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CDS Code:  
37-68049-0119990

Grades  
Nine through Twelve

## Principals

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## Data Sources

Data within the SARC  
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SARC template,  
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website.

# Diego Hills Charter School

## 2016-2017 School Accountability Report Card

*Published in the 2017-2018 School Year*

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### School Mission Statement

The school's mission is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners.

In order to carry out this mission, the school strives to equip the surrounding area students with the educational skills necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision and the ability to participate intelligently and responsibly in a global society. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. Students work in collaborative relationships, both within and outside the school, and perform service to the community. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners.

In order to accomplish this, the school emphasizes increased parental involvement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

The school places a strong emphasis on parental involvement within the learning process. Parents are viewed as an essential link in improving education; therefore, parents are encouraged to take part in their children's education through frequent communication with the teachers, participation in school related functions, and attendance in school sponsored parent development workshops. By providing a vehicle for meaningful parental involvement, the school strives to bridge the gap between school and home. It is the hope of the school that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

### School Profile (School Year 2017-18)

Diego Hills is a public charter school that offers a personalized educational program for high school students and families who prefer using an Independent Study model to meet academic needs. Typical students are those who have become dissatisfied with the quality of education they are receiving in the local public school systems. Students come to the school because they were unsuccessful in the traditional high school setting or they needed a more personalized approach to education. Other students need the flexibility of an independent study model to meet family obligations such as work or child care needs. Regardless of the reason, the school offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging, yet highly individualized, education for students.

## School Enrollment (School Year 2016-17)

The charts display school enrollment broken down by grade or student group.

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
9th	16	13	275
10th	79	94	312
11th	152	234	396
12th	627	661	161

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	12.0%
American Indian or Alaska Native	0.9%
Asian	2.3%
Filipino	1.2%
Hispanic or Latino	60.8%
Native Hawaiian or Pacific Islander	0.2%
White	16.3%
Two or More Races	5.9%
EL Students	14.1%
Socioeconomically Disadvantaged	80.1%
Students with Disabilities	16.8%
Foster Youth	1.0%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
- School facilities are maintained in good repair

### Teacher Assignment

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

*Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.*

Teacher Credential Status			
	School		
	15-16	16-17	17-18
Fully Credentialed	47	47	4
Without Full Credentials	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

## Teacher Misassignments & Vacancies

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## School Facilities (School Year 2017-18)

Diego Hills is in safe and good condition in all respects. We currently occupy an 11,000 sf facility in the heart of San Diego. In November 2015, Diego Hills added an additional learning center in Lemon Grove, approximately 3.5 miles from the current site. The new Lemon Grove site is in excellent condition with brand new paint, carpet, furniture and technology.

The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in January 2018.

School Facility Conditions				
Date of Last Inspection: 11/21/2017				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## Textbooks & Instructional Materials (School Year 2017-18)

The school determined that each student has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, foreign languages, and visual and performing arts for use in the classroom and to take home.

The table displays information collected in January 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th	Algebra I	Houghton Mifflin/Harcourt	2016	Yes	0.0%
11th	Algebra II	Houghton Mifflin/Harcourt	2016	Yes	0.0%
9th	Earth Science	Prentice Hall	2006	Yes	0.0%
12th	Economics	Prentice Hall	2007	Yes	0.0%
9th-12th	English/Language Arts	Houghton Mifflin/Harcourt	2014	Yes	0.0%
9th-10th	Foreign Language	Glencoe	2005	Yes	0.0%
10th	Geometry	Prentice Hall	2007	Yes	0.0%
10th-12th	Health	Pearson	2006	Yes	0.0%
9th-10th	Integrated Science I	Houghton Mifflin/Harcourt	2012	Yes	0.0%
11th-12th	Integrated Science II	Houghton Mifflin/Harcourt	2012	Yes	0.0%
9th-10th	Earth Science	Houghton Mifflin/Harcourt	2012	Yes	0.0%
9th-10th	Physics	Houghton Mifflin/Harcourt	2012	Yes	0.0%
10th	Biology	Houghton Mifflin/Harcourt	2012	Yes	0.0%
11th	Chemistry	Houghton Mifflin/Harcourt	2012	Yes	0.0%
12th	United States Government	Holt	2007	Yes	0.0%
11th	United States History	Houghton Mifflin	2014	Yes	0.0%
9th	World Geography	Pearson	2013	Yes	0.0%
10th	World History	Houghton Mifflin	2014	Yes	0.0%

## 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

### California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten; the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. **Because this was a pilot year, no Science scores will be disclosed.**

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015–16 and 2016–17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress						
Percent of Students Meeting or Exceeding the State Standards						
Subject	School			State		
	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	21	26	--	48	48
Mathematics (Grades 3-8 and 11)	--	3	3	--	36	37
Science (Grades 5, 8, and 10)	16	20	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
	All Students	437	400	91.53	25.75	394	90.16
Male	226	200	88.50	22	196	86.73	2.55
Female	211	200	94.79	29.5	198	93.84	2.53
Black or African American	46	42	91.30	14.29	42	91.30	0
Hispanic or Latino	244	220	90.16	23.64	216	88.52	3.24
White	103	96	93.20	36.46	94	91.26	2.13
Two or More Races	20	19	95.00	36.84	19	95.00	5.26
Socioeconomically Disadvantaged	329	301	91.49	25.25	295	89.67	2.37
English Learners	84	76	90.48	10.53	76	90.48	0
Students with Disabilities	52	49	94.23	12.24	49	94.23	2.04

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

## UC/CSU Course Completion

Students at Diego Hills Charter School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2016-17)	97.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2015-16)	0.0%

\* Duplicated Count (one student can be enrolled in several courses).

## Career Technical Education (CTE) Programs (School Year 2016-17)

The school continues to develop its Career Technical Education (CTE) program. The school recognizes the need to integrate core academic knowledge with technical skills as needed for today's modern workforce, and the school is committed to bringing students greater opportunities in developing these skills through their continued efforts in developing relationships with local businesses and trade schools.

Diego Hills currently offers CTE courses through the online platform, Plato/Edmentum. Students have an opportunity to participate in the following online courses: Computer Applications and Technology, Computer Science 1A, Digital Art, Game Development, Intro to Accounting, Intro to Business Administration, Intro to Fashion Design, Intro to Marketing, Intro to Social Media, Principles of Architecture and Construction, Principles of Arts – Audio Video Technology, Principles of Engineering, Principles of Finance, Principles of Health Sciences, Principles of Public Safety, and Web Design.

The school also provides students General Work Experience Education (WEE). This program 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-credits maximum, while attending the school. Participating students who are minors are allowed to work up to 48 hours per week. The school 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.

## Career Technical Education (CTE) Participation (School Year 2016-17)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	559
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	0.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	6.8%

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

## Physical Fitness (School Year 2016-17)

In the spring of each year, Diego Hills Charter School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas.

This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.7%	4.1%	3.2%

## C. Engagement

### State Priority: Parental Involvement

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

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

### Parent & Community Involvement (School Year 2017-18)

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. Parents and stakeholders are encouraged to participate in the development of the Local Control and Accountability Plan, and they are asked to provide input on the progress of the LCAP throughout the year. 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.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Diego Hills Charter School at (619) 286-0312.

## State Priority: Pupil Engagement

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

- High school dropout rates
- High school graduation rates

## Dropout & Graduation Rates (Four-Year Cohort Rate)

In knowing the “at risk of dropping out” status of the majority of students enrolling in the school, we begin interventions from the point of enrollment. Upon enrollment, students participate in a course entitled Tools for Success, Computing for College and Career, and Professional Skills. In this course students learn study skills and strategies to be more successful in school, especially in the area of time management. Also during the early stages after enrollment, students complete Virutla Job Shadow to learn about potential postsecondary career options.

Students also participate in academic assessments after enrollment. The academic assessments assist faculty and the students to understand the strengths and weaknesses of the student. More importantly, this method helps students receive any remedial help they may need and ensures students are not enrolling in courses too far removed from their current academic abilities. Unlimited free tutoring availability also serves as an intervention for students, when they struggle with particular concepts. Together, all of early interventions are intended to promote attendance and reduce the likelihood of student dropouts. However, these standard interventions are not always met with student success.

When faculty and staff at (school) witness a decline in the attendance of a particular student, more specific and targeted interventions take place in progressive steps:

- A missed day of school results in a call home from the student's teacher
- A pattern of missed school days results in a parent-teacher or adult student-teacher conference
- A continued pattern of missed school days after a teacher conference results in an Attendance Intervention Meeting (A.I.M). In this meeting the parent or adult student meet with the Student Retention Specialist to discuss the legal requirements of school attendance for minors and problems adults face as high school dropouts.
- A continued pattern of missed school days after an A.I.M. intervention is escalated to a Student Retention Meeting. Student Retention Meetings include the School Counselor, School Administrator, and the Student Retention Specialist. When the student and parent meet with the student retention team, serious conversations take place about the appropriateness of independent study for the student, school options, and the serious long-term consequences of dropping out of school.

Additionally, students who are attending school but not making adequate progress are to attend an Academic Contract meeting with administration, their teacher and a parent. At this meeting, the student's lack of progress is discussed and interventions are suggested to help the student meet minimum progress requirements. The contract is monitored on a monthly basis by site administration. If the student fails to make an improvement, the student is referred back to their district of residence or to an adult education program.

The chart displays the graduation and dropout rates for the school for the most recent three-year period. At the time of publication, data for the 2016-17 school year was not available. *Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.*

*Note: The National Center for Education Statistics graduation rate is provided in the table.*

	Graduation & Dropout Rates					
	Dropout			Graduation		
	13-14	14-15	15-16	13-14	14-15	15-16
School	37.3%	27.6%	30.3%	14.3%	19.3%	21.2%
State	11.5%	10.7%	9.7%	81.0%	82.3%	83.8%

## Completion of High School Graduation Requirements - Class of 2016

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and met all state and local graduation requirements for grade twelve completion. Data from the 2015-16 school year was the most recent available at the time of publication.

*Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.*

### Completion of High School Graduation Requirements

	School	State
All Students	40.1%	87.1%
African American/Black	50.0%	79.2%
Asian	65.4%	94.4%
Filipino	50.0%	93.8%
Hispanic or Latino	35.2%	84.6%
Native Hawaiian or Pacific Islander	50.0%	86.6%
White	47.8%	91.0%
Two or More Races	42.1%	90.6%
English Learners	18.6%	55.4%
Socioeconomically Disadvantaged	38.2%	85.5%
Students with Disabilities	51.4%	63.9%

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures on the sense of safety

## Suspensions & Expulsions

The table displays the suspensions and expulsions for the school. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	0.63	0.75	0.26	0.00	0.00	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

### School Safety (School Year 2017-18)

Our school Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee handbook. Sponsoring School Districts have ask for these safety programs as part of our charter's renewal process. We review our School Safety Plans annually and update them if necessary.

The safety of students and staff is a primary concern for the school. Both teachers and administrators supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and student school IDs are expected to be displayed at all times, and visitor to the sites must register in at the front office to receive appropriate identification badges. The school safety plan was last updated and reviewed with school staff in September 2017.

### 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.

### Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no district or school will be newly identified for PI in the 2017–18 school year. Districts and schools that received Title I, Part A funds for the 2016–17 school year and were "In PI" in the 2016–17 school year will retain their same PI status and placement year for 2017–18.

California elected not to require districts or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

Districts and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of "Not in PI" for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of "Not in PI" for the 2017–18 school year.

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

Federal Intervention Programs	
	School
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI	-
# of Title I Schools Currently In PI	-
% of Title I Schools Currently In PI	-

### Class Size

Due to the nature of independent study, class size distribution data is unavailable for this school.

### Advanced Placement Classes (School Year 2016-17)

Diego Hills Charter School had one student complete AP Calculus through the advanced courses offered through APEX, our online provider. Advanced Placement courses are currently available online.

### Counseling & Support Staff (School Year 2016-17)

It is the goal of Diego Hills Charter School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The academic counselor-to-pupil ratio is 1:381. The following is a list of support staff available to students at the school. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	3	3.0
Psychologist	1	1.0

### Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve its curriculum and delivery of instruction. Professional development sessions are offered at various times throughout the school year and focus on a wide variety of topics aimed at strengthening pedagogy and content know ledge to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of its English language learners, special education students, and those students at-risk of dropping out of school.

In addition, school administrators participate in ongoing quarterly principal academies with the focus being on effective school leadership practices and instructional leadership. School administrators identify school-wide focuses for its campuses each year for professional development and take the lead in conducting or organizing large-and-small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school needs. Topics covered through professional developments are based on the needs of the school, suggestions made by the school staff through department meetings and/or staff surveys, and through the collection and analysis of data indicating school needs and/or needed changes. Newly hired teachers are partnered with existing teachers for the first year and participate in a mandatory two-week on the job training for the purpose of familiarizing them to the program and mission of the school.

The school also provides Induction training to its preliminary credentialed teachers through it partnership with Induction. Participating teachers are assigned a support provider from their assigned site and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as in effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, staff also participates in the California Charter Schools Association's annual CCSA Conferences, annual A-plus conferences, and other conferences sponsored by local county offices of education.

Approximately 5-10 Professional Development Days are offered to certificated staff annually based on new and existing staff and staff Induction participation.

## Additional Internet Access & Public Libraries

Thirty Chromebooks were offered to students during a pilot in the 2015-16 school year. For students to qualify, they had to have internet access at home and agree to complete one credit of online CTE coursework every week for which the computer was loaned to the student. The students also agreed to and signed an appropriate use policy. The pilot was such a success that Diego Hills is planning on ordering additional Chromebooks for the 2016-17 school year. Many our students currently lack access to reliable internet. Therefore, we are also exploring the ability to provide internet access via prepaid mi-fi devices. This will allow us to provide Chromebooks to a larger subset of our student population.

For additional research materials and Internet availability, students are encouraged to visit the libraries in their local communities, which contain numerous computer workstations.

## Financial Data Note

As an independent charter school, the school's program, resources, and administration are run independently from the host school district. This report offers district and state data for comparison to satisfy reporting requirements.

## School Expenditures (Fiscal Year 2015-16)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2015-16 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$10,560
From Supplemental/Restricted Sources	\$852
From Basic/Unrestricted Sources	\$11,412
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	73.6%

## School Revenue Sources (Fiscal Year 2016-17)

Title II Part A is used for our staff development only.

ARRA (Education Jobs) funding was used to retain teacher positions.

Special Education programs for SELPA, students with special needs.

General operations—salaries, benefits, services, materials, and support to the general education

Special Education—programs offering appropriate, individualized instruction to students with special needs.

## School Site Teacher Salaries (Fiscal Year 2015-16)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

Average Teacher Salaries	
School & State	
School	\$59,557
All Elementary School Districts	\$61,939
Percentage of Variation	-3.8%

## Teacher & Administrative Salaries (Fiscal Year 2015-16)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Website.

Average Salary Information		
Teachers - Principal - Superintendent		
2015-16		
	District	State
Beginning Teachers	*	\$42,598
Mid-Range Teachers	*	\$62,232
Highest Teachers	*	\$80,964
Elementary School Principals	*	\$102,366
Middle School Principals	*	\$104,982
High School Principals	*	-
Superintendent	*	\$117,868
Salaries as a Percentage of Total Budget		
Teacher Salaries	17.0%	32.0%
Administrative Salaries	7.0%	7.0%

\*Data unavailable from the CDE

## 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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).