

Armando Martinez, Principal

Principal, Diego Hills Charter

About Our School

Welcome to Diego Hills Charter School. I am excited to have an opportunity to share information about our WASC-accredited school. High school years are a special time in a teenager's life—a time of academic and personal challenge, and a time to make important decisions about present and future plans.

Diego Hills Charter School serves students in grades 9-12 and has an enrollment of over 800 students. We have been at our current site since 2009. We appreciate the sustained support provided by our parents, community members, and local businesses. We pledge to continue to work hard to make our academic program even stronger to ensure our students are successful and prepared for the future.

Diego Hills Charter School has an excellent educational program taught by a talented and dedicated faculty. I am honored to work with an outstanding staff that cares deeply for students. We dedicate ourselves to our very best to ensure all of our students have an opportunity to learn and be successful in school. We strive to consistently provide meaningful learning activities and experiences for all of our students.

We have high expectations for each student. We expect students to attend school regularly, put forth an effort in completing school credits, and respect the rights of each individual in our school. Additionally, we encourage Diego Hills Charter students to display "PRIDE", by being Productive, Responsible, Independent, Determined, and Educated—this helps provide the framework for individual and school success.

Parents are always invited and encouraged to come visit our school and become involved with your child's education. We sincerely believe that educating students is a team effort and that, together, we can make a positive difference in lives of students. We hope you enjoy learning more about us by visiting our web site. If you have comments or recommendations, you may contact me at 619-286-0312.

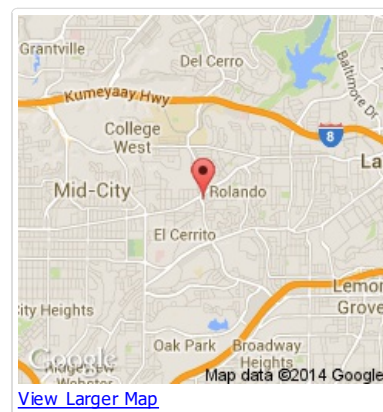
Sincerely,

Armando Martinez

Contact

4585 College Ave.
San Diego, CA
92115

Phone: 619-286-0312
E-mail: amartinez@dhcharter.org



[View Larger Map](#)

Data and Access

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](#).
- For additional information about the school, parents 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](#) 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Diego Hills Charter
Street	4585 College Ave.
City, State, Zip	San Diego, Ca, 92115
Phone Number	619-286-0312
Principal	Armando Martinez, Principal
E-mail Address	amartinez@dhcharter.org
County-District-School (CDS) Code	37680490119990

District	
District Name	Dehesa Elementary
Phone Number	(619) 444-2161
Web Site	www.dehesasd.net/
Superintendent First Name	Janet
Superintendent Last Name	Wilson
E-mail Address	janet.wilson@dehesasd.net

Last updated: 1/16/2014

School Description and Mission Statement (School Year 2012-13)

Diego Hills Public 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.

Diego Hills Charter is committed to educating students seeking an alternative high school program. DHC develops personalized learning plans that promote independence and educational achievement for each student. Diego Hills Charter strives to help students become respectful, productive members of society, who are able to overcome challenges.

Last updated: 1/17/2014

Opportunities for Parental Involvement (School Year 2012-13)

Diego Hills Charter encourages parents and guardians to be actively involved in their student's education. As such, DHC provides a variety of opportunities for parent/guardian communication with the teacher and staff. When students enroll with Diego Hills Charter, the student and parent are given an introductory letter about the student's supervising teacher, which includes the teacher's contact information. Teachers maintain frequent contact with parents on student progress via email and telephone calls. Parents are also encouraged to visit teachers in person as well.

Parental involvement has increased through the school's quarterly parent meetings which updates parents on key topics concerning the school. The parent meetings also provide a forum for parental input. In addition, parents use these meetings as an opportunity to conference with their student's teacher to receive updates on academic progress. Attending Open House is another way for parents to become involved in school activities. During Open House, parents and students have an opportunity to find out information about various school programs such as academic counseling, applying for college, free tutoring, and our music program.

Last updated: 1/17/2014

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.
- **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.

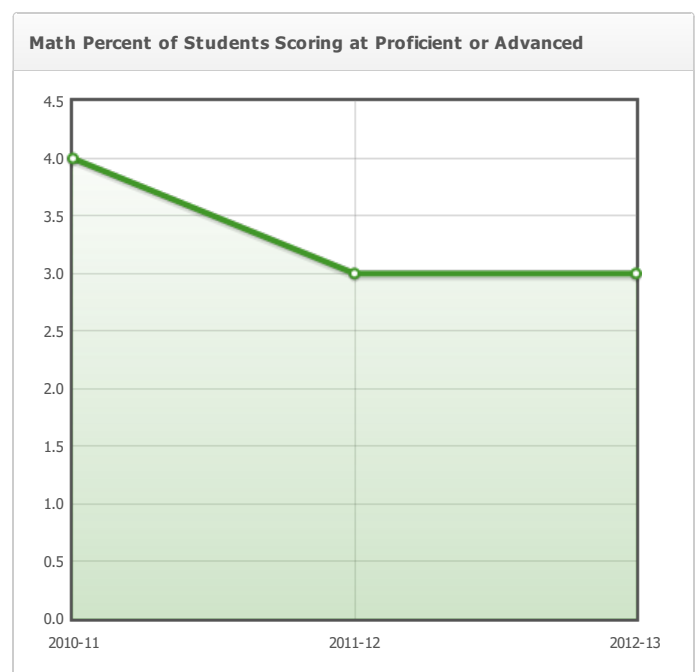
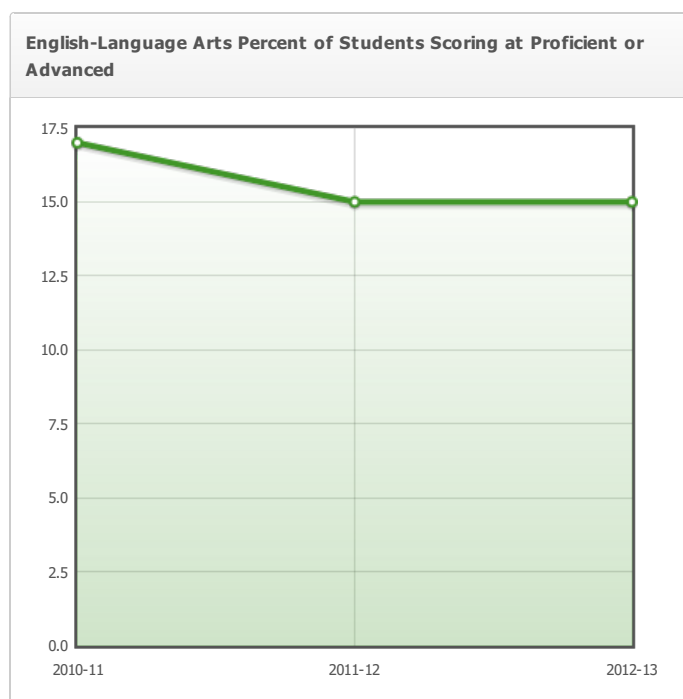
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

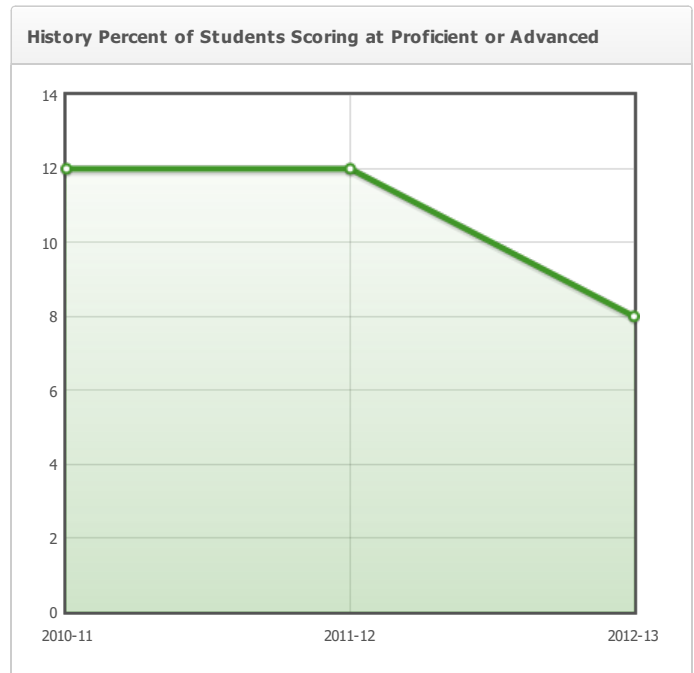
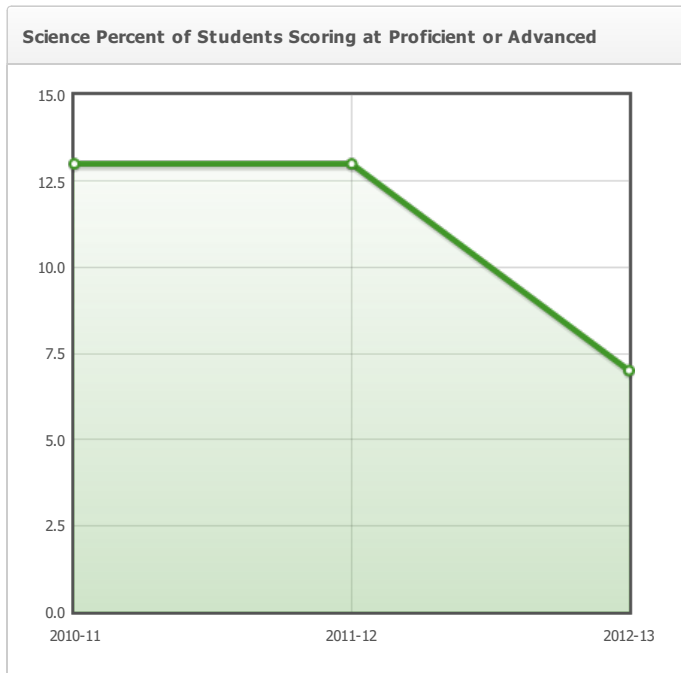
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	17%	15%	15%	44%	47%	47%	54%	56%	55%
Mathematics	4%	3%	3%	26%	30%	33%	49%	50%	50%
Science	13%	13%	7%	31%	38%	39%	57%	60%	59%
History-Social Science	12%	12%	8%	25%	27%	25%	48%	49%	49%

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.





Last updated: 1/17/2014

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	47%	33%	39%	25%
All Students at the School	15%	3%	7%	8%
Male	13%	1%	8%	13%
Female	16%	4%	7%	3%
Black or African American	13%	6%	8%	4%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	13%	2%	8%	6%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	26%	3%	N/A	27%
Two or More Races	29%	N/A	N/A	N/A
Socioeconomically Disadvantaged	13%	3%	6%	6%
English Learners	2%	1%	N/A	2%
Students with Disabilities	3%	3%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

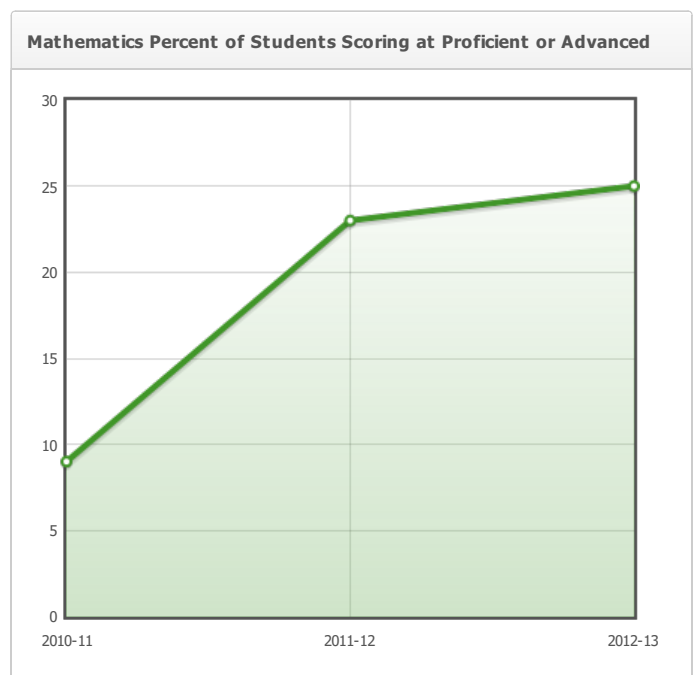
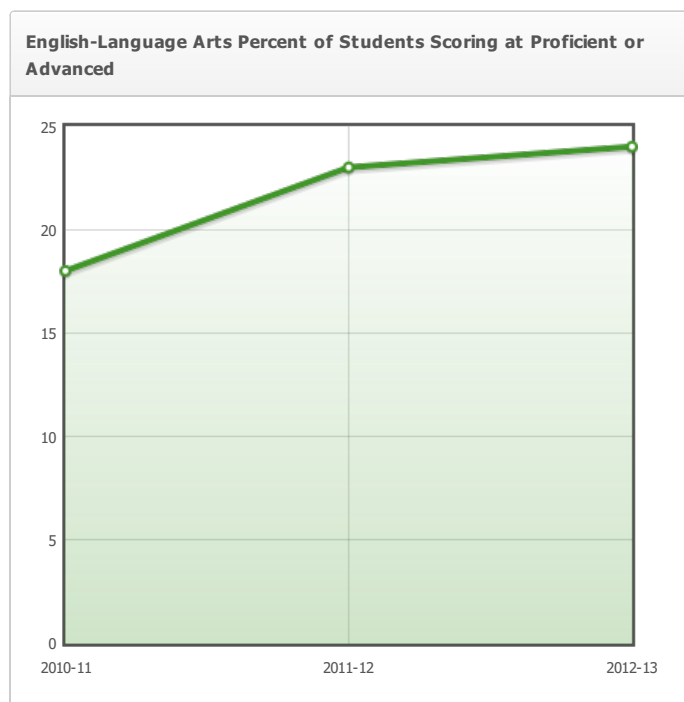
Last updated: 1/17/2014

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

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/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	18%	23%	24%	34%	39%	47%	59%	56%	57%
Mathematics	9%	23%	25%	21%	29%	42%	56%	58%	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.



Last updated: 1/10/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	53%	23%	24%	58%	31%	11%
All Students at the School	76%	19%	4%	75%	25%	N/A
Male	66%	28%	7%	67%	33%	N/A
Female	85%	13%	3%	80%	20%	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	72%	22%	6%	69%	31%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	75%	20%	5%	70%	30%	N/A
English Learners	100%	N/A	N/A	81%	19%	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 1/10/2014

California Physical Fitness Test Results (School Year 2012-13)

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](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	25.0%	31.2%	12.5%

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.

Last updated: 1/10/2014

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](#).

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	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

Last updated: 1/10/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	88	44	-28
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		46	-31
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged		44	-36
English Learners			
Students with Disabilities			

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.

Last updated: 1/10/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	132	597	145	736	4,655,989	790
Black or African American	16	580	2		296,463	708
American Indian or Alaska Native	0		10		30,394	743
Asian	2		0		406,527	906
Filipino	0		1		121,054	867
Hispanic or Latino	99	604	44	672	2,438,951	744
Native Hawaiian or Pacific Islander	0		2		25,351	774
White	12	538	74	790	1,200,127	853
Two or More Races	3		12	688	125,025	824
Socioeconomically Disadvantaged	101	584	64	689	2,774,640	743
English Learners	53	569	36	655	1,482,316	721
Students with Disabilities	14	504	19	737	527,476	615

Last updated: 1/10/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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](#).

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

Last updated: 1/10/2014

Federal Intervention Program (School Year 2013-14)

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](#).

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

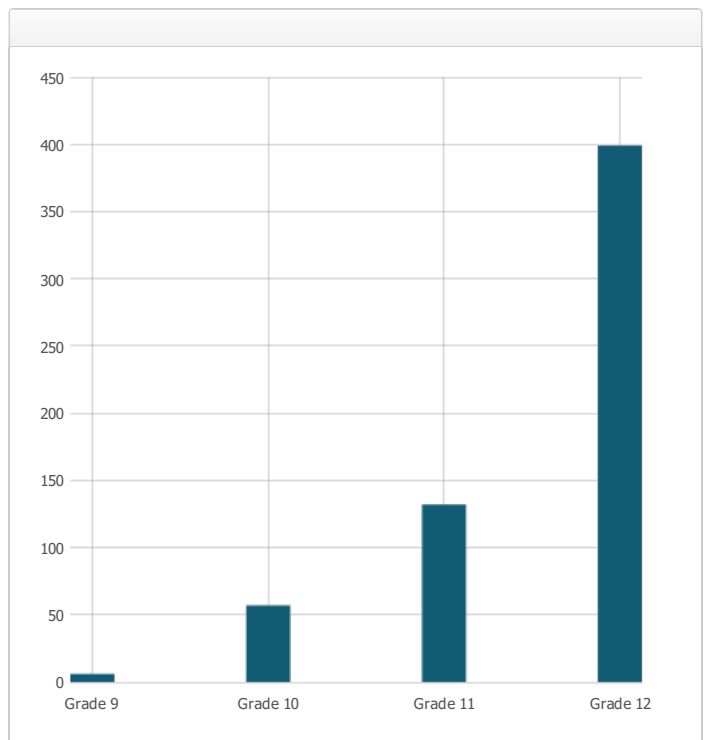
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/10/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

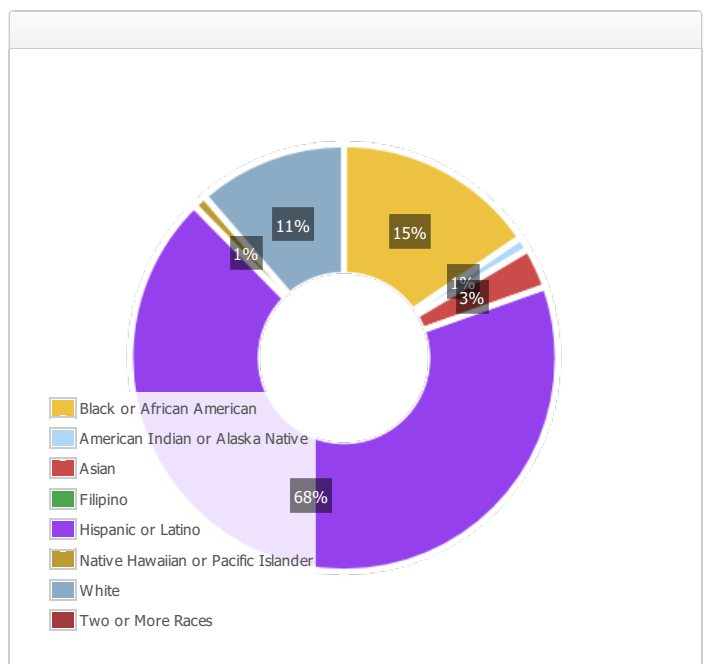
Grade Level	Number of Students
Grade 9	6
Grade 10	57
Grade 11	132
Grade 12	399
Total Enrollment	594



Last updated: 1/21/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	15.2
American Indian or Alaska Native	1.3
Asian	3.9
Filipino	0.0
Hispanic or Latino	66.8
Native Hawaiian or Pacific Islander	1.3
White	11.4
Two or More Races	0.0
Socioeconomically Disadvantaged	79.3
English Learners	36.5
Students with Disabilities	13.5



Last updated: 1/10/2014

Average Class Size and Class Size Distribution (Secondary)

2010-11	2011-12	2012-13

Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10.0	30	1	4	7.4	69	2	3	2.0	108	1	
Mathematics	6.6	24	1	0	4.3	50	1	0	5.0	57		
Science	8.8	10	0	0	23.0	5	1	3	28.0	3	1	4
Social Science	13.3	2	0	1	9.7	32	3	1	7.0	47	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.

Last updated: 1/10/2014

School Safety Plan (School Year 2012-13)

Diego Hills is located in a safe neighborhood of San Diego. Diego Hills currently employs an on-site security guard during regular business hours. The security guard performs regular sweeps of both the interior and exterior of the school campus, monitors the school surveillance system, and logs all visitors to the school. In addition, there is a round-the-clock security service that patrols the shopping center where DHC is located. Furthermore, there is a police department located less than 2 miles away from the school.

Diego Hills is equipped with an extensive surveillance camera system for monitoring school facilities. The surveillance system includes 10 cameras throughout the interior of the facility that record and store footage for up to a month. In addition, DHC is equipped with an alarm system. Alarm codes and keys to the facility are only given to a limited number of employees. The administrative assistant tracks the key distributions and code assignment in a log book.

DHC has a school safety committee that distributes bimonthly safety newsletters. The newsletters cover topics on school safety, health tips, and self-defense techniques. The safety committee is also responsible for organizing fire and earthquake drills, which take place quarterly. Each classroom is equipped with lockdown safety kits complete with flashlights, first aid kits, toilet paper, water, and other emergency essentials. DHC also maintains an updated school safety plan and reviews with staff on a regular basis. The safety plan includes emergency procedures, emergency telephone numbers, and an immediate response plan.

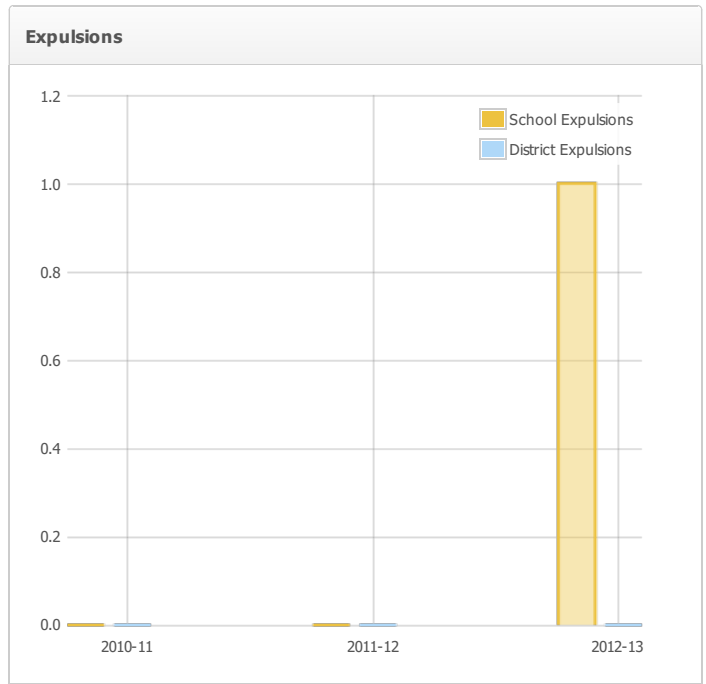
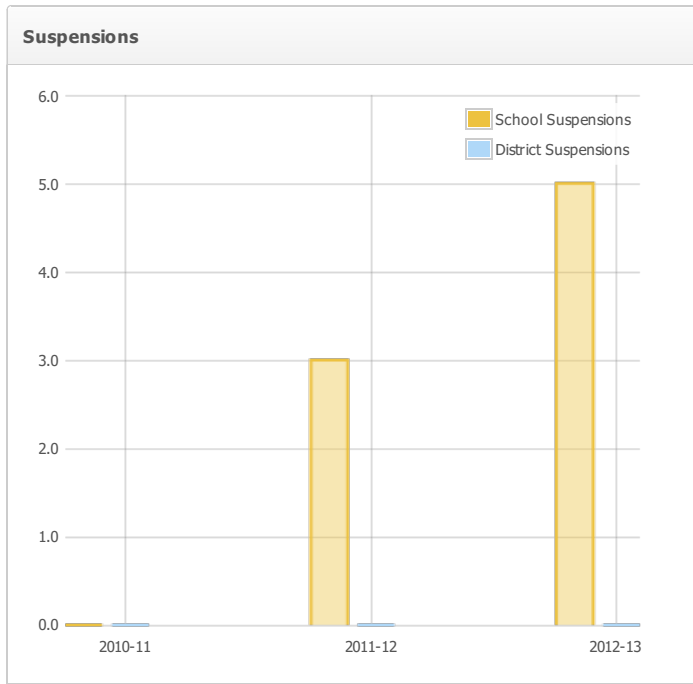
In addition, DHC employs a safety coordinator and a security coordinator. The safety coordinator oversees the safety of all employees and students by implementation of all safety policies including National and Local Fire Safety Codes, National and California Education Codes and California Code of Regulations Safety Codes enforced by Cal-OSHA. The safety coordinator conducts regular safety inspections which serve as an important tool in alerting and reminding employees of safety practices. The security coordinator addresses and resolves any security concerns that staff members might have. The security coordinator also monitors the effectiveness of the school security guard, observes and maintains the integrity of the video surveillance system, and creates updated reports on incidents involving criminal activity on school ground or where there was contact with any Law Enforcement Agency.

Last updated: 1/17/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	3.00	5.00	0.00	0.00	0.00
Expulsions	0.00	0.00	1.00	0.00	0.00	0.00

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



Last updated: 1/17/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Diego Hills is in excellent condition. In November 2013, Diego Hills completed a 5,000 sqft. expansion. The expansion added 11 additional teacher desks and approximately 30 additional student desks. In addition, this space added an office for a school counselor and attendance clerk. In January of 2014, the school was repainted and several repairs were made to the facility. In addition, cabinets, bookshelves, and other large items were secured to existing walls and structures for earthquake safety. Future construction plans include adding an additional learning center in the City Heights neighborhood. The additional learning center will be approximately 14,000 sqft.

Last updated: 1/17/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Improvements will be made in the 2013-14 school year to the HVAC system to improve A/C circulation in certain classrooms.
Interior: Interior Surfaces	Good	Interior surfaces were recently patched and painted in January 2014.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The school is extremely clean and maintained by a cleaning service 3 days per week. There are no pest control issues at this time.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Recent improvements to the boys restroom includes graffiti removal, fresh paint, new toilet seats, and new mirrors. Also, with the expansion, additional student restrooms were added to the facility. No repairs are needed in the female restrooms at this time.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Some structural damage has been reported as a result of termites and water damage. Property management has been notified and repairs will take place in February 2014.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	A door company was recently hired to make improvements to several exterior doors to increase security and door seals.

Overall Facility Rate (School Year 2012-13)

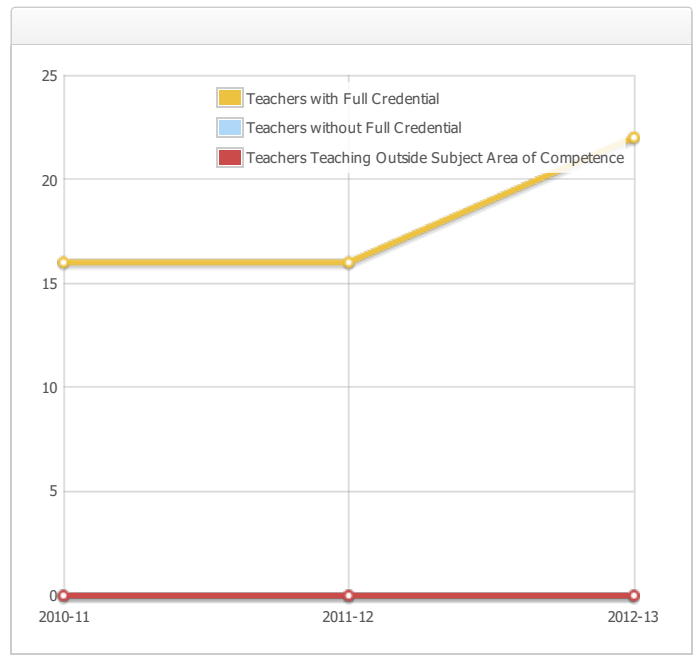
Overall Rating	Exemplary
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Last updated: 1/17/2014

Teachers

Teacher Credentials

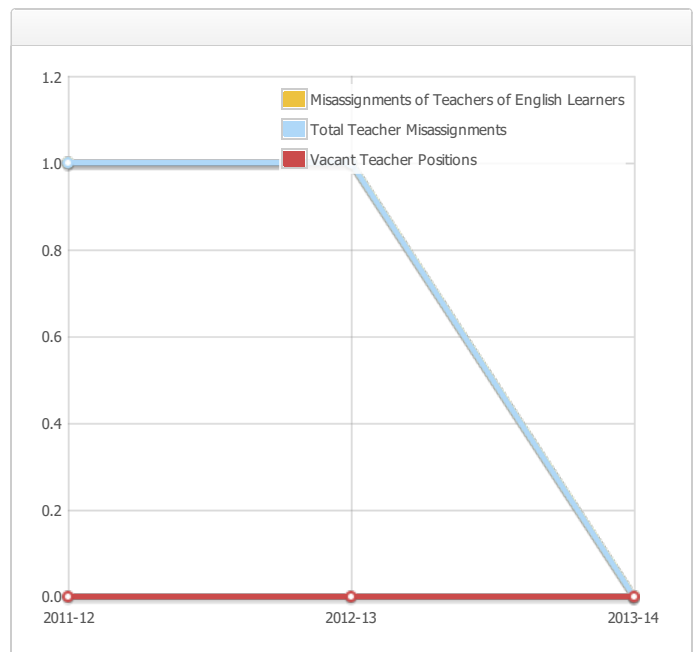
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	16	16	22	22
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/17/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	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: 1/17/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as 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](#).

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
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

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 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	800.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or 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: 1/17/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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 instructional 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: January 2014

Core Curriculum Area	Textbooks and instructional materials	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)	Yes	0.0
Mathematics	Algebra 1 (Prentice Hall) Algebra/Trigonometry (McDougal Littell) Geometry (Prentice Hall) Pre-calculus (Larson and Hostetler) Calculus Eight Edition (Houghton Mifflin)	Yes	0.0
Science	Earth Science CA Edition (Prentice Hall) Biology CA Edition (Prentice Hall) Chemistry (Prentice Hall) Conceptual Physics (Prentice Hall)	Yes	0.0
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)	Yes	0.0
Foreign Language	Buen Viaje Level 1 (Glencoe) Buen Viaje Level 2 (Glencoe)	Yes	0.0
Health	Health (AGS)	Yes	0.0
Visual and Performing Arts	Understanding Art (Glencoe)	Yes	0.0
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)	Yes	0.0

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,088	\$738	\$6,350	\$55,857
District	N/A	N/A	\$14,034	N/A
Percent Difference – School Site and District	N/A	N/A	-54.75%	N/A
State	N/A	N/A	\$5,537	\$57,720
Percent Difference – School Site and State	N/A	N/A	14.68%	-3.23%

Note: Cells shaded in black or with N/A values 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](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/29/2014

Types of Services Funded (Fiscal Year 2012-13)

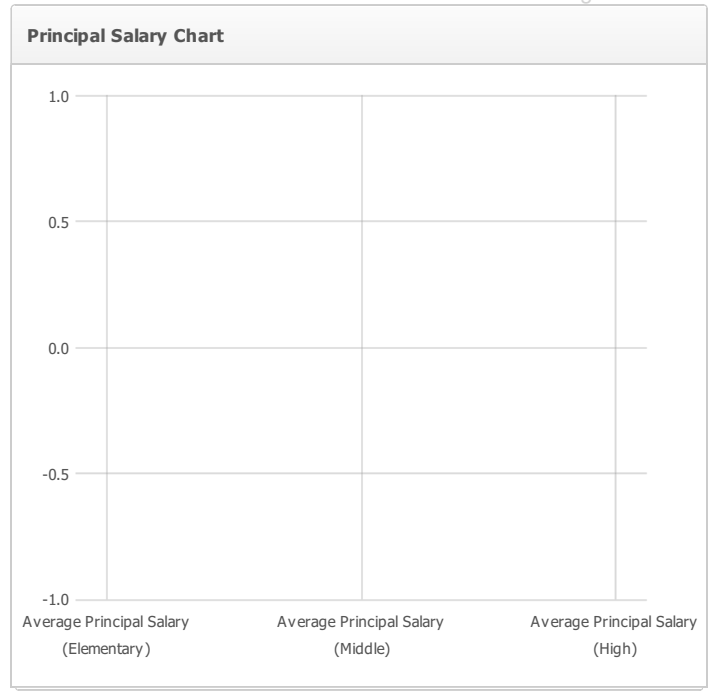
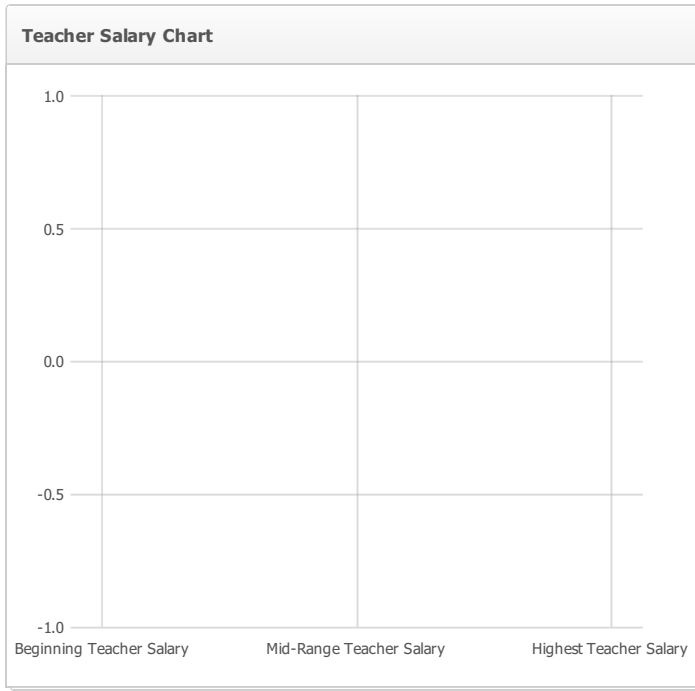
Diego Hills Charter School does accept categorical funding: Title II Part A used for our staff development only, Title III-LEP funds are used to assist students that have limited english proficiency, and Title V Part B. Title V Part B funds we have purchased materials and services to aid the charter in establishing itself as a new charter. ARRA (Education Jobs) funding was used to retain teachers positions. Special Education programs for SELPA, students with special needs.

Last updated: 1/28/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	\$38,719
Mid-Range Teacher Salary	N/A	\$55,637
Highest Teacher Salary	N/A	\$70,797
Average Principal Salary (Elementary)	N/A	\$90,284
Average Principal Salary (Middle)	N/A	\$94,675
Average Principal Salary (High)	N/A	\$85,183
Superintendent Salary	N/A	\$104,272
Percent of Budget for Teacher Salaries	25.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	7.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/17/2014

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](#).

California State University

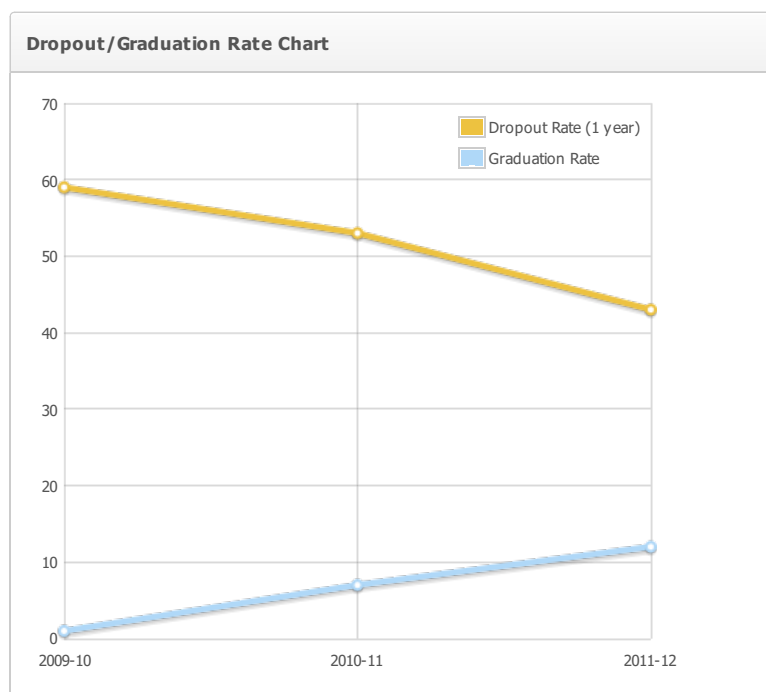
Eligibility for admission to the California State University (CSU) is determined by three factors:

- 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](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	59.9	53.2	43.9	0.0	0.0	0.0	16.6	14.7	13.1
Graduation Rate	1.41	7.94	12.39	0	0	0	74.72	77.14	78.73



Last updated: 1/17/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 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 2012		
	School	District	State
All Students	101	166	418,598
Black or African American	13	19	28,078
American Indian or Alaska Native	3	4	3,123
Asian	6	9	41,700
Filipino			12,745
Hispanic or Latino	61	72	193,516
Native Hawaiian or Pacific Islander			2,585
White	17	58	127,801
Two or More Races		3	6,790
Socioeconomically Disadvantaged	85	103	217,915
English Learners	26	28	93,297
Students with Disabilities	12	15	31,683

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

Last updated: 1/17/2014

Career Technical Education Programs (School Year 2012-13)

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.

Last updated: 1/17/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	122
Percent of pupils completing a CTE program and earning a high school diploma	52.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/17/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	2356.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 1/21/2014

Advanced Placement Courses (School Year 2012-13)

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 shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/17/2014

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, teachers participated in Beginning Teacher Support and Assessment (BTSA) through the Riverside Inyo Mono San Bernardino BTSA (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 Let's Go Learn which 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. The 2012-13 school year primarily focused on Common Core Implementation through trainings at the San Diego County Office of Education.

Last updated: 1/16/2014