

SARC Information

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians 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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

School Mission Statement School Year 2022-2023

Diego Hills Central mission is to provide a safe and inclusive learning environment dedicated to empowering a unique student population by providing a personalized approach to learning and the necessary skills to advocate for themselves in a dynamic world.

DHC will graduate students with the resilience, confidence, and 21st Century Skills needed to carry out this mission to thrive in their careers, be engaged with their communities, and lead meaningful lives. Students will graduate with 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 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 where all students are held to high academic and behavioral standards. Students work in collaborative relationships, both on and off-site, at the school. DHC strives to develop competent, self-motivated, and lifelong learners through a personalized learning approach. To accomplish this, the school emphasizes increased parental involvement, one-on-one teacher-student interaction, modifications for learning styles, student-driven participation in the learning process, technology access, varied learning environments, and curriculum choices.

DHC places a strong emphasis on parental involvement in the learning process. Parents are essential in improving education; therefore, parents are encouraged to participate in their student's education through frequent communication with the teachers, participation in school functions, and attendance in-school workshops. The school strives to bridge the gap between the school and home by providing a vehicle for meaningful parental involvement. It is the hope that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

Diego Hills Central • 4348 54th St San Diego, CA 92115 • 619-286-0312 • www.dhcentralcharter.org

County-District-School (CDS) Code: 37 68049 0136614 • Grades: K-12

Principal: Lisa Youngflesh • principal@dhcentralcharter.org | **Area Superintendent:** Lindsay Reese



School Description and Profile School Year 2022-2023

Diego Hills Central 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 their student's academic needs. The typical students want an alternative to the local, comprehensive school. Most students come to the school because they were unsuccessful in the traditional high school setting or needed a more personalized approach to their education. Other students need the flexibility of an independent study model to meet family obligations such as work or caring for a child. The school offers a uniquely structured academic program rigorously guided by the California State Standards, providing a challenging, personalized education for students.

School Enrollment

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

**TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL
SCHOOL YEAR 2021-2022**

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	88
Grade 10	116
Grade 11	114
Grade 12	38
Total Enrollment	356

**TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP
SCHOOL YEAR 2021-2022**

Student Group	Percentage
Female	52%
Male	48%
Non-Binary	0%
American Indian or Alaska	0%
Asian	1%
Black or African American	19%
Filipino	1%
Hispanic or Latino	66%
Native Hawaiian or Pacific Islander	1%
Two or More Races	6%
White	6%
English Learner	16%
Foster Youth	1%
Homeless	8%
Socioeconomically Disadvantaged	92%
Students Receiving Migrant Ed	0%
Students with Disabilities	21%

A. CONDITIONS OF LEARNING

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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; and
- 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 sponsoring district, so there is no district data to report for comparison in this section.

TABLE 6: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2020–2021

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	100%	228,324	83.1%
Intern Credentialed Holders Properly Assigned	0	0%	4,121	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	11,265	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	20	100%	12,089	4.4%
Unknown	0	0%	2,747	1.0%
Total Teaching Positions	20	100%	274,759	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

TABLE 7: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2021–2022

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19	100%	N/A	N/A
Intern Credentialed Holders Properly Assigned	0	0%	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	16	84%	N/A	N/A
Unknown	0	0%	N/A	N/A
Total Teaching Positions	19	100%	N/A	N/A



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.

TABLE 8: TEACHERS WITHOUT CREDENTIALS AND MISASSIGNMENTS (CONSIDERED "INEFFECTIVE" UNDER ESSA)		
Authorizations/Assignments	2020-2021 Number	2021-2022 Number
Permits and Waivers	0	0
Misassignments	2	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	1	0

TABLE 9: CREDENTIALLED TEACHERS ASSIGNED OUT-OF-FIELD (CONSIDERED "OUT-OF-FIELD" UNDER ESSA)		
Indicator	2020-2021 Number	2021-2022 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	340	346
Total Out-of-Field Teachers	20	16

TABLE 10: CLASS ASSIGNMENTS

Indicator	2020-2021 Percent	2021-2022 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	50%	0%
No credential, permit or authorization to teach (a percent-age of all the classes taught by teachers with no record of an authorization to teach)	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Textbooks & Instructional Materials School Year 2022-2023

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 November 2022 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

**TABLE 11: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS
SCHOOL YEAR 2022-2023 / YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: NOVEMBER 2022**

Subject	Textbooks and Other Instructional Materials/ year of Adoption	From Most Recent Adoption?	Percentage Students Lacking Own Assigned Copy
Reading/Language Arts	9th - 12th - English/Language Arts - Houghton Mifflin/Harcourt	2021	0.00%
Mathematics	9th - Algebra 1 - Houghton Mifflin/Harcourt	2020	0.00%
	10th - Geometry - Houghton Mifflin/Harcourt	2020	
	11th - Algebra II - Houghton Mifflin/Harcourt	2020	
Science	9th - 10th - Earth Science - Houghton Mifflin/ Harcourt	2018	0.00%
	9th - 10th - Physics - Houghton Mifflin/ Harcourt	2020	
	10th - Biology - Houghton Mifflin/Harcourt	2018	
	11th - Chemistry - Houghton Mifflin/Harcourt	2020	
History-Social Science	10th - World History - Houghton Mifflin	2018	0.00%
	11th - United States History - Houghton Mifflin	2018	
	12th - Economics - McGraw-Hill	2018	
	12th - United States Government - McGraw-Hill	2018	
Foreign Language	9th - 12th Rosetta Stone - World Languages	2020	0.00%
	9th - 12th Edmentum _ World Languages	2012	
	9th - 12th APEX - World Language	2012	
	9th - 12th Foreign Language - Glencoe	2005	
Health	N/A	N/A	0.00%
Visual and Performing Arts	N/A	N/A	0.00%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.00%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements School Year 2022-2023

All facilities are in safe and functioning condition. All sites meet city and state codes. There are no improvements planned at this time. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in November 2022.

**TABLE 13: SCHOOL FACILITY GOOD REPAIR STATUS | DATE OF LAST INSPECTION: NOVEMBER 2022
OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY
DATA COLLECTED: NOVEMBER 2022**

System Inspected	Rate Good	Rate Fair	Rate Poor	Deficiency & Remedial Actions Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/ School Grounds, Windows/Doors/ Gates/Fences	X			

Overall Facility Rate • Year and month of the most recent inspection: November 2022

Exemplary	Good	Fair	Poor	Deficiency & Remedial Actions Taken or Planned
X				

Overall Summary of School Facility Conditions: Exemplary

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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.

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

TABLE 15: CAASPP TEST RESULTS IN ELA AND MATHEMATICS FOR ALL STUDENTS GRADES THREE THROUGH EIGHT AND GRADE ELEVEN TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT

PERCENT OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD

Subject	School 2020-2021	School 2021-2022	State 2020-2021	State 2021-2022
English Language Arts/Literacy (Grades 3-8 and 11)	N/A	34.91%	N/A	47.06%
Mathematics (Grades 3-8 and 11)	N/A	2.97%	N/A	33.38%

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.



TABLE 16: CAASPP TEST RESULTS IN ELA BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2021-2022

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	106	91%	9%	35%
Female	60	55	92%	8%	40%
Male	57	51	89%	11%	29%
American Indian or Alaska Native	0	0	0%	100%	0%
Asian	*	*	100%	0%	50%
Black or African American	15	15	100%	0%	13%
Filipino	0	0	0%	100%	0%
Hispanic or Latino	80	73	91%	9%	34%
Native Hawaiian or Pacific Islander	*	*	100%	0%	0%
Two or More Races	*	*	67%	33%	33%
White	*	*	90%	10%	78%
English Learners	14	11	79%	21%	0%
Foster Youth	0	0	0%	100%	0%
Homeless	*	*	100%	0%	43%
Military	*	*	100%	0%	0%
Socioeconomically Disadvantaged	91	84	92%	8%	30%
Students Receiving Migrant Education Services	0	0	0%	100%	0%
Students with Disabilities	25	22	88%	12%	14%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Asterisks (*) 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.

TABLE 17: CAASPP TEST RESULTS IN MATHEMATICS BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2021-2022

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	101	86%	14%	3%
Female	60	52	87%	13%	2%
Male	57	49	86%	14%	4%
American Indian or Alaska Native	0	0	0%	100%	0%
Asian	*	*	100%	0%	0%
Black or African American	15	14	93%	7%	0%
Filipino	0	0	0%	100%	0%
Hispanic or Latino	80	69	86%	14%	3%
Native Hawaiian or Pacific Islander	*	*	100%	0%	0%
Two or More Races	*	*	67%	33%	0%
White	*	*	90%	10%	11%
English Learners	14	*	71%	29%	0%
Foster Youth	0	0	0%	100%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	100%	0%	0%
Socioeconomically Disadvantaged	91	81	89%	11%	4%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	21	84%	16%	0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Asterisks (*) 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.

TABLE 18: CAASPP TEST RESULTS IN SCIENCE FOR ALL STUDENTS GRADES FIVE, EIGHT, AND HIGH SCHOOL PERCENTAGE OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD

Subject	School 2020-2021	School 2021-2022	State 2020-2021	State 2021-2022
Science (grades 5, 8 and high school)	0%	23.53%	28.72%	29.45%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**TABLE 19: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP
GRADES FIVE, EIGHT, AND HIGH SCHOOL / SCHOOL YEAR 2021-2022**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	17	85%	15%	24%
Female	12	*	83%	17%	20%
Male	*	*	88%	12%	29%
American Indian or Alaska Native	0	0	0%	100%	0%
Asian	0	0	0%	100%	0%
Black or African American	*	*	100%	0%	50%
Filipino	0	0	0%	100%	0%
Hispanic or Latino	14	12	86%	14%	17%
Native Hawaiian or Pacific Islander	0	0	0%	100%	0%
Two or More Races	*	*	100%	0%	0%
White	*	*	0%	100%	0%
English Learners	*	*	100%	0%	0%
Foster Youth	0	0	0%	100%	0%
Homeless	*	*	100%	0%	0%
Military	0	0	0%	100%	0%
Socioeconomically Disadvantaged	16	14	88%	12%	29%
Students Receiving Migrant Education Services	0	0	0%	100%	0%
Students with Disabilities	*	*	100%	0%	0%

Note: Asterisks (*) 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.

Career Technical Education (CTE) Programs School Year 2021-2022

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. The school is committed to bringing students more opportunities to develop these skills through developing relationships with local businesses and community colleges.

The school offers several professional skills and CTE courses that include an Entrepreneurship, Game Development, Child Development, Business Management, and other entry CTE course through the online platform Edmentum.

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

TABLE 21: CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION SCHOOL YEAR 2021-2022

Measure	CTE Program Participation
Number of Pupils Participating in CTE	119
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.0%

UC/CSU Course Completion

Students are encouraged to take University of California/ California State University (UC/CSU) preparatory courses. Diego Hills Central are encouraged to take entry level community college courses to familiarize themselves with the college format and experience. Students must earn a letter grade of 'C' or better.

TABLE 22: COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS	
UC/CSU Course Measure	Percent
2021-2022 Pupils Enrolled in Courses Required for UC/CSU Admission	97%
2020-2021 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. Students who meet or exceed the standards in all six fitness areas are considered physically fit or in the "Healthy Fitness Zone" (HFZ).

TABLE 23: CALIFORNIA PHYSICAL FITNESS TEST 2021-2022 PERCENTAGE OF STUDENTS PARTICIPATING IN EACH OF THE FITNESS COMPONENTS					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	53.51%	54.39%	54.39%	54.39%	55.26%

Note: Due to changes to the 2021-2022 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and asterisks (*) appear in the table 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.

C. ENGAGEMENT

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement School Year 2022-2023

Diego Hills Central encourages parental involvement throughout the school year. The Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meet quarterly during the school year. The PAC/ELAC advises planning, developing, implementing, and evaluating the school program. All educational partners are encouraged to participate in the development of the Local Control and Accountability Plan (LCAP) and provide input on the progress of the LCAP throughout the school year. Automated phone calls, text messages, and web-based communications from teachers and administrators notify parents throughout the school year. Parents may contact the school office at 619-286-0312. Parent teacher conferences and Open House events are also held during the school year to facilitate communication between parents, teachers, students, and community partners. Parents are encouraged to call and meet with their student's teacher to discuss their student's academic progress towards graduation.

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism.

Dropout & Graduation Rates

Most enrolling students are opportunity youth at risk of dropping out of school. Upon enrollment, students participate in digital skills and a professional skills course. In addition to these two courses, students receive a personalized learning plan to meet their goals and determine their path toward graduation. Students decide their post-secondary college and career goals. The school counselors and teachers build upon the personalized learning and post-secondary plan to support their academic planning and college and career readiness. Upon enrollment, students complete a diagnostic assessment in reading and math using NWEA. The assessment provides the staff and students with strengths and growth areas, which then helps determine if any remedial coursework is needed. DHC offers unlimited free tutoring to support students who may be struggling and need intervention support. Early interventions are intended to promote attendance and reduce the likelihood of student dropouts.

When a student's attendance declines, targeted interventions are implemented:



- Teachers make contact home when students miss any appointments.
- After multiple missed appointments, a parent-teacher or adult student-teacher conference are scheduled.
- An Attendance Intervention Meeting (AIM) is scheduled when the student’s attendance has not improved. The AIM includes the parent, student, teacher, and Student Retention Support. The legal requirements of attending school and problems adults face as high school dropouts are discussed. If the student/parent cannot be reached, a home visit will be conducted.
- A Student Retention Meeting (SRM) is scheduled when the AIM has not been successful. The SRM includes the School Counselor, Supervising Teacher, School Administrator, and Student Retention Support. The team will discuss with the student and parent if the independent study program is the best option for the student, other school options, and the serious long-term consequences of dropping out of school.

Note: The California Department of Education DataQuest system reports four-year cohort graduation and dropout numbers for 2020-2021. The one-year graduation rate is reported through the California School Dashboard and internal student information systems data was used in the chart below, because it was the most recently available source. The school is a Dashboard Alternative School Status (DASS), because the student population served is typically behind in credits. The tables display the most current data available. N/A is displayed when the school is new, or there is no data available to report, because the state did not report their data when this report was published.

Note: The California Department of Education DataQuest system reports the Four-Year Adjusted Cohort Rate (ACGR) for all regular high schools. However, the ACGR is not a match for our school, because we are an approved Dashboard Alternative School Status (DASS). We serve a student population who are typically behind in credits, and not likely to graduate on time in a regular school setting. As a DASS school, we report the one-year graduation rate, which is calculated internally or from the California School Dashboard. The tables display the most current data available. N/A means that data was not available at the time of publication.

TABLE 25: DROPOUT RATE AND GRADUATION RATE

Indicator	School Cohort 2019-2020	School Cohort 2020-2021	School Cohort 2021-2022	State Cohort 2019-2020	State Cohort 2020-2021	State Cohort 2021-2022
One-Year Cohort Drop Rate	13.1%	15.4%	12.5%	N/A	N/A	N/A
One-Year Cohort Grad Rate	64.7%	76.8%	93.0%	N/A	N/A	N/A
Four-Year Cohort Drop Rate	33.3%	25.2%	32.5%	8.9%	9.4%	N/A
Four-Year Cohort Grad Rate	16.4%	15.6%	17.5%	84.3%	83.6%	87.0%



**TABLE 26a: GRADUATION RATE BY STUDENT GROUP, ONE-YEAR DASS COHORT RATE
SCHOOL YEAR 2021-2022**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	105	98	93%
Female	59	56	95%
Male	46	42	91%
Non-Binary	0	0	0%
American Indian or Alaska Native	0	0	0%
Asian	*	*	100%
Black or African American	21	21	100%
Filipino	*	*	100%
Hispanic or Latino	67	60	90%
Native Hawaiian or Pacific Islander	0	0	0%
Two or More Races	*	*	100%
White	*	*	100%
English Learners	13	11	85%
Foster Youth	*	*	100%
Homeless	*	*	89%
Socioeconomically Disadvantaged	79	74	94%
Students Receiving Migrant Education Services	0	0	0%
Students with Disabilities	25	24	96%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.



**TABLE 26b: GRADUATION RATE BY STUDENT GROUP, FOUR-YEAR COHORT RATE
SCHOOL YEAR 2021-2022**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	114	20	17.5%
Female	54	13	24.1%
Male	60	*	11.7%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	19	*	26.3%
Filipino	*	*	*
Hispanic or Latino	77	*	11.7%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	*
White	*	*	*
English Learners	36	*	11.1%
Foster Youth	*	*	*
Homeless	18	*	16.7%
Socioeconomically Disadvantaged	113	19	16.8%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	19	0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

Chronic Absenteeism

Chronic Absenteeism rate is not currently calculated in a manner for non-classroom-based DASS programs. According to the CDE, students are determined to be chronically absent if the school increased or declined between the prior year and the current, and the percent of students in a school or district or student group is absent for 10 percent or more of the instructional days they were enrolled to attend. Diego Hills Central follows all the required CA State School Dashboard requirements.

**TABLE 27: CHRONIC ABSENTEEISM BY STUDENT GROUP
SCHOOL YEAR 2020-2021**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	551	514	332	64.60%
Female	280	259	166	64.10%
Male	269	254	166	65.40%
American Indian or Alaska	*	*	*	*
Asian	12	11	*	72.70%
Black or African American	104	97	56	57.70%
Filipino	*	*	*	*
Hispanic or Latino	357	334	225	67.40%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	29	28	14	50.00%
White	36	31	22	71.00%
English Learner	86	90	57	63.30%
Foster Youth	11	11	*	81.80%
Homeless	44	44	33	75.00%
Socioeconomically Disadvantaged	472	454	289	63.70%
Students Receiving Migrant Ed	*	*	*	*
Students with Disabilities	115	112	56	50.00%

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

State Priority: School Climate

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

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

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Additionally, please note that the suspension and expulsion rate for the state was not available at the time of publication.

TABLE 28: SUSPENSIONS AND EXPULSIONS FOR SCHOOL YEAR 2019-2020 ONLY DATA COLLECTED BETWEEN JULY THROUGH FEBRUARY, PARTIAL SCHOOL YEAR DUE TO THE COVID-19 PANDEMIC

Rate	School 2019-2020	State 2019-2020
Suspensions	0.44%	2.50%
Expulsions	0.00%	0.05%

Note: The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

TABLE 29: SUSPENSIONS AND EXPULSIONS DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY

Rate	School 2020-2021	School 2021-2022	State 2020-2021	State 2021-2022
Suspensions	0.00%	0.00%	13.80%	N/A
Expulsions	0.00%	0.00%	0.00%	N/A

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

TABLE 30: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP SCHOOL YEAR 2021-2022

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

School Safety School Year 2021-2022

The school Safety Plan consists of the Injury and Illness Prevention Program, Emergency Procedures, and Section 4 of the Employee Handbook. During charter renewals and oversights, the sponsoring district asks for these safety plans. Safety Plans are reviewed with the staff and for revisions annually. The school safety plan was last updated and reviewed with school staff in September 2022.

The safety of students and staff is a primary concern for the school. The staff and administration supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and students wear school IDs, and visitors to the sites must register at the front office to receive guest badges.

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.

Class Size

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

Counseling & Support Staff School Year 2021-2022

The school seeks to assist students in their social-emotional and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family issues, decision-making, or handling peer pressure.

The following is a list of support staff available to students at the school.

TABLE 38: RATIO OF PUPILS TO ACADEMIC COUNSELOR SCHOOL YEAR 2021-2022	
Title	Ratio
Pupils to Academic Counselor*	1:356

*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.

TABLE 39: STUDENT SUPPORT SERVICES STAFF SCHOOL YEAR 2021-2022	
Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.33
Nurse	0.33
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.50
Other	0.00

*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.

School Expenditures Fiscal Year 2020-2021

The table compares a school's per-pupil funding from unrestricted sources with other schools 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. The California Department of Education issued guidance regarding calculating school-level per-pupil expenditures.

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>.

School Site Teacher Salaries Fiscal Year 2020-2021

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

TABLE 40: EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES FISCAL YEAR 2020-2021				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,196.00	\$1,032.00	\$11,164.00	\$78,437.00
State	N/A	N/A	\$13,846.00	\$61,890.00
Percent Difference School Site and State	N/A	N/A	-12.67%	23.58%

Note: Cells with N/A values do not require data.

Types of Services Funded Fiscal Year 2021-2022

Utilizing all of the funding sources provided to the school, we provide the following programs for students:

- Special Education programs for SELPA, students with special needs
- English Language Development - support for students in English Language acquisition - instructional and support methods
- Tutoring support - one-on-one, walk-in, in-person, and virtual tutoring support
- General operations -services, materials, technology, salaries, benefits, and support to the general education

School Site Teacher Salaries Fiscal Year 2020-2021

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

Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	\$75,000.00	\$50,126.00
Mid-Range Teacher Salary	\$80,000.00	\$61,890.00
Highest Teacher Salary	\$85,000.00	\$99,120.00
Average Principal Salary (High)	\$120,000.00	\$128,609.00
Superintendent Salary	\$157,500.00	\$145,986.00
Percent of Budget for Teacher Salaries	26.05%	26.75%
Percent of Budget for Administrative Salaries	3.93%	5.96%

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

Advanced Placement (AP) Classes School Year 2021-2022

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0
Percent of Students in AP Courses: (Data Pulled from CALPADS)	0%

*Where there are student course enrollments of at least one student.

Professional Development

The school's certificated staff members and administrators participate in ongoing professional learning to improve its curriculum and delivery of instruction. Professional learning sessions are held at least once monthly during staff meetings. Professional learning focuses on a wide variety of topics to strengthen pedagogy and content knowledge to meet the needs of the school's diverse learners. Emphasis is placed on targeting the unique needs of its English Language Learners and special education students and developing and improving the trauma-informed practices used at the school.

In addition, school administrators participate in ongoing professional learning, focusing on effective school leadership practices and instructional leadership. The leadership team identifies schoolwide focus areas each year for professional development. The leadership team conducts and organizes large and small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school's needs. Topics covered through professional developments are based on the needs of the school, suggestions made by the staff through department meetings and staff surveys, and the collection and analysis of student achievement data. Newly hired teachers are partnered with existing teachers for the first year and participate in onboarding with a master teacher to familiarize themselves with the school's program and mission.

The school also provides Induction training to its preliminary credentialed teachers through its partnership with the Riverside County Office of Education. Participating teachers are assigned a support provider and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes and effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, staff also participates in the California Association for Bilingual Education, Equity Conference, American School Counselor Association Conference, and other conferences sponsored by local county offices of education.

The table displays the number of days that a professional development opportunity was available.

Measure	2020-2021	2021-2022	2022-2023
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	11