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 the 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 2024-2025

Diego Valley East's mission is to provide a non-traditional option for attaining a high school diploma through positive, meaningful, and equitable learning experiences. DVE will accomplish this through developing individualized student plans and coaching, providing a safe, educational environment, and normalizing responsibility and compassion.

DVE will equip graduating students with resiliency, academic, social-emotional, and 21st-century skills to be ready to enter higher education and the workforce and contribute to their communities. 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 at the school, both on and off-site. DVE strives to develop competent, self-motivated, 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.

DVE 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. The hope is that students will observe their parents and teachers working together to make a difference in their education and future.

School Description and Profile School Year 2024-2025

Diego Valley East is a public charter school offering 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 students with 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 2023-2024	
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	152
Grade 10	134
Grade 11	81
Grade 12	32
Total Enrollment	399

Data provided by LEA

TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP SCHOOL YEAR 2023-2024	
Student Group	**Percentage**
Female	48%
Male	52%
Non-Binary	0%
American Indian or Alaska	3%
Asian	0%
Black or African American	6%
Filipino	1%
Hispanic or Latino	43%
Native Hawaiian or Pacific Islander	0%
Two or More Races	4%
White	44%
English Learner	26%
Foster Youth	1%
Homeless	7%
Socioeconomically Disadvantaged	83%
Students Receiving Migrant Ed	0%
Students with Disabilities	22%

Data provided by LEA

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)	14	93%	228,324	83.1%
Intern Credentialed Holders Properly Assigned	1	7%	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)	12	86%	12,089	4.4%
Unknown	0	0%	2,747	1.0%
Total Teaching Positions	15	100%	274,759	100%

Data provided by CDE for State and LEA for School.

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)	16	94%	234,405	84%
Intern Credentialed Holders Properly Assigned	1	6%	4,853	1.70%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	12,001	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	16	100%	11,953	4.30%
Unknown	0	0%	864	0.30%
Total Teaching Positions	17	100%	279,044	100%

Data provided by CDE for State and LEA for School.

Note: The data in this table is based on 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 8: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2022–2023				
Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	94%	231,142	83.20%
Intern Credentialed Holders Properly Assigned	1	6%	5,566	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	14,983	5.40%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	17	100%	11,746	4.20%
Unknown	0	0%	854	0.30%
Total Teaching Positions	18	100%	277,698	100%

Data provided by CDE for State and LEA for School.

Note: The data in this table is based on 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

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 9: TEACHERS WITHOUT CREDENTIALS AND MISASSIGNMENTS (CONSIDERED "INEFFECTIVE" UNDER ESSA)			
Authorizations/ Assignments	2020-2021 Number	2021-2022 Number	2022-2023 Number
Permits and Waivers	0	0	0
Misassignments	1	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	1	0	0

Data provided by LEA

TABLE 10: CREDENTIALED TEACHERS ASSIGNED OUT-OF-FIELD (CONSIDERED "OUT-OF-FIELD" UNDER ESSA)			
Indicator	2020-2021 Number	2021-2022 Number	2022-2023 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	244	295	471
Total Out-of-Field Teachers	12	16	17

Data provided by LEA

TABLE 11: CLASS ASSIGNMENTS			
Indicator	2020-2021 Percent	2021-2022 Percent	2022-2023 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	100%	0%	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%	0%

Data provided by LEA

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 2024-2025

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 standards-aligned textbooks or instructional materials 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 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

TABLE 12: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS SCHOOL YEAR 2024-2025 / YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: NOVEMBER 2024			
Subject	**Textbooks and Other Instructional Materials/ year of Adoption**	**From Most Recent Adoption?**	**Percentage Students Lacking Own Assigned Copy**
Reading/Language Arts	K-5th - Wonders - McGraw-Hill 6th -8th - StudySync - McGraw-Hill 9th - 12th – English/Language Arts - Houghton Mifflin/Harcourt	2022 2022 2021	0.00%
Mathematics	K-5th - Envision - SavvasRealize 6th-8th - Digits - SavvasRealize 9th – Algebra 1 – Houghton Mifflin/Harcourt 10th – Geometry - Houghton Mifflin/Harcourt 11th – Algebra II - Houghton Mifflin/Harcourt v 9th - Integrated Mathematics I - National Geographic/Cengage 10th - Integrated Mathematics 2 - National Geographic/Cengage 11th - Integrated Mathematics 3 - National Geographic/Cengage 12th - Mathematics for Business and Personal Finance - Glencoe 12th - Introductory Statistics: Exploring the World (2020) -Savvas Learning Company LLC (Pearson)	2015 2015 2020 2020 2020 2016 2016 2016 2015 2020	0.00%
Science	K-8th - ElevateScience - SavvasRealize 9th – 10th – Earth Science - Houghton Mifflin/ Harcourt 9th – 10th – Physics - Houghton Mifflin/ Harcourt 10th – Biology - Houghton Mifflin/Harcourt 11th – Chemistry - Houghton Mifflin/Harcourt	2020 2018 2020 2018 2020	0.00%
History-Social Science	K-8th - Social Studies - Studies Weekly 10th – World History – Houghton Mifflin/Harcourt 11th – American History – Houghton Mifflin/Harcourt 12th – Economics – Houghton Mifflin/Harcourt 12th – Civics – Houghton Mifflin/Harcourt	2022 2018 2018 2018 2018	0.00%
Foreign Language	9th - 12th Rosetta Stone – World Languages 9th – 12th Edmentum _ World Languages 9th – 12th APEX – World Language	2020 2012 2012	0.00%
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%

Data provided by LEA

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

School Facility Conditions and Planned Improvements School Year 2024-2025

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 October 2024.

TABLE 14: SCHOOL FACILITY GOOD REPAIR STATUS | DATE OF LAST INSPECTION: OCTOBER 2024 OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY DATA COLLECTED: OCTOBER 2024				
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			

Data provided by LEA

Overall Facility Rate • Year and month of the most recent inspection: October 2024

TABLE 15: OVERALL RATING				
Exemplary	**Good**	**Fair**	**Poor**	**Deficiency & Remedial Actions Taken or Planned**
X				

Data provided by LEA

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 16: 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 2022-2023	School 2023-2024	State 2022-2023	State 2023-2024
English Language Arts/Literacy (Grades 3-8 and 11)	27.55%	24.69%	46.66%	47.04%
Mathematics (Grades 3-8 and 11)	1.02%	2.46%	34.62%	35.54%

Data provided by CDE for State and LEA for School.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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 17: 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 2023-2024

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	81	98%	2%	25%
Female	37	37	100%	*	30%
Male	46	44	96%	4%	20%
American Indian or Alaska Native	*	*	100%	*	*
Asian	*	*	*	100%	*
Black or African American	*	*	100%	*	*
Filipino	*	*	*	100%	*
Hispanic or Latino	37	36	97%	3%	33%
Native Hawaiian or Pacific Islander	*	*	100%	*	*
Two or More Races	*	*	100%	*	*
White	36	35	97%	3%	23%
English Learners	25	24	96%	4%	8%
Foster Youth	*	*	100%	*	*
Homeless	*	*	100%	*	50%
Military	*	*	100%	*	*
Socioeconomically Disadvantaged	70	68	97%	3%	21%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	*	*	100%	*	*

Data provided by LEA

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: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer. 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 MATHEMATICS BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT
GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2023-2024

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	81	98%	2%	2%
Female	37	37	100%	*	3%
Male	46	44	96%	4%	2%
American Indian or Alaska Native	*	*	100%	*	*
Asian	*	*	*	100%	*
Black or African American	*	*	100%	*	*
Filipino	*	*	*	100%	*
Hispanic or Latino	37	36	97%	3%	*
Native Hawaiian or Pacific Islander	*	*	100%	*	*
Two or More Races	*	*	100%	*	*
White	36	35	97%	3%	6%
English Learners	25	24	96%	4%	*
Foster Youth	*	*	100%	*	*
Homeless	*	*	100%	*	*
Military	*	*	100%	*	*
Socioeconomically Disadvantaged	70	68	97%	3%	*
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	*	*	100%	*	*

Data provided by LEA

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: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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 FOR ALL STUDENTS
GRADES FIVE, EIGHT, AND HIGH SCHOOL
PERCENTAGE OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD

Subject	School 2022–2023	School 2023–2024	State 2022–2023	State 2023–2024
Science (grades 5, 8 and high school)	14.71%	25.00%	30.18%	30.70%

Data provided by CDE for State and LEA for School.

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: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer. 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 20: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP GRADES FIVE, EIGHT, AND HIGH SCHOOL / SCHOOL YEAR 2023-2024					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	12	100%	*	25%
Female	*	*	100%	*	20%
Male	*	*	100%	*	29%
American Indian or Alaska Native	*	*	*	100%	*
Asian	*	*	*	100%	*
Black or African American	*	*	*	100%	*
Filipino	*	*	*	100%	*
Hispanic or Latino	*	*	100%	*	33%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	100%	*	*
White	*	*	100%	*	25%
English Learners	*	*	100%	*	*
Foster Youth	*	*	*	100%	*
Homeless	*	*	*	100%	*
Military	*	*	100%	*	*
Socioeconomically Disadvantaged	*	*	100%	*	13%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	*	*	100%	*	33%

Data provided by LEA

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs School Year 2023-2024

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. Beginning in the 2023-2024 school year, the school offers a Certified Nursing Assistant (CNA) program for students. This program provides essential patient care skills, medical terminology, and an understanding of healthcare ethics and legalities. Through both classroom learning and hands-on experience, students are prepared to take the CNA certification exam, helping them enter the healthcare field or continue in nursing studies.

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

TABLE 22: CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION SCHOOL YEAR 2023-2024	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	197
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	16.7%

Data provided by LEA

UC/CSU Course Completion

University of California (UC)

Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/.

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses. Diego Valley East 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 23: COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS

UC/CSU Course Measure	Percent
2023-2024 Pupils Enrolled in Courses Required for UC/CSU Admission	73.43%
2022-2023 Graduates Who Completed All Courses Required for UC/CSU Admission	1.79%

Data provided by LEA

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 24: CALIFORNIA PHYSICAL FITNESS TEST 2022-2023 PERCENTAGE OF STUDENTS PARTICIPATING IN EACH OF THE FITNESS COMPONENTS

Grade	Component1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Truck Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	95.2%	95.2%	95.2%	95.2%	95.2%

Data provided by LEA

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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 2024-2025

Diego Valley East 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 619-870-0608. 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 toward 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 complete the NWEA diagnostic assessment in reading and math. The assessment determines if a student needs to complete any intervention courses. Students receive a personalized learning plan to help them plan their coursework and meet their post-secondary goals. The school counselors and teachers build upon their personalized learning plan to support each student's academic planning and college and career readiness. DVE offers unlimited free tutoring to help students who may be struggling and need intervention support. Early interventions promote increased 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. 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) program. 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 26: DROPOUT RATE AND GRADUATION RATE						
Indicator	School Cohort 2021-2022	School Cohort 2022-2023	School Cohort 2023-2024	State Cohort 2021-2022	State Cohort 2022-2023	State Cohort 2023-2024
One-Year Cohort Drop Rate	16.0%	12.6%	14.7%	N/A	N/A	N/A
One-Year Cohort Grad Rate	86.0%	67.0%	91.0%	N/A	N/A	N/A
Four-Year Cohort Drop Rate	36.7%	36.5%	24.36%	7.8%	8.2%	8.9%
Four-Year Cohort Grad Rate	12.5%	6.7%	14.1%	87.0%	86.2%	86.4%

Data provided by CDE for State and LEA for School.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 27a: GRADUATION RATE BY STUDENT GROUP, ONE-YEAR DASS COHORT RATE SCHOOL YEAR 2023-2024			
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	91	83	91%
Female	46	42	91%
Male	45	41	91%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	100%
Asian	*	*	100%
Black or African American	*	*	100%
Filipino	*	*	100%
Hispanic or Latino	33	28	85%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	83%
White	45	43	96%
English Learners	24	23	96%
Foster Youth	*	*	*
Homeless	*	*	75%
Socioeconomically Disadvantaged	59	52	88%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	15	13	87%

Data provided by LEA

The one-year graduation rate reflects the CDE rate for DASS schools, and the data above is from PowerBI.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 27b: GRADUATION RATE BY STUDENT GROUP, FOUR-YEAR COHORT RATE SCHOOL YEAR 2023-2024			
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	156	22	14.1%
Female	65	*	15.4%
Male	89	11	12.4%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	*
Filipino	*	*	*
Hispanic or Latino	79	*	10.1%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	*
White	58	11	19.0%
English Learners	50	*	16.0%
Foster Youth	*	*	*
Homeless	21	*	14.3%
Socioeconomically Disadvantaged	149	21	14.1%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	38	*	10.5%

Data provided by CDE

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.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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 Valley East follows all the required CA State School Dashboard requirements.

TABLE 28: CHRONIC ABSENTEEISM BY STUDENT GROUP SCHOOL YEAR 2023-2024			
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	677	627	355	56.60%
Female	315	292	161	55%
Male	359	332	192	57.80%
Non-Binary	*	*	*	*
American Indian or Alaska	11	11	*	63.60%
Asian	*	*	*	*
Black or African American	37	35	21	60.00%
Filipino	*	*	*	*
Hispanic or Latino	302	278	182	65.50%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	24	24	16	66.70%
White	289	265	122	46.00%
English Learner	195	181	92	50.80%
Foster Youth	*	*	*	*
Homeless	36	34	22	64.70%
Socioeconomically Disadvantaged	542	509	296	58.20%
Students Receiving Migrant Ed	*	*	*	*
Students with Disabilities	120	127	92	72.40%

Data provided by CDE

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-2022	School 2022-2022	School 2023-2024	State 2021-2022	State 2022-2022	State 2023-2024
TABLE 29: SUSPENSIONS AND EXPULSIONS **DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY**						
Suspensions	0.00%	0.00%	0.00%	3.2%	3.6%	3.3%
Expulsions	0.00%	0.00%	0.00%	0.1%	0.1%	0.1%

Data provided by CDE for State and LEA for School.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 30: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP
SCHOOL YEAR 2023-2024

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%

Data provided by LEA

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

School Safety School Year 2024-2025

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 November 2024.

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 2023-2024

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 2023-2024	
Title	**Ratio**
Pupils to Academic Counselor*	1:399

Data provided by LEA

*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 2023-2024	
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	1.10
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.10
Other	2.00

Data provided by LEA

*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.

**"Other" category is for all other student support services staff positions not listed.

School Expenditures Fiscal Year 2022-2023

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 2022-2023

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 2022-2023				
Level	**Total Expenditures Per Pupil**	**Expenditures Per Pupil (Restricted)**	**Expenditures Per Pupil (Unrestricted)**	**Average Teacher Salary**
School Site	16,953.91	3,355.47	13,598.44	73,557
State	N/A	N/A	18,586.09	95,160.00
Percent Difference School Site and State	N/A	N/A	-9.19%	-25.61%

Data provided by LEA

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

Types of Services Funded Fiscal Year 2023-2024

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 2022-2023

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 42: TEACHER AND ADMINISTRATIVE SALARIES FISCAL YEAR 2022-2023		
Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	79,500.00	51,260.00
Mid-Range Teacher Salary	90,100.00	69,649.00
Highest Teacher Salary	100,700.00	100,643.00
Average Principal Salary (High)	132,500.00	136,984.00
Superintendent Salary	184,375.00	167,524.00
Percent of Budget for Teacher Salaries	27.31%	24.80%
Percent of Budget for Administrative Salaries	3.13%	6.64%

Data provided by LEA

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 2023-2024

TABLE 43: ADVANCED PLACEMENT (AP) COURSES SCHOOL YEAR 2023-2024	
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%

Data provided by LEA

*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 development 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 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.

TABLE 44: PROFESSIONAL DEVELOPMENT			
Measure	2022-2023	2023-2024	2024-2025
Number of school days dedicated to Staff Development and Continuous Improvement	11	22	25

Data provided by LEA