

# Executive Summary School Accountability Report Card, 2011–12

## For Diego Valley Public

<b>Address:</b>	4585 College Ave., Ste. 4C, San Diego, CA, 92115	<b>Phone:</b>	(619) 272-1225
<b>Principal:</b>	Armando Marco Martinez, Principal	<b>Grade Span:</b>	K-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 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 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 Valley Public 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 Valley 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 Valley Public is to engage students seeking an alternative to the traditional high school setting with a quality education. Diego Valley Public develops personalized learning plans, which enable the student to move towards graduation. Diego Valley Public 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
<b>Number of students</b>	100
<b>Black or African American</b>	2.0%
<b>American Indian or Alaska Native</b>	0.0%
<b>Asian</b>	1.0%
<b>Filipino</b>	0.0%
<b>Hispanic or Latino</b>	76.0%
<b>Native Hawaiian or Pacific Islander</b>	0.0%
<b>White</b>	21.0%
<b>Two or More Races</b>	0.0%
<b>Socioeconomically Disadvantaged</b>	68.0%

<b>English Learners</b>	35.0%
<b>Students with Disabilities</b>	9.0%

## Teachers

Indicator	Teachers
<b>Teachers with full credential</b>	6
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	4
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
<b>English-Language Arts</b>	17%
<b>Mathematics</b>	11%
<b>Science</b>	0%
<b>History-Social Science</b>	7%

\*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
<b>2012 Growth API Score (from 2012 Growth API Report)</b>	652
<b>Statewide Rank (from 2011 Base API Report)</b>	
<b>Met All 2012 AYP Requirements</b>	Yes
<b>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</b>	Met 4 of 4
<b>2012–13 Program Improvement Status (PI Year)</b>	

\*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 Valley Public had 4 sites in San Diego County in the 2011-12 school year: Murrieta, Oceanside, Vista, and El Cajon. Each site served approximately 20 students and one teacher. Each

facility has a student work area, at least one teacher desk, and restrooms that are maintained on a daily basis.

The most recent site inspections found no site concerns.

### Repairs Needed

None at this time.

### Corrective Actions Taken or Planned

N/A

## 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

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A
District	\$6,595
State	\$5,455

## School Completion

Indicator	Result
Graduation Rate (if applicable)	14

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	9
Graduates Who Completed All Courses Required for University of California or California State University Admission	0

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

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 2012–13)

School		District	
<b>School Name</b>	Diego Valley Public	<b>District Name</b>	Julian Union Elementary
<b>Street</b>	4585 College Ave., Ste. 4C	<b>Phone Number</b>	(760) 765-0661
<b>City, State, Zip</b>	San Diego, CA, 92115	<b>Web Site</b>	www.sdcoe.k12.ca.us/districts/julianel
<b>Phone Number</b>	(619) 272-1225	<b>Superintendent</b>	C. Ogden
<b>Principal</b>	Armando Marco Martinez, Principal	<b>E-mail Address</b>	kevin.ogden@juesd.net
<b>E-mail Address</b>	amartinez@dhcharter.org	<b>CDS Code</b>	37681630124271

### School Description and Mission Statement (School Year 2011–12)

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

### Opportunities for Parental Involvement (School Year 2011–12)

Diego Valley Public encourages parents and guardians to participate in schoolwide educational events that are geared toward the school's mission. When students enroll with Diego Valley Public, the student and parent are given an introductory letter about the student's supervising teacher, which provides contact information for the student and parent. In addition, since Diego Valley is independent study, teachers maintain frequent contact with parents on their child's progress in the program. Parents are invited to visit teachers in person as well.

Diego Valley is currently exploring ways to increase parental involvement in the support of its educational program.

### Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	7
Grade 3	0	Grade 10	7
Grade 4	0	Grade 11	20
Grade 5	0	Grade 12	66

Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	100

### Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	2.0%
American Indian or Alaska Native	0.0%
Asian	1.0%
Filipino	0.0%
Hispanic or Latino	76.0%
Native Hawaiian or Pacific Islander	0.0%
White	21.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	68.0%
English Learners	35.0%
Students with Disabilities	9.0%

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									3.5	13	0	0
Mathematics									2.3	3	0	0
Science									11.0	1	0	0
Social Science									5.3	7	0	0

\* 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.

## III. School Climate

### School Safety Plan (School Year 2011–12)

The safety of our students and staff is a high priority at Diego Valley Public. Evacuation routes are posted in strategic places on the campuses, and training is done with teachers each school year. Additionally, the human resources department trains teachers on safety and risk management that meets Cal OSHA standards.

Due to the independent study format of Diego Valley Public school, there are few behavioral problems. Student surveys indicate that students feel safe at Diego Valley.

Diego Valley has a safety committee that creates a monthly newsletter and implements safety drills. The committee meets with the staff once per month to review safety procedures and best practices. In addition, four fire drills and one earthquake drill were completed this year. Finally, a safety plan and emergency preparation kit were created in the event of a future disaster or emergency.

### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
<b>Suspensions</b>	0	0	0	N/A	N/A	N/A
<b>Expulsions</b>	0	0	0	N/A	N/A	N/A

\* 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 2012–13)

Diego Valley Public had 4 sites in San Diego County in the 2011-12 school year: Murrieta, Oceanside, Vista, and El Cajon. Each site served approximately 20 students and one teacher. Each facility has a student work area, at least one teacher desk, and restrooms that are maintained on a daily basis.

The most recent site inspections found no site concerns.

Future growth plans in San Diego County for the 2012-13 school year include the addition of school sites in Chula Vista, Encanto, Linda Vista, San Diego, and North Park. These sites will serve approximately 30-60 students and 1-2 teachers.

### School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			

<b>Electrical:</b> Electrical		x			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		x			
<b>Safety:</b> Fire Safety, Hazardous Materials		x			
<b>Structural:</b> Structural Damage, Roofs		x			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		x			
<b>Overall Rating</b>		x			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
<b>With Full Credential</b>	N/A	N/A	6	N/A
<b>Without Full Credential</b>	N/A	N/A	0	N/A
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	N/A	N/A	4	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
<b>Misassignments of Teachers of English Learners</b>	N/A	0	0
<b>Total Teacher Misassignments*</b>	N/A	0	0
<b>Vacant Teacher Positions</b>	N/A	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 2011–12)

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	Percent of Classes In Core	Percent of Classes In Core
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Classes	Academic Subjects Taught by Highly Qualified Teachers	Academic Subjects Not Taught by Highly Qualified Teachers
This School	95.45%	4.55%
All Schools in District	95.45%	4.55%
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 2011–12)

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 2012–13)

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:** \_\_\_\_\_

<b>Core Curriculum Area</b>	<b>Textbooks and instructional materials/year of adoption</b>	<b>From most recent adoption?</b>	<b>Percent students lacking own assigned copy</b>
<b>Reading/Language Arts</b>	Holt Literature Language Arts 3rd, 4th, 5th & 6th Course (Holt, Rinehart, & Winston)	N/A	0%
<b>Mathematics</b>	Algebra 1 (Prentice Hall) Algebra/Trigonometry (McDougal Littell) Geometry (Prentice Hall) Pre-calculus (Larson and Hostetler) Calculus Eight Edition (Houghton Mifflin)	N/A	0%
<b>Science</b>	Earth Science CA Edition (Prentice Hall) Biology CA Edition (Prentice Hall) Chemistry (Prentice Hall) Conceptual Physics (Prentice Hall)	N/A	0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	Buen Viaje Level 1 (Glencoe) Buen Viaje Level 2 (Glencoe)	N/A	0%
<b>Health</b>	Health (AGS)	N/A	0%
<b>Visual and Performing Arts</b>	Understanding Art (Glencoe)	N/A	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	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 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District			\$6,595	\$69,079
Percent Difference – School Site and District			N/A	N/A
State			\$5,455	\$57,019
Percent Difference – School Site and State			N/A	N/A

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 2011–12)

Diego Valley Public Charter was not in operation in Fiscal Year 2010-11, so no financial data is available. Diego Valley Public Charter does accept categorical funding: Title II is used for our staff development only and Special Education programs for SELPA, students with special needs.

### Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,644	\$38,625
Mid-Range Teacher Salary	\$45,850	\$55,530
Highest Teacher Salary	\$86,622	\$70,729
Average Principal Salary (Elementary)	\$98,170	\$92,955
Average Principal Salary (Middle)		\$96,092



	10	11	12	10	11	12	10	11	12
English-Language Arts			17%	60%	62%	60%	52%	54%	56%
Mathematics			11%	44%	45%	46%	48%	50%	51%
Science			0%	57%	61%	60%	54%	57%	60%
History-Social Science			7%	39%	48%	42%	44%	48%	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.

### 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	60%	46%	60%	42%
All Students at the School	17%	11%	0%	7%
Male	8%	0%	0%	0%
Female	23%	8%	0%	10%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	14%	0%	0%	5%
Native Hawaiian or Pacific Islander				
White	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	11%	6%	0%	4%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	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 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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts				67%	64%	53%	54%	59%	56%
Mathematics				53%	49%	47%	54%	56%	58%

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	47%	29%	25%	53%	37%	10%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or						

Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
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 Physical Fitness Test Results (School Year 2011–12)

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			

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	2009	2010	2011
Statewide			
Similar Schools			

*\*API rank is not yet available for Diego Valley since 2011-12 is the first year we obtained an API score.*

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School			B
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
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.

### Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State



<b>All Students at the School</b>	15	652	267	783	4,664,264	788
<b>Black or African American</b>	1		0		313,201	710
<b>American Indian or Alaska Native</b>	0		40	714	31,606	742
<b>Asian</b>	1		4		404,670	905
<b>Filipino</b>	0		1		124,824	869
<b>Hispanic or Latino</b>	9		67	730	2,425,230	740
<b>Native Hawaiian or Pacific Islander</b>	0		0		26,563	775
<b>White</b>	4		150	815	1,221,860	853
<b>Two or More Races</b>	0		5		88,428	849
<b>Socioeconomically Disadvantaged</b>	9		147	729	2,779,680	737
<b>English Learners</b>	4		43	714	1,530,297	716
<b>Students with Disabilities</b>	5		46	577	530,935	607

### 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 2011–12)

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

<b>Met Graduation Rate</b>	N/A	N/A
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### Federal Intervention Program (School Year 2012–13)

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
<b>Program Improvement Status</b>		Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>		2
<b>Percent of Schools Currently in Program Improvement</b>		50.0%

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		N/A	N/A		N/A	N/A		16.6	14.4
Graduation Rate		N/A	N/A		N/A	N/A		74.72	76.26

Note: Cells shaded in black do not require data.

*\*Note: Diego Valley was not open in 2009-10 or 2010-11 school years.*

### 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	19	N/D	N/D
Black or African American	1	N/D	N/D
American Indian or Alaska Native	3	N/D	N/D
Asian	0	N/D	N/D
Filipino	0	N/D	N/D
Hispanic or Latino	8	N/D	N/D
Native Hawaiian or Pacific Islander	0	N/D	N/D
White	7	N/D	N/D
Two or More Races	0	N/D	N/D
Socioeconomically Disadvantaged	12	N/D	N/D
English Learners	5	N/D	N/D
Students with Disabilities	1	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 2011–12)

One Career Technical Education (CTE) program offered by Diego Valley is General Work Experience
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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 Valley Public. Participating students who are minors are allowed to work up to 48 hours per week. Diego Valley Public 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 Valley Public 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 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	19
Percent of pupils completing a CTE program and earning a high school diploma	47%
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
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## Advanced Placement Courses (School Year 2011–12)

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.

Most professional development is provided by Diego Valley Public School, 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 Valley Public**

Julian Union Elementary

**School Accountability Report Card, 2011-2012**

*Provided by the Ed-Data Partnership*

For more information visit [www.ed-data.org](http://www.ed-data.org)