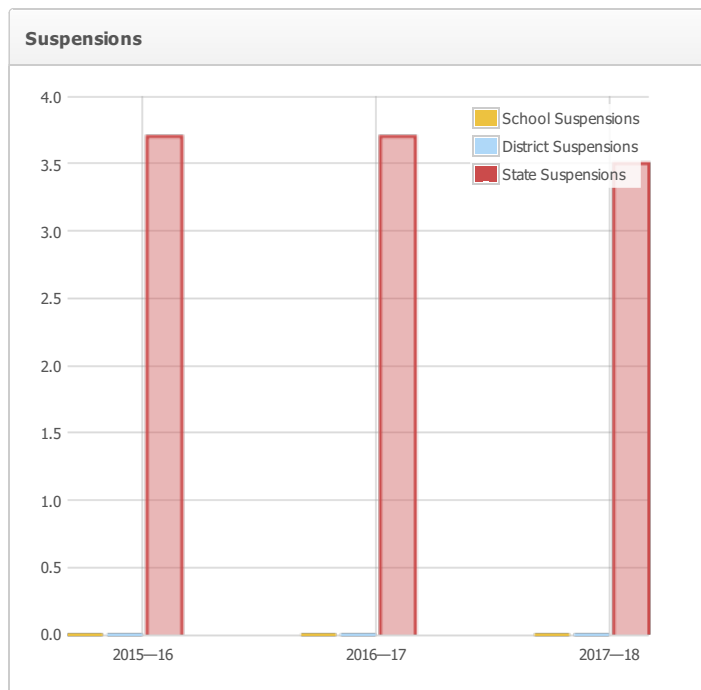
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	--	0.0%	0.1%	0.1%	0.1%



Last updated: 1/28/2019

School Safety Plan (School Year 2018—19)

Assessment of the Current Status of School Crime Due to the nature of our school sites, we have had limited crime issues at San Diego Virtual School. Students primarily work from home and come to the resource center for additional help. They are monitored closely by the teachers and we have had minor issues at the sites. Issues that affect the schools sites would be unwanted visitors on campus and school supplies being stolen. Both of these concerns are addressed below under our strategies.

Appropriate Programs and Strategies that Provide School Safety As San Diego Virtual School continues to expand in numbers, we have implemented many strategies to ensure we have created a safe school environment for our students At each site:

1. We have a relationship with the local police departments and if ever needed we will have police support.
2. Executive Director provides school safety support by educating staff and offering support with school discipline.
3. Student identification process and RTI support system in place.
4. Visitor sign in policy so we know at all times who is at our sites.
5. Monitoring and reinforcement of the requirements of the school academic progress and school behavior.
6. Doors remain locked at the resource center when needed.
7. At the Chula Vista site, there is a security guard that monitors the building.
8. At the Vista site, the building is secure and monitored.
9. Sign in sheet for visitors, students and computer use.

Child Abuse Reporting Procedures A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166) Mandated Reporter: a "Child care custodian"; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher's aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters. Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical "injuries which appear to have been inflicted...by other than accidental means by any other person..." Whether or not there are visible physical injuries, all suspected sexual abuse must be reported. To Whom is the Report Made: An

oral report to designated law enforcement agencies must be made immediately.

The observing employee must contact: 1. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department: (858) 560-2191 2. The Jurisdictional Law Enforcement Agency La Mesa Police Department(non-emergency) (619)667-1400 Vista Sherif Department (non-emergency) (760)940-4300 Chula Vista Police Department (619) 691-5151 San Diego County Department (24 hr. non-emergency) (619) 531-2000 or (858) 484-3154 Emergency Number 911 A follow up written report must be submitted within 36 hours. Forms are available on site through the Executive Director. School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims

only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest. Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be interviewed in private or may select an adult staff member to be present "to lend support".

Last updated: 1/28/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.0	0	0	0
1	0.0	0	0	0
2	0.0	0	0	0
3	0.0	0	0	0
4	0.0	0	0	0
5	0.0	0	0	0
6	23.0	1	1	0
Other**	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.0	0	0	0
1	0.0	0	0	0
2	0.0	0	0	0
3	0.0	0	0	0
4	0.0	0	0	0
5	0.0	0	0	0
6	14.0	1	1	0
Other**	25.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.0	0	0	0
1	0.0	0	0	0
2	0.0	0	0	0
3	0.0	0	0	0
4	0.0	0	0	0
5	0.0	0	0	0
6	12.0	0	0	0
Other**	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/28/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	86	1	
Mathematics	5.0	73		
Science	23.0	8	1	4
Social Science	7.0	56	1	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	87	2	2
Mathematics	4.0	68	1	
Science	12.0	22	5	1
Social Science	7.0	57	2	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	7.0	67	1	5
Mathematics	6.0	73	2	2
Science	9.0	30	2	4
Social Science	8.0	59		5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/28/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.5	172.0
Counselor (Social/Behavioral or Career Development)	3.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/28/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7863.0	\$379.0	\$7484.0	\$64567.0
District	N/A	N/A	--	\$58803.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

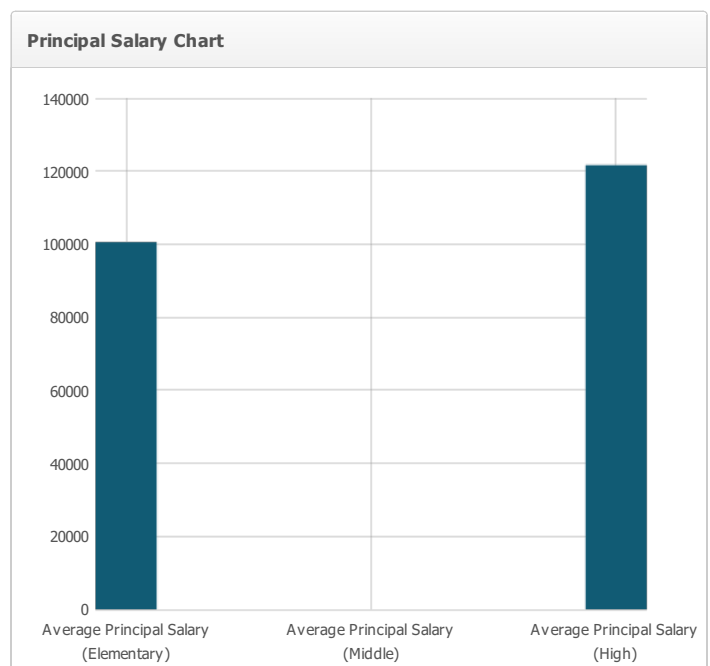
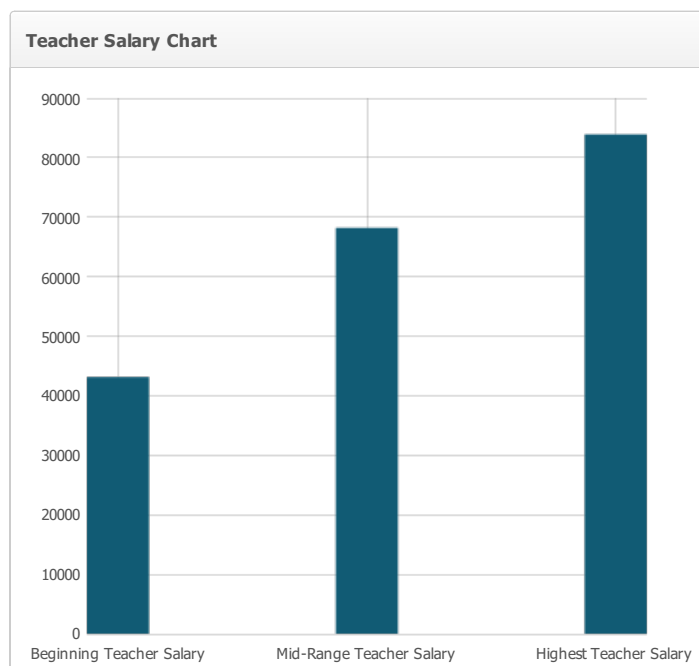
- Less than 25-1 Teacher to Student ratio
- Students are provided Chromebooks
- One to One tutoring
- College and Career Planning
- One to one Counseling Services
- One to one Special Education Resource Services
- Multiple Field Trips

Last updated: 1/28/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,149	\$42,990
Mid-Range Teacher Salary	\$68,213	\$61,614
Highest Teacher Salary	\$83,901	\$85,083
Average Principal Salary (Elementary)	\$100,581	\$100,802
Average Principal Salary (Middle)	\$	\$105,404
Average Principal Salary (High)	\$121,654	\$106,243
Superintendent Salary	\$169,027	\$132,653
Percent of Budget for Teacher Salaries	29.0%	30.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



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Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/28/2019

Professional Development

San Diego Virtual School has three non-instructional days for professional development. In addition, all staff attend professional development activities on and off site throughout the year. Many of these professional development trainings are offered online as well. Teachers have received trainings in technology use, subject matter area, Common Core curriculum, English Language Learner support, and more. Professional Development is based on identified student needs, teacher interest, and schoolwide learning goals. Teachers receive support through teacher/principal meetings.

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