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CDS Code:
37-67983-0131144

Grades
Nine through Twelve

Principal

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Data Sources

Data within the SARC was provided by Diego Springs Academy, retrieved from the 2013-14 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Diego Springs Academy

2013-2014 School Accountability Report Card

Published in the 2014-15 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

School Mission Statement

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

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

The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. Students work in collaborative relationships, both within and outside the school, and perform service to the community. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners. In order to accomplish this, the school emphasizes increased parental involvement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

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

School Profile (School Year 2014-15)

Alta Vista South opened in the fall of 2014. It is a public charter school that offers a personalized educational program for high school students and families who prefer using an Independent Study model to meet academic needs. Typical students are those who have become dissatisfied with the quality of education they are receiving in the local public school systems. Students come to the school because they were unsuccessful in the traditional high school setting or they needed a more personalized approach to education. Other students need the flexibility of an independent study model to meet family obligations such as work or child care needs. Regardless of the reason, the school offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging, yet highly individualized, education for students.

Because the school opened in the fall of 2014, there is very little data to report in this SARC.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching
- Pupils have access to standards-aligned instructional materials
- School facilities are maintained in good repair

Teacher Assignment

The school recruits and employs the most 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. **Because the school opened in the fall of 2014, there is no prior year data to report.**

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

Teacher Credential Status	
	School
	14-15
Fully Credentialed	2
Without Full Credentials	0
Working Outside Subject	0

Teacher Misassignments & Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year. **Because the school opened in the fall of 2014, there will be no prior year data to report.**

Misassignments/Vacancies	
	14-15
Misassignments of Teachers of English Learners	0
Misassignments of Teachers (other)	0
Total Misassignments of Teachers	0
Vacant Teacher Positions	0

Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified."

Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>. **Because the school opened in the fall of 2014, there is no data in this section to report.**

Textbooks & Instructional Materials (School Year 2014-15)

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 December 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

School Facilities (School Year 2014-15)

Diego Springs Academy takes great efforts to ensure that all of its campuses are clean, safe, and fully functional with all necessary repairs being attended to with urgency. Diego Springs Academy has established cleaning standards for all school facilities, and an outside vendor routinely cleans the school and makes sure that all necessary toiletries are restocked on a daily basis to ensure the health and safety of students and staff. The chart displays the results of the most recent facilities inspection at the school.

School Facility Conditions				
Date of Last Inspection: 11/30/2014				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)
- The Academic Performance Index
- The percentage of pupils 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

Testing Data Note

Because the school opened in the fall of 2014, there is no testing data to report for this school.

Career Technical Education (CTE) Programs (School Year 2013-14)

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

The school has several soft-CTE courses to its course offerings; these courses include Introduction to Computers and Information Technology and Career Ready (preparation for the WorkKeys National Career Readiness Certificate). These courses complement the school's existing TechVantage Courses which include Computer Literacy, Hardware Technology, and Office Technology.

The school also provides students General Work Experience Education (WEE). This program is designed to help students earn elective credits while developing job skills and learning about career opportunities. The program, which follows the state's Work Experience Education framework and content standards, was developed with guidance from the California Association of Work Experience Educators (CAWEE) and the Work Experience Education Resource and Assistance Network (WEERAN).

Students in the WEE program can earn five elective credits over an 18-week period, up to a 40-credits maximum, while attending the school. Participating students who are minors are allowed to work up to 48 hours per week. The school requires that the supervising teacher determine if the student is eligible or ready to participate in the program.

To qualify, the student must be at least 16 years old, be currently enrolled in the school, work no more than 40 miles from campus, attend school regularly, demonstrate acceptable grades and citizenship, sufficiently complete and return all academic and course assignments and have passed the CAHSEE or be enrolled in the CAHSEE tutorial program.

Career Technical Education (CTE) Participation (School Year 2013-14)

Because the school opened in the fall of 2014, there is no data in this section to report.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

Testing Data Note

Because the school opened in the fall of 2014, there is no testing data to report for this school.

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2014-15)

Diego Springs Academy 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. Diego Springs Academy continues to explore ways to encourage more parental and community involvement in the support of its educational program.

State Priority: Pupil Engagement

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

- High school dropout rates
- High school graduation rates

Dropout & Graduation Rates (Four-Year Cohort Rate)

In knowing the “at risk of dropping out” status of the majority of students enrolling in the school, we begin interventions from the point of enrollment. Upon enrollment, students participate in a course entitled Academic Exploration. In this course students learn study skills and strategies to be more successful in school, especially in the area of time management. Also during the early stages after enrollment, students participate in an assessment to explore their learning styles. Through this assessment students learn more about their own learning modalities and what motivates their interests, as well as how they are most likely to improve their learning and development. With our new Common Core curriculum, educators now have flexibility to tailor assignments to meet the students’ preferred learning modalities.

By students learning more about their learning styles and what motivates their interests to learn, students are more likely to be successful and less likely to drop out of school. Students also participate in academic assessments after enrollment. The academic assessments assist faculty and the students to understand the strengths and weaknesses of the student. More importantly, this method helps students receive any remedial help they may need and ensures students are not enrolling in courses to far removed from their current academic abilities. Unlimited free tutoring availability also serves as an intervention for students, when they struggle with particular concepts. Together, all of early interventions are intended to promote attendance and reduce the likelihood of student drop outs. However, these standard interventions are not always met with student success.

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

- A missed day of school results in a call home from the student’s teacher
- A pattern of missed school days results in a parent-teacher or adult student-teacher conference
- A continued pattern of missed schools days after a teacher conference results in an Attendance Intervention Meeting (A.I.M). In this meeting the parent or adult student meet with the Student Retention Specialist to discuss the legal requirements of school attendance for minors and problems adults face as high school drop outs.

- A continued pattern of missed school days after an A.I.M. intervention is escalated to a Student Retention Meeting (S.R.S) intervention. Student Retention Meetings include the School Counselor, School Administrator, and the Student Retention Specialist. When the student and parent meet with the S.R.S team, serious conversations take place about the appropriateness of independent study for the student, school options, and the serious long-term consequences of dropping out of school.

Because the school opened in the fall of 2014, there is no data in this section to report.

State Priority: School Climate

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

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

Suspensions & Expulsions

Because the school opened in the fall of 2014, there is no data in this section to report.

School Safety (School Year 2014-15)

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

The safety of students and staff is a primary concern for the school. Both teachers and administrators supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and student school IDs are expected to be displayed at all times, and visitor to the sites must register in at the front office to receive appropriate identification badges. The school safety plan was last updated and reviewed with school staff in November 2014.

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.

Adequate Yearly Progress (School Year 2013-14)

Because the school opened in the fall of 2014, there is no data in this section to report.

Federal Intervention Program (School Year 2014-15)

Because the school opened in the fall of 2014, there is no data in this section to report.

Class Size

Because the school opened in the fall of 2014, there is no data in this section to report.

Counseling & Support Staff (School Year 2013-14)

It is the goal of Diego Springs Academy to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. ***Because the school opened in the fall of 2014, there is no data in this section to report.***

Professional Development

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

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

Newly hired teachers are partnered with existing teachers for the first year and participate in a mandatory two-week on the job training for the purpose of familiarizing them to the program and mission of the school.

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

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

Financial Data Note

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

School Expenditures & Salaries (Fiscal Year 2012-13)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2012-13 school year. **Because the school opened in the fall of 2014, there is no data in this section to report.**

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>.

Teacher & Administrative Salaries (Fiscal Year 2012-13)

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

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	*	\$38,152
Mid-Range Teachers	*	\$55,573
Highest Teachers	*	\$71,908
Elementary School Principals	*	\$87,660
Middle School Principals	*	\$92,424
High School Principals	*	\$93,606
Superintendent	*	\$116,538
Salaries as a Percentage of Total Budget		
Teacher Salaries	27.0%	34.0%
Administrative Salaries	6.0%	7.0%

*Data unavailable from the CDE

School Revenue Sources (Fiscal Year 2013-14)

Because the school opened in the fall of 2014, there is no data in this section to report.