

Diego Valley Charter



Craig Beswick, Principal

Principal, Diego Valley Charter

About Our School

Welcome to Diego Valley Public Charter School. I am excited to have an opportunity to share information about our 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 Valley Public Charter School serves student in grades 9-12 and has an enrollment of over 650 students. We have eight sites in San Diego County. 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 Valley provides highly qualified teachers, student operations technicians, and tutors who deliver a personalized learning model of instruction. Students have the ability to create a flexible schedule to meet their needs, and meet with the teachers and tutors one on one and in small groups. Our computer based diagnostic test (Let's Go Learn) gives students an accurate gauge of their reading and math levels, so that teachers can tailor a curriculum that meets each student's needs. Diego Valley serves as the educational provider for several nonprofit organizations who provide a "wraparound" service model; including college readiness, employability skills, and paid internships. Enrollment is open to students aged 14-24 depending on partner program eligibility. Detailed information on these programs is provided in the locations section of the website.

I am honored to work with an outstanding staff that cares deeply for students. We dedicate ourselves do 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.

Our curriculum is data driven and focuses on student achievement. 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 Valley Charter students to display "PRIDE", by being Purposeful, Responsible, Independent, Determined, and Educated—this helps provide the framework for individual and school success.

Parents are always invited and encouraged to become 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 619-490-9439 .

Sincerely,

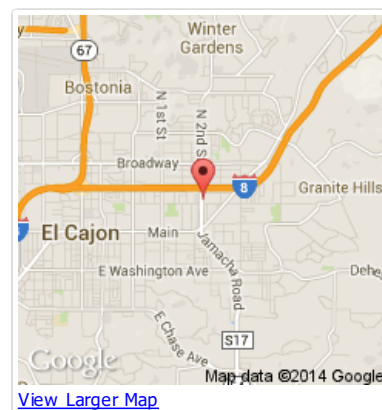
Craig Beswick

Contact

511 North 2nd St.
El Cajon, CA
92021

Phone: 619-870-0608

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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 Valley Charter
Street	511 North 2nd St.
City, State, Zip	El Cajon, Ca, 92021
Phone Number	619-870-0608
Principal	Craig Beswick, Principal
E-mail Address	cbeswick@diegovalleycharter.org
County-District-School (CDS) Code	37681630124271

District	
District Name	Julian Union Elementary
Phone Number	(760) 765-0661
Web Site	www.sdcoe.k12.ca.us/districts/juliane/
Superintendent First Name	Kevin
Superintendent Last Name	Ogden
E-mail Address	kevin.ogden@juesd.net

Last updated: 1/30/2014

Opportunities for Parental Involvement (School Year 2012-13)

Diego Valley Charter (DVC) utilizes a number of strategies to increase parental involvement; including school open houses, back to school nights, a quarterly school newsletter, volunteer opportunities in the classroom and field trips, and quarterly Parental Advisory Council (PAC) and English Learner Advisory Council (ELAC) meetings. In all of these venues information regarding the development and efficacy of the curriculum and instruction are shared. DVC has also hired additional support staff members, including a school counselor, Child Welfare Attendance Technician, and Student Outreach Technicians. All of these positions require direct interaction with students and parents regarding all aspects of the students' progress in developing academic, career, and life skills. DVC staff and leadership attend meetings with partner staff from community based nonprofits, parole and probation officers, career centers, and group homes to share information about the overall success and development of the educational program and the progress of individual students. DVC continues to explore ways to encourage more parental and community involvement in the support of its educational program.

Parental Action and English Learner Advisory Council meetings are held quarterly. Parents and students are made aware of these meetings through mass mailings, one call systems, and through conversations with students and parents. The meeting schedules and agendas can also be found on the school calendar; which is posted on the school website at www.diegovalleycharter.org. Parents that need more information may contact the front desk at 619-870-0608.

Last updated: 1/30/2014

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.

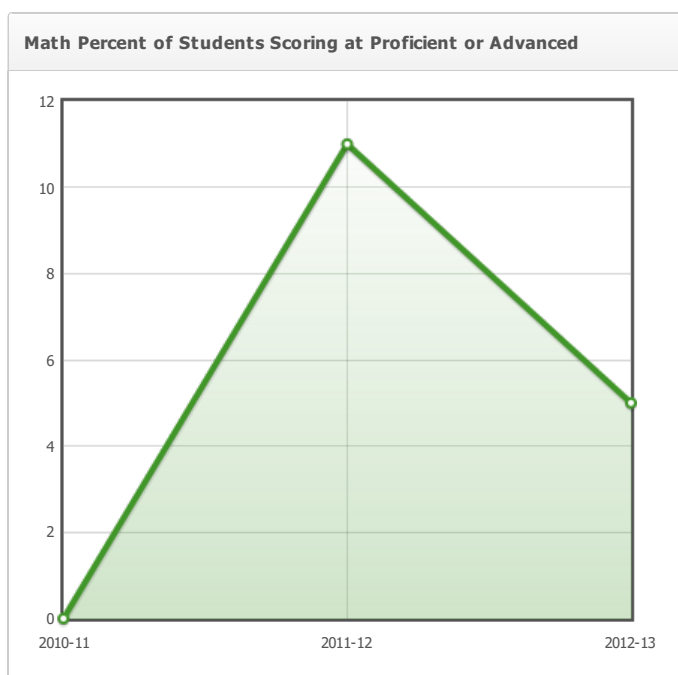
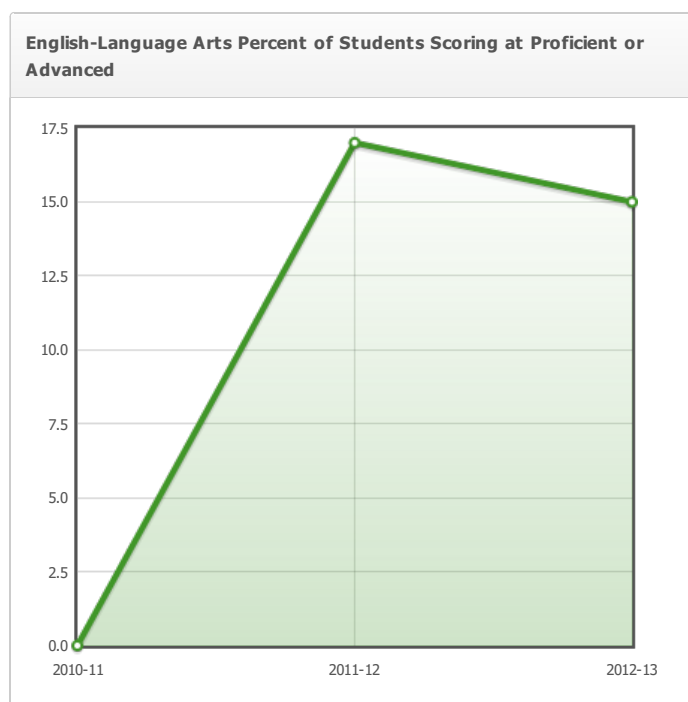
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

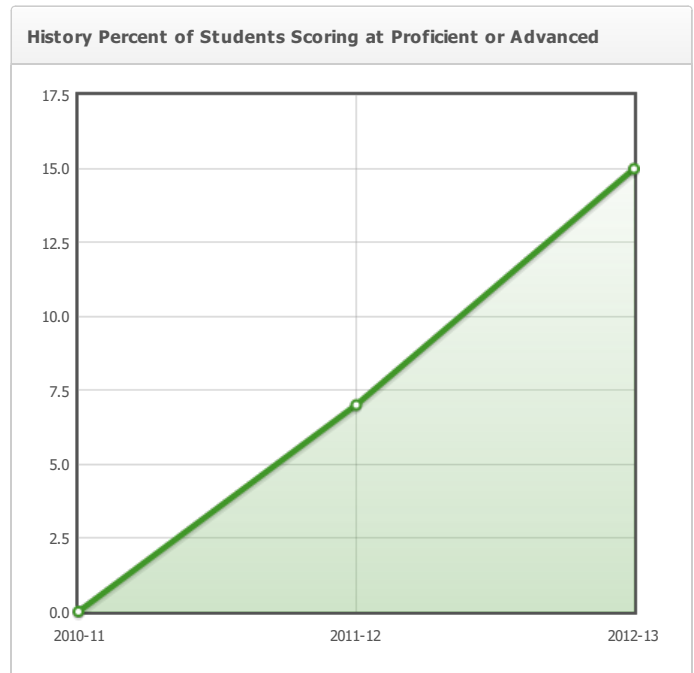
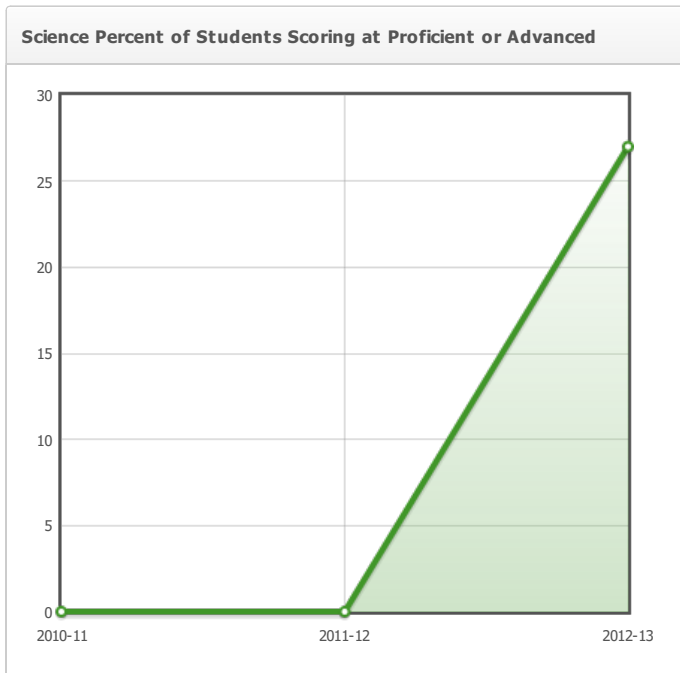
Standardized Testing and Reporting Results for All Students - Three-Year

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	N/A	17%	15%	62%	60%	61%	54%	56%	55%
Mathematics	N/A	11%	5%	45%	46%	47%	49%	50%	50%
Science	N/A	N/A	27%	61%	60%	63%	57%	60%	59%
History-Social Science	N/A	7%	15%	48%	42%	43%	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: 1/30/2014

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	61%	47%	63%	43%
All Students at the School	15%	5%	27%	15%
Male	16%	6%	47%	19%
Female	15%	3%	6%	9%
Black or African American	N/A	N/A	N/A	N/A
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	14%	2%	19%	16%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	24%	5%	N/A	16%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	10%	2%	22%	12%
English Learners	9%	4%	18%	11%
Students with Disabilities	15%	14%	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.

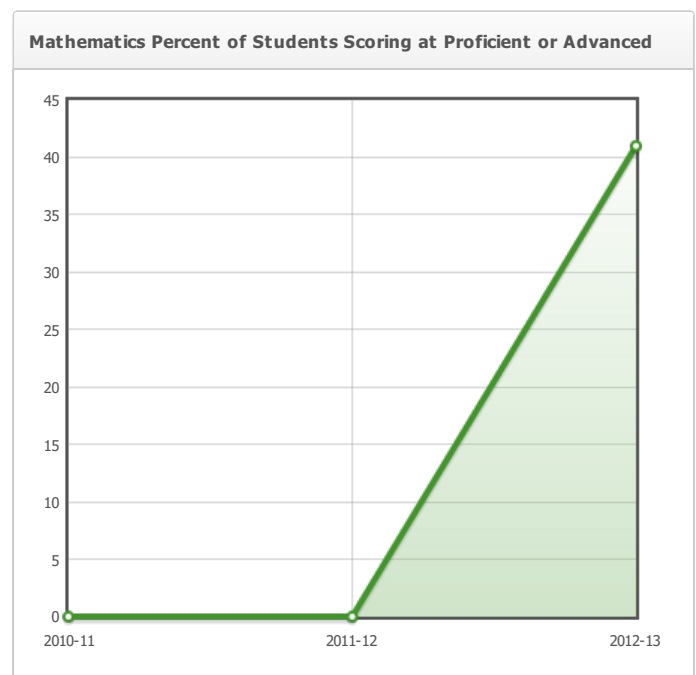
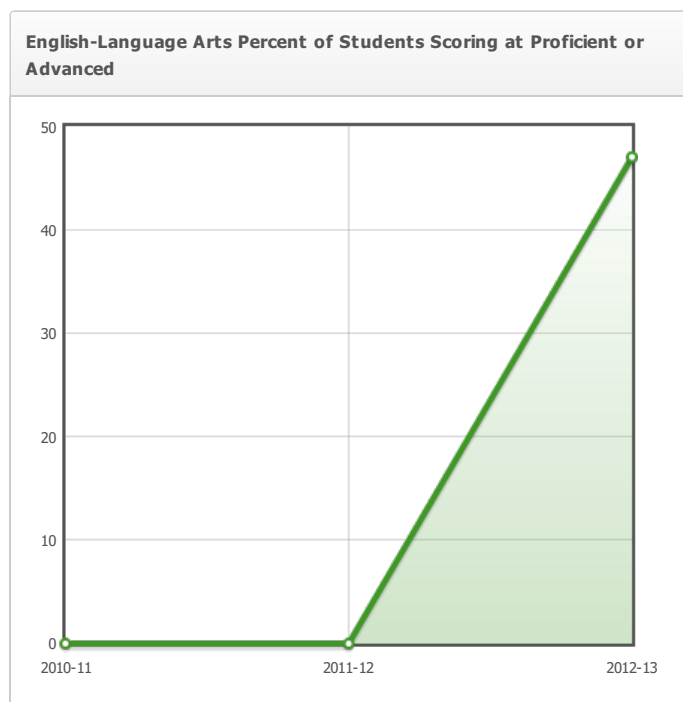
Last updated: 1/30/2014

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	N/A	N/A	47%	64%	53%	58%	59%	56%	57%
Mathematics	N/A	N/A	41%	49%	47%	53%	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: 1/30/2014

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	42%	23%	35%	47%	37%	16%
All Students at the School	53%	24%	24%	59%	35%	6%
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	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	55%	18%	27%	64%	36%	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	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: 1/30/2014

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	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: 1/30/2014

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			2
Similar Schools			

Last updated: 1/30/2014

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		B	-18
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.

Last updated: 1/30/2014

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	40	641	255	814	4,655,989	790
Black or African American	1		0		296,463	708
American Indian or Alaska Native	0		33	743	30,394	743
Asian	2		5		406,527	906
Filipino	0		1		121,054	867
Hispanic or Latino	22	583	60	785	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	13	664	150	840	1,200,127	853
Two or More Races	2		6		125,025	824
Socioeconomically Disadvantaged	23	602	142	775	2,774,640	743
English Learners	16	615	37	768	1,482,316	721
Students with Disabilities	3		36	611	527,476	615

Last updated: 1/30/2014

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	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	Yes
Met Percent Proficient - Mathematics	No	Yes
Met API Criteria	N/A	Yes
Met Graduation Rate	N/A	N/A

Last updated: 1/30/2014

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
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	50.0%

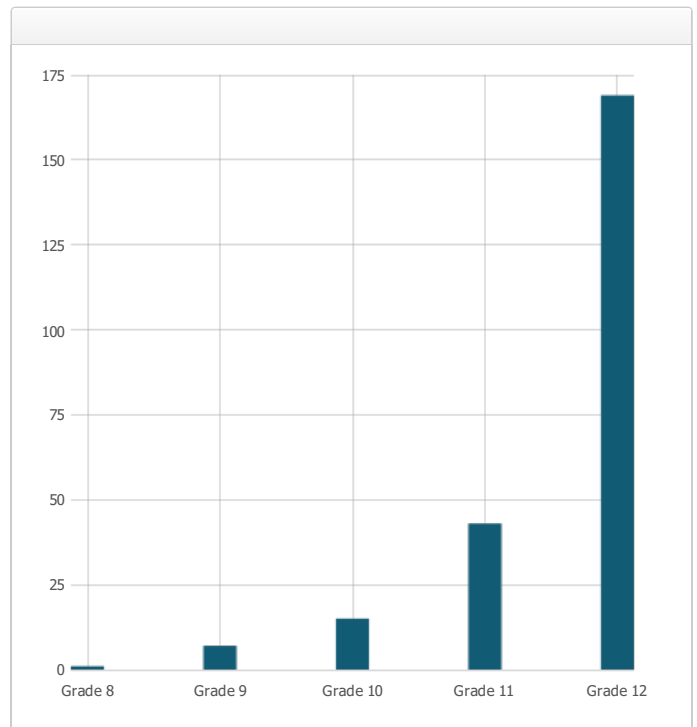
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/30/2014

School Climate

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

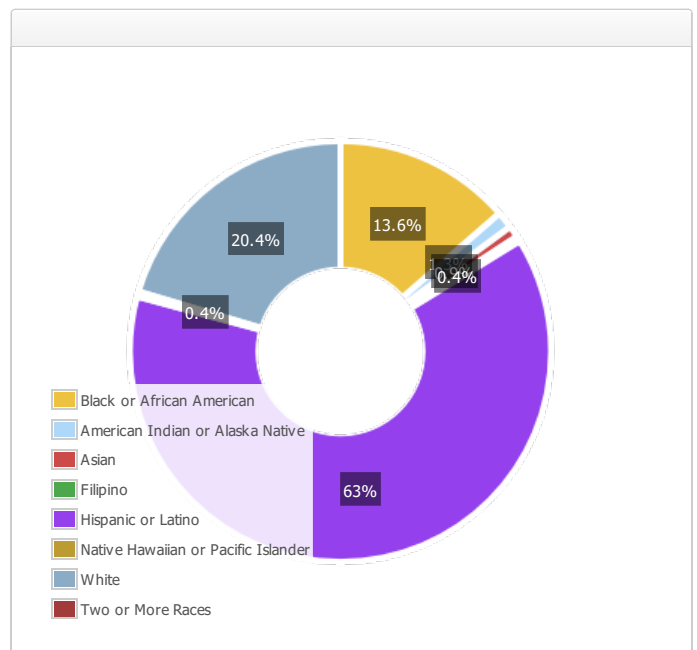
Grade Level	Number of Students
Grade 8	1
Grade 9	7
Grade 10	15
Grade 11	43
Grade 12	169
Total Enrollment	235



Last updated: 1/30/2014

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

Group	Percent of Total Enrollment
Black or African American	13.6
American Indian or Alaska Native	1.3
Asian	0.9
Filipino	0.4
Hispanic or Latino	63.0
Native Hawaiian or Pacific Islander	0.4
White	20.4
Two or More Races	0.0
Socioeconomically Disadvantaged	76.6
English Learners	40.4
Students with Disabilities	11.5



Last updated: 1/30/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/30/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	3.5				13	0	0	3.0	47			
Mathematics	2.3				3	0	0	3.0	23			
Science	11.0				1	0	0	8.0	5			
Social Science	5.3				7	0	0	4.0	35			

* 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: 1/30/2014

School Safety Plan (School Year 2012-13)

A primary concern for Diego Valley Charter (DVC) is the ongoing safety and security of its students and staff. DVC leadership works closely with Learn4Life legal counsel to develop MOU's that ensure all partner organizations and staff are properly vetted and insured. For site safety, DVC employs a security guard and utilizes video cameras to protect students. DVC also maintains a school safety plan in the event of emergency or unforeseen circumstances. All staff members are familiar with the school safety plan and participate in regularly scheduled emergency drill procedures. Diego Valley also has active lead safety personnel who regularly monitor the facility for safety hazards and other safety concerns with guidance from the Learn4Life consortium's facilities team. The school safety plan is reviewed in it's entirety every year and was last reviewed in December of 2013. Diego valley has a safety committee that meets bi-monthly and provides updates at staff meetings.

Diego Valley also employs a security coordinator, who is a part of the facilities department. The coordinator conducts safety reviews and help implement all safety policies including national and local fire safety codes., National and California Education Codes, and CALOSHA regulations. The coordinator, in conjunction with the safety committee runs fire, earthquake, and crisis prevention drills to ensure a safe environment for all stakeholders. Each classroom has safety lock down kits, and first aid kits.

All staff at Diego Valley Charter (DVC) practice preventative discipline strategies to ensure that all students are on task and positively engaged while on campus. DVC staff and teachers are exposed to professional development trainings that involve conflict resolution, team building, CPR, and crisis management. These activities along with the clean orderly environment build trust and professionalism that trickles down from leadership, to staff, to students. To ensure a safe and orderly environment, all staff members participate in annual Harassment-Free Workplace training, mandated reporter training, and in teacher-student confidentiality training.

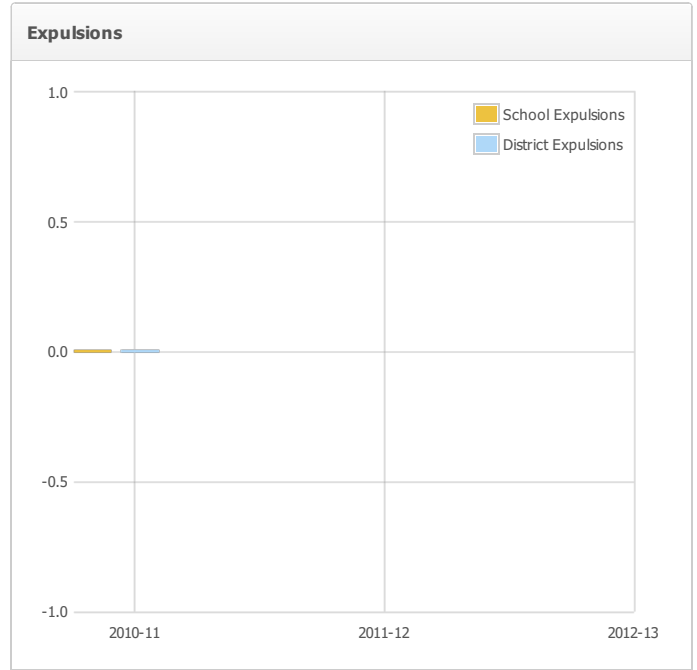
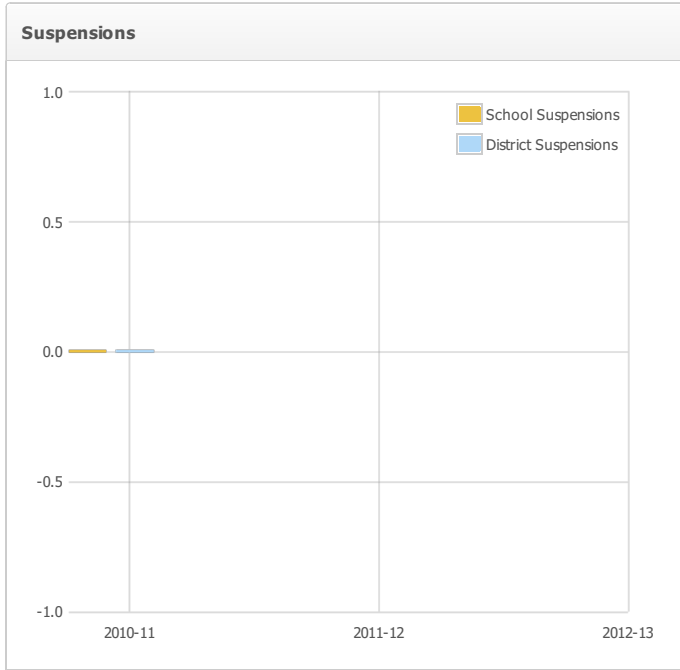
DVC follows all Zero Tolerance mandates, and has board approved discipline policies and procedures, including the process for suspensions and expulsions. All student expectations and consequences for behaviors are outlined in the DVC Parent/Student Handbook in addition to all appeal processes. DVC also maintains an Employee Handbook outlining the expectations of all staff members, including the adherence to professional and ethical standards. The Employee Handbook also outlines staff appeal and grievance procedures. In addition, the Learn4Life Directors of Special Education and the Director of the English Language Development program review with the staff the ins-and-outs of dealing with our special needs population in order to provide them a safe and positive learning experience. All of these systems and procedures create a learning environment where students can attain high expectations thus improving the overall quality of the school.

Last updated: 1/31/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions						
Expulsions						

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



Last updated: 1/30/2014

School Facilities

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

Diego Valley is in excellent condition. Diego Valley follows strict protocol in regards to cleanliness and student safety. Diego Valley employs a cleaning crew to clean the premises every evening from Monday to Friday. The facilities team conducts regular safety inspections and the entire site, both inside and out, is monitored by video cameras and a full time security guard. The cleanliness and safety of the outside grounds is conducted by a contracted landscape / maintenance company that is monitored by school staff and the security guard. All furniture is secured to the wall to protect against earthquakes and the site is equipped with a security camera and fire alarm.

Over the past year Diego Valley has been repainted using toxin free paint. In addition, the concrete under the electric transformer box was completely replaced by San Diego Gas and Electric. In 2014 there are dates set up to repair eroding wood on the outside soffits and easements. The outside of the building will also be painted. New signage will also be installed on the outside of the building.

Last updated: 1/31/2014

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	Safety inspection completed by facilities department in December of 2013 (No repair and action taken or planned).
Interior: Interior Surfaces	Good	Diego Valley was painted a new color in December of 2013.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Safety inspection completed by facilities department in December of 2013 (No repair and action taken or planned).
Electrical: Electrical	Good	The concrete pad under the transformer outside was replaced by San Diego Gas and Electric.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Safety inspection completed by facilities department in December of 2013 (No repair and action taken or planned)
Safety: Fire Safety, Hazardous Materials	Good	Safety inspection completed by facilities department in December of 2013 (No repair and action taken or planned)
Structural: Structural Damage, Roofs	Good	Safety inspection completed in December of 2013
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Repair of eroding wood on soffits and easements is scheduled to be replaced in January of 2014. The outside exterior will also be painted with a new accent color.

Overall Facility Rate (School Year 2013-14)

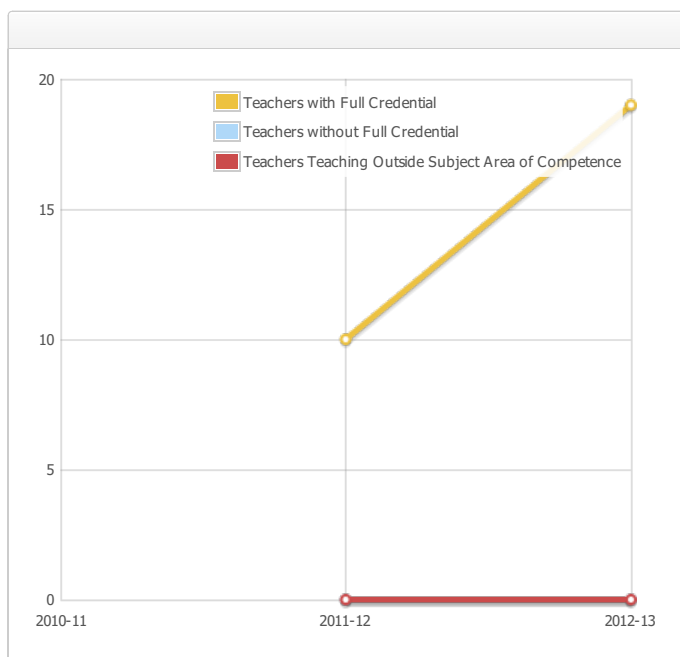
Overall Rating	Good
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Last updated: 1/31/2014

Teachers

Teacher Credentials

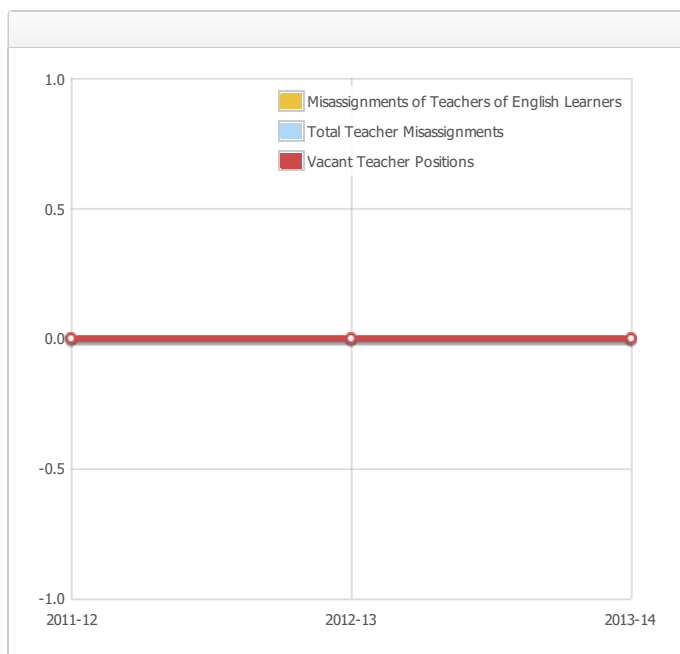
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential		10	19	19
Without Full Credential		0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	0



Last updated: 1/31/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/31/2014

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	92	8
All Schools in District	92	8
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	0	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: 1/31/2014

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	250.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		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: 1/31/2014

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,and 6th Course (Holt, Rinehart, & Winston)	Yes	0.0
Mathematics	Algebra 1 (Prentice Hall) Algebra / Trigonometry (McDougal Littell) Geometry (Prentice Hall) Pre Calculus (Larson and Hostettler) Calculus Eighth 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 One (Glencoe) Buen Visaje Level Two (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

Last updated: 1/31/2014

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	\$7,022	\$152	\$6,870	\$54,852
District	N/A	N/A	\$15,152	\$67,913
Percent Difference – School Site and District	N/A	N/A	-54.66%	-19.23%
State	N/A	N/A	\$5,537	\$57,720
Percent Difference – School Site and State	N/A	N/A	24.07%	-4.97%

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: 1/31/2014

Types of Services Funded (Fiscal Year 2012-13)

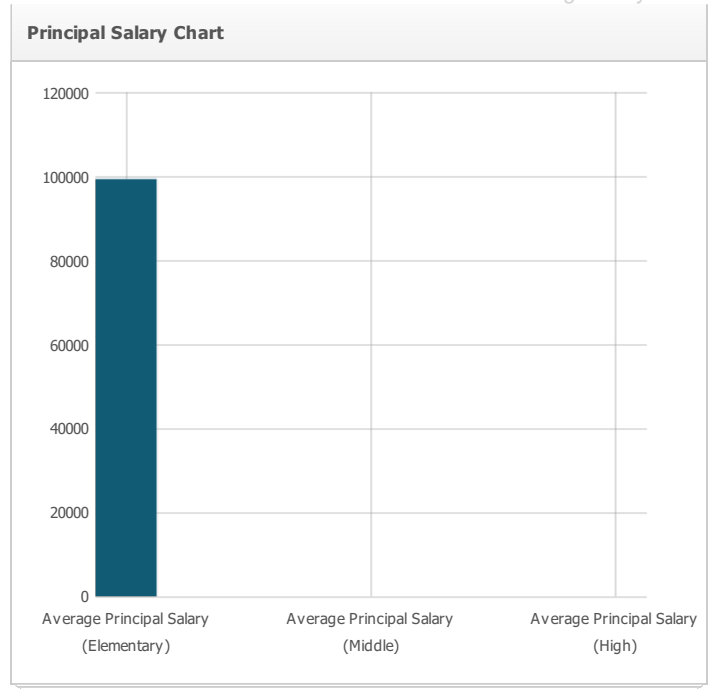
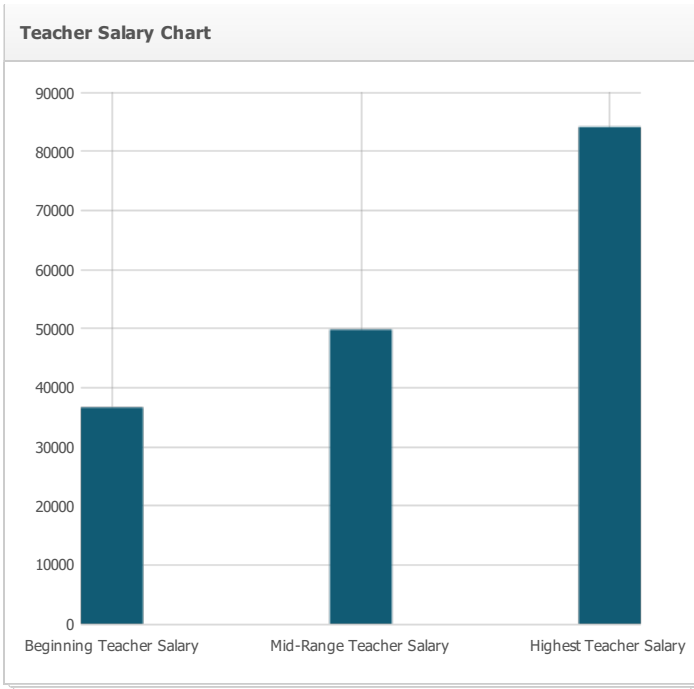
Diego Valley Public Charter did not accept categorical funding.

Last updated: 1/31/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,644	\$38,719
Mid-Range Teacher Salary	\$49,816	\$55,637
Highest Teacher Salary	\$84,116	\$70,797
Average Principal Salary (Elementary)	\$99,314	\$90,284
Average Principal Salary (Middle)	\$00	\$94,675
Average Principal Salary (High)	\$00	\$85,183
Superintendent Salary	\$171,462	\$104,272
Percent of Budget for Teacher Salaries	28.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	7.0%

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



Last updated: 1/31/2014

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

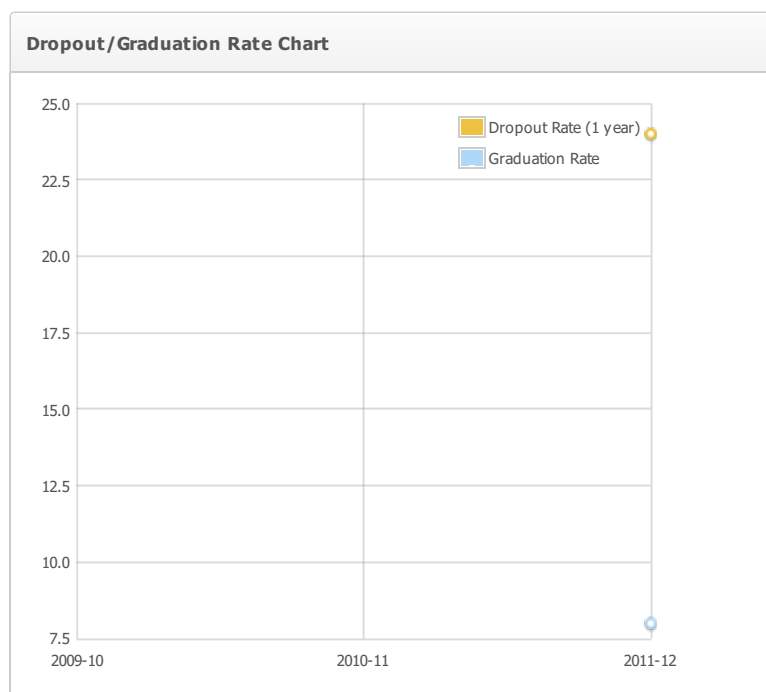
Eligibility for admission to the California State University (CSU) is determined by three factors:

- 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			24.6				16.6	14.7	13.1
Graduation Rate			8.20				74.72	77.14	78.73



Last updated: 1/31/2014

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	17	212	418,598
Black or African American	1	13	28,078
American Indian or Alaska Native	1	6	3,123
Asian		1	41,700
Filipino		5	12,745
Hispanic or Latino	12	57	193,516
Native Hawaiian or Pacific Islander		1	2,585
White	3	129	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	11	73	217,915
English Learners	6	12	93,297
Students with Disabilities	1	3	31,683

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

Last updated: 1/31/2014

Career Technical Education Programs (School Year 2012-13)

Diego Valley offers credits in general work experience through the (WEE) course. 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, and the Work Experience Education Resource and Assistance Network.

Students in the program can earn five elective credits over an 18 week period; up to a 40 credit maximum. Diego Valley requires that student teachers determine student eligibility and readiness for the WEE program. To qualify, the student must be 16 years old, be enrolled into school, and be making adequate progress academically.

Diego Valley also created a Career Exploration course to help students investigate post-secondary opportunities and to explore career fields in the 5 credit elective course. Topics include: online career and skill assessments, volunteer and community service opportunities, college application and financial aid process, personal autobiography, and searches for college scholarships.

The most unique and beneficial aspect of Diego Valley Charter are its connections to the community. Diego valley has 8 current Memorandums of Understanding (MOU) with community based nonprofits and institutions of higher learning; and an array of connections to post-secondary institutions, police and probation departments, and chambers of commerce.

These entities include:

- Educational provider for the Black Contractor's Association, Youth Build Program
- Educational provider for Access Inc.'s, Workforce Investment Act Career Academy program
- Educational Provider for Media Arts Center San Diego
- Educational Provider for Metro United Urban Ministries' Department of Justice youth programs
- Educational Provider for North County Lifeline Social Services Agency
- MOU with North County Coastal, South County, Metro and South Metro Career Centers to engage students in employability seminars and other on the job experiences
- MOU with McAlister's drug and alcohol counseling programs to provide support and training for staff and students

- MOU with San Diego State University (SDSU) to provide students with access to SDSU students who serve as tutors and mentors
- Member East County and Vista Chambers of Commerce
- Affiliated with Grossmont College Health Occupations Center and Cuyamaca College Customer Service courses, and Green Ventures courses as a part of Access Inc.'s Healthcare Career Academy

These community connections afford our students the opportunity to benefit from the "wrap around" service model described in the (Student Data) section of this document. Students are able to explore careers, gain access to mental health resources, housing, clothing, transportation, paid internships, post-secondary institutions, and connect with over 350 employers through organizations like the San Diego Regional Minority Business Counsel.

Last updated: 1/31/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	5
Percent of pupils completing a CTE program and earning a high school diploma	3.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/31/2014

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	0.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 1/31/2014

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: 1/31/2014

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.

Diego Valley Charter staff facilitates student achievement of the academic standards and ESLR's through ongoing professional development opportunities, with a focus on developing their effectiveness with curriculum and instruction. DVC's teaching staff is comprised of 16 teachers and 2 tutors. All teachers are fully credentialed within the scopes of their teaching positions. Teacher preparation at DVC begins with a minimum two week training period where new teachers shadow veteran teachers to learn the ins-and-outs of the compliance process and teaching within a personalized learning environment. Teachers are encouraged and incentivized to secure additional credentials through CSET testing and the VPSS process.

For its preliminary credentialed teachers, DVC has partnered with the RIMS BTSA program to assist teachers with preliminary credentials in attaining their professional clear credentials. BTSA support providers are chosen from existing staff to work with beginning teachers. Teachers work with their support providers and with each other to share instructional strategies and provide mutual encouragement. Teachers are also given the opportunity to take part in professional development conferences offered by educational organizations and county offices of education. Continuous professional development is also a part of all staff meetings and there are four calendar days a year devoted solely to professional development.

DVC, with its leadership team, specialized committees, and individual departments continuously evaluates program objectives, department concerns, and student data to ensure that the school is meeting the needs of its students and stakeholders. This process is ongoing and solicits feedback from all stakeholders involved with the purposes of elevating student and teacher performance, ensuring academic excellence, and supporting the mission of DVC.

DVC staff has bi-monthly staff meetings where there is a development block designed specifically to focus on curriculum and instruction with regard to standards and data analysis. Further support is provided to DVC staff members through their involvement with Learn4Life consortium curriculum cohort meetings, and regularly scheduled curriculum department meetings. DVC also sets aside four days a year for professional development trainings. In addition, DVC is in the process of enhancing its tutoring program to include best practices and increased communication with teachers in order to provide effective academic support to our diverse population of students.

DVC encourages staff members to continue their professional development through involvement in a number of professional and community organizations, participation in educational conferences, and subscription to professional and special interest journals. Some of the conferences attended by DVC staff members include the APLUS+ Conference, the California Charter Schools Association conference, International Society for Technology in Education (ISTE) Conference.

In addition, DVC staff members are encouraged to attend and participate in ongoing Learn4Life consortium trainings and workshops including; Leadership Training, Learning Success Institute, Common Core Curriculum Alignment team, the Strategic Planning Committee, and ELD and CELDT training. These teams and trainings are initiated using district email and/or through a selection process. Staff members are also encouraged to seek out their own growth opportunities through participation in job related courses, seminars, and San Diego County Office of Education trainings. Ongoing collaboration on needed professional development between DVC and Learn4Life stakeholders is initiated through weekly meetings, emails, school-site council meetings, organizational policy changes, and new state requirements

Last updated: 1/31/2014