

Executive Summary School Accountability Report Card, 2010–11

For **Diego Hills Charter**

Address:	4585 College Avenue, #4c, San Diego, CA 92115	Phone:	(619) 286-0312
Principal:	Armando Martinez, Principal	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Diego Hills Charter is a one-on-one, independent study program. Students meet with their teachers on an individual basis to receive personalized instruction geared toward their learning style. With this model, Diego Hills Charter is able to meet the needs of a variety of students, including students who work, are parents, or have extra duties that prevent them from attending a traditional high school.

The mission of Diego Hills Charter is to engage students seeking an alternative to the traditional high school setting with a quality education. Diego Hills Charter develops personalized learning plans, which enable the student to move towards graduation. Diego Hills Charter will strive to help students set and achieve goals, develop an interest in lifelong learning, move towards a mastery of technology, and become responsible, contributing members of society.

Student Enrollment

Group	Enrollment
Number of students	458
Black or African American	22.9%
American Indian or Alaska Native	2.8%
Asian	2.6%
Filipino	0.0%

Hispanic or Latino	56.3%
Native Hawaiian or Pacific Islander	1.5%
White	13.1%
Two or More Races	0.0%
Socioeconomically Disadvantaged	82.5%
English Learners	15.5%
Students with Disabilities	7.2%

Teachers

Indicator	Teachers
Teachers with full credential	16
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	17%
Mathematics	4%
Science	13%
History-Social Science	12%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	594

Statewide Rank (from 2010 Base API Report)	B
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 5
2011–12 Program Improvement Status (PI Year)	Not in PI

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Diego Hills Charter currently has one site in San Diego, located one mile from San Diego State University. Our schools have the feel of a friendly business office. Our facility has a computer lab, dance room, classrooms, and science lab. There is also a student work area, teacher stations, conference room, and restrooms that are maintained on a daily basis.

Upon enrollment, students and parent/guardians are required to review and sign an understanding of the rules, policies and procedures of Diego Hills Charter. This signed acknowledgement page remains in the student's folder.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0

Science Laboratory Equipment (grades 9-12)	0
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School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	6,475
District	N/A
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	32%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	51
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page 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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Diego Hills Charter	District Name	Dehesa Elementary
Street	4585 College Avenue #4c	Phone Number	(619) 444-2161
City, State, Zip	San Diego, CA 92115	Web Site	www.sdcoe.k12.ca.us/districts/dehesa
Phone Number	(619) 286-0312	Superintendent	Janet Wilson
Principal	Armando Martinez, Principal	E-mail Address	jmwilson@sdcoe.net
E-mail Address	amartinez@dhcharter.org	CDS Code	37680490119990

School Description and Mission Statement (School Year 2010–11)

Diego Hills Charter is a one-on-one, independent study program. Students meet with their teachers on an individual basis to receive personalized instruction geared toward their learning style. With this model, we are able to meet the needs of a variety of students, including students who work, are parents, or have extra duties that prevent them from attending a traditional high school.

The mission of Diego Hills Charter is to engage students seeking an alternative to the traditional high school setting with a quality education. Diego Hills Charter develops personalized learning plans, which enable the student to move towards graduation. Diego Hills Charter will strive to help students set and achieve goals, develop an interest in lifelong learning, move towards a mastery of technology, and become responsible, contributing members of society.

Opportunities for Parental Involvement (School Year 2010–11)

Diego Hills Charter met with the Parent Advisory Committee (PAC) approximately every other month in the 2010-2011 school year. During these meetings, parents had the opportunity to participate in making key decisions concerning the school. All interested parents were invited to attend via phone, email, and school fliers.

In addition to this, parents of English Learners were invited to attend the Bilingual Advisory Committee (BAC) meetings held every other month. The role of committee members during the BAC meetings was to advise the principal and other staff on programs and services for English Learners. In addition, committee members assisted in the formation of school goals, objectives, and priorities of the program as they pertain to English Learners. Parents and guardians were encouraged to attend via phone, email, and school fliers.

Parents also provided input in the Expected Schoolwide Learning Results (ESLRs), a critical component of the Western Association of Schools and Colleges (WASC) accreditation process. Parents provided their input both in person and through take home surveys.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students
Grade 9	274
Grade 10	104
Grade 11	57
Grade 12	23
Ungraded Secondary	0
Total Enrollment	458

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	22.9%

American Indian or Alaska Native	2.8%
Asian	2.6%
Filipino	0.0%
Hispanic or Latino	56.3%
Native Hawaiian or Pacific Islander	1.5%
White	13.1%
Two or More Races	0.0%
Socioeconomically Disadvantaged	82.5%
English Learners	15.5%
Students with Disabilities	7.2%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A				N/A				N/A			
Mathematics	N/A				N/A				N/A			
Science	N/A				N/A				N/A			
Social Science	N/A				N/A				N/A			

* 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.

** Diego Hills Charter is a one-on-one, independent study program; therefore, class size is not applicable in our environment.

III. School Climate

School Safety Plan (School Year 2010–11)

The safety of our students and staff is a high priority at Diego Hills Charter. We are part of a safety zone that is patrolled daily by a police officer assigned specifically to an area of the city. We also have a team of security guards that patrol the shopping center in which we are located.

During the 2010-2011 school year, a safety committee was formed to create a safety newsletter and implement safety drills. The committee met with the staff once per month to review safety procedures and best practices. In addition, four fire drills and one earthquake drill we completed this year. Finally, a safety plan and emergency preparation kit was created in the event of a future disaster or emergency.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	N/A	0	0	0	0	0
Expulsions	N/A	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

Diego Hills Charter currently has one site in San Diego, located two miles from San Diego State University. Our schools have a friendly, professional atmosphere. Our facility has a computer lab, dance room, special education room, and science lab. There is also a student work area, teacher stations, a conference room, and restrooms that are maintained on a daily basis. Future growth plans include expansion into Oceanside.

Diego Hills Charter is continuing to grow in enrollment and staff members. As such, there is a need for additional instructional and administrative space. During the 2011-12 school year, planned improvements include adding approximately 2200 square feet of additional instructional space directly next door to the current facility. The two sites will be joined by an interior corridor. As a result of this expansion, there will be additional instructional space, a larger computer lab, a teacher work room, and an administrative office for classified staff members.

School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x			
Interior: Interior Surfaces		x			

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		x			
Electrical: Electrical		x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		x			
Safety: Fire Safety, Hazardous Materials		x			
Structural: Structural Damage, Roofs		x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x			
Overall Rating		x			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	N/A	11	16	**
Without Full Credential	N/A	0	0	**
Teaching Outside Subject Area of Competence (with full credential)	N/A	0	0	N/A

**Information about 2010-11 district credentials was not available at the time of publication.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0.00%
All Schools in District	0.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	
Library Media Teacher (librarian)	N/A	
Library Media Services Staff (paraprofessional)	N/A	
Psychologist	N/A	
Social Worker	N/A	
Nurse	N/A	
Speech/Language/Hearing Specialist	N/A	

Resource Specialist (non-teaching)	N/A	
Other	N/A	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt Literature Language Arts 3rd, 4th, 5th & 6th Course (Holt, Rinehart, & Winston)	N/A	0%
Mathematics	Algebra 1 (Prentice Hall) Algebra/Trigonometry (McDougal Littell) Geometry (Prentice Hall) Pre-calculus (Larson and Hostetler) Calculus Eight Edition (Houghton Mifflin)	N/A	0%
Science	Earth Science CA Edition (Prentice Hall) Biology CA Edition (Prentice Hall) Chemistry (Prentice Hall) Conceptual Physics (Prentice Hall)	N/A	0%
History-Social Science	Principles in Action (Prentice Hall CA Edition) Magruder's American Government (Prentice Hall CA Edition) American Anthem, Modern American History (Holt CA Edition) World History, The Modern World (Prentice Hall CA Edition)	N/A	0%
Foreign Language	Buen Viaje Level 1 (Glencoe) Buen Viaje Level 2 (Glencoe)	N/A	0%
Health	Health (AGS)	N/A	0%
Visual and Performing	Understanding Art (Glencoe)	N/A	0%

Arts			
Science Laboratory Equipment (grades 9-12)	Virtual labs- Biology CA Edition (Prentice Hall) Virtual labs - Chemistry (Prentice Hall) Probeware Laboratory Manual/CD-ROM- Conceptual Physics (Prentice Hall)	N/A	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 7,715	\$ 1,240	\$ 6,475	\$ 55,300
District			N/A	N/A
Percent Difference – School Site and District			N/A	N/A
State			\$ 5,455	\$ 57,071
Percent Difference – School Site and State			18.70%	-3.10%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Diego Hills Charter does accept categorical funding: Title II is used for our staff development only. ARRA (SFSE) funding was used to retain teachers' positions.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	\$38,744
Mid-Range Teacher Salary	N/A	\$55,509
Highest Teacher Salary	N/A	\$70,567
Average Principal Salary (High)	N/A	\$94,401
Superintendent Salary	N/A	\$109,381
Percent of Budget for Teacher Salaries	25.00%	37.00%
Percent of Budget for Administrative Salaries	9.00%	7.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts		18%	17%	49%	45%	44%	49%	52%	54%
Mathematics		1%	4%	28%	27%	26%	46%	48%	50%
Science		7%	13%	41%	34%	31%	50%	54%	57%
History-Social Science		7%	12%	28%	27%	25%	41%	44%	48%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	44%	26%	31%	25%
All Students at the School	17%	4%	13%	12%
Male	14%	3%	15%	18%
Female	18%	4%	11%	8%

Black or African American	14%	3%	6%	13%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	21%	0%	18%	0%
Filipino				
Hispanic or Latino	15%	2%	14%	9%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	28%	12%	19%	27%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	16%	3%	12%	9%
English Learners	11%	2%	9%	4%
Students with Disabilities	8%	3%	5%	14%
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-		26%	18%	48%	50%	34%	52%	54%	59%

Language Arts									
Mathematics		14%	9%	38%	29%	21%	53%	54%	56%

Note: Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	66%	15%	19%	79%	16%	5%
All Students at the School	82%	15%	3%	91%	9%	0%
Male	91%	9%	0%	95%	5%	0%
Female	76%	19%	5%	89%	11%	0%
Black or African American	89%	11%	0%	85%	15%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	91%	6%	3%	93%	7%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	0%	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	83%	16%	2%	92%	8%	0%
English Learners	87%	13%	0%	94%	6%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	25.10%	18.40%	29.60%

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

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

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	N/A	N/A	B
Similar Schools	N/A	N/A	B

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	N/A	N/A	+88
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/D	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	175	594	138	778	4,683,676	778
Black or African American	32	498	1		317,856	696
American Indian or Alaska Native	4		15	740	33,774	733
Asian	6		0		398,869	898

Filipino	0		3		123,245	859
Hispanic or Latino	96	596	43	762	2,406,749	729
Native Hawaiian or Pacific Islander	3		1		26,953	764
White	32	656	72	800	1,258,831	845
Two or More Races	1		3		76,766	836
Socioeconomically Disadvantaged	138	593	38	754	2,731,843	726
English Learners	28	573	23	699	1,521,844	707
Students with Disabilities	27	408	21	707	521,815	595

Adequate Yearly Progress

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

- Participation rate on the state’s standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes

Met Graduation Rate	N/A	N/A
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Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		25.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s 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 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* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	0.0	0.0	185.8	1.7	3.1	60.7	4.9	5.7	4.6
Graduation Rate	N/A	N/A	4.1	N/A	N/A	N/A	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	54	N/D	N/D
Black or African American	13	N/D	N/D
American Indian or Alaska Native	3	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	24	N/D	N/D
Native Hawaiian or Pacific Islander	2	N/D	N/D
White	11	N/D	N/D
Two or More Races	1	N/D	N/D
Socioeconomically Disadvantaged	40	N/D	N/D
English Learners	11	N/D	N/D
Students with Disabilities	0	N/D	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

One Career Technical Education (CTE) program offered by Diego Hills Charter is General Work Experience Education (WEE). This course is designed to help students earn elective credits while developing job skills and learning about career opportunities. The program, which follows the state’s Work Experience Education framework and content standards, was developed with guidance from the California Association of Work Experience Educators (CAWEE) and the Work Experience Education Resource and Assistance Network (WEERAN). Students in the WEE program can earn five elective credits over an 18-week period, up to a 40-credit maximum, while attending Diego Hills Charter. Participating students who are minors are allowed to work up to 48 hours per week. Diego Hills Charter requires that the supervising teacher determine if the student is eligible or ready to participate in the program. To qualify, the student must be at least 16 years old, be currently enrolled in the school, work no more than 40 miles from campus, attend school regularly, demonstrate acceptable grades and citizenship, sufficiently complete and return all academic and course assignments and have passed the CAHSEE or be enrolled in the CAHSEE tutorial program.

To inspire students to explore careers possibilities and investigate educational/training requirements Diego Hills Charter has developed Career Exploration, an elective course that includes the following topics:

- On-Line Career and Skill Assessment
- Volunteer Application activity
- Community Service assignment
- College Application completion task
- Personal Essay creation project
- College Scholarship searching
- Student Loan Information FASFA, B.O.G.
- Resume Writing Assignment
- Employment Application completion task
- Interview Skills and Mock Interview activities

In order to increase participation and assure students are preparing for their next steps after high school graduation, the Career Exploration course is now mandatory for 11th and 12th grade students.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	271
Percent of pupils completing a CTE program and earning a high school diploma	11%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
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2010-11 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2010–11)

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

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

A minimum of fifteen days throughout the year are dedicated to professional development, in addition to support programs such as Beginning Teacher Support and Assessment (BTSA). Teachers participated in BTSA through the Riverside Inyo Mono San Bernardino Beginning Teacher Support and Assessment (RIMS-BTSA) program. BTSA improves teaching performance through mentoring, reflection, and self-assessment of beginning teachers.

Most professional development is done at Diego Hills Charter, but we also rely on San Diego County Office of Education for enrichment. The effect of professional development on student achievement is of great importance and gives strong impetus to the growth of instructional support in future curriculum development. As a result of student successes, more planning time will continue to be sought to provide teachers support in testing and assessments, instructional resource use, curricular development and technology, as well as workshops on the Scantron Performance Series and Skills Connection that helps to track, assess, and improve student performance in core level courses.

Much of the growth of the school has necessitated staff development in areas that deal with student attendance, academic progress, instructional strategies, and curriculum development. Emphasis has been placed on pre and post standardized student assessment results to better align curriculum and instructional strategies with the state adopted standards. Additionally, more dedicated planning will be devoted to developing professional learning communities to develop enhanced instructional strategies as well as more effective intervention programs.

Diego Hills Charter

School Accountability Report Card, 2010-2011

Dehesa Elementary

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org