



# Alpine County Opportunity School

CDS Code: 02-10025-0230011

## 2015-2016 School Accountability Report Card

### School/District Address:

43 Hawkside Dr.  
Markleeville, CA  
96120-9522  
(530) 694-2230

### Alpine County Office of Education

Dr. Patrick Traynor,  
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### 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 Profile (School Year 2016-17)

#### County Office of Education Mission Statement:

As advocates for children, the Alpine County Office of Education provides leadership, education, and support for students, the school district, and the community through programs, services, and fiscal accountability.

#### County Office of Education Vision Statement:

All students are engaged and successful.

Alpine County Opportunity School provides a supportive environment with specialized curriculum, instruction and guidance counseling to help students overcome barriers to learning. The school provides a quality learning experience for students having difficulty in a comprehensive school setting, preparation for graduation and support for job readiness, and transition into a comprehensive high school setting if part of the student's education goals. Students are referred from Diamond Valley Elementary School and/or the Alpine County Secondary Community Day School.

The Opportunity School is located on the School District campus. The school is located in Woodfords, California, a small rural town on the eastern slope of the Sierra Nevada mountains. It is located 30 miles from South Lake Tahoe in California and 10 miles from the Nevada border. Situated in Alpine county, it is six miles from the county seat of Markleeville, and the least populous county in the state of California per the 2010 census. Enrollment fluctuates during the year depending on the nature and length of placements.

### Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2015-16	
	Percentage
American Indian or Alaska Native	100.0%
Socioeconomically Disadvantaged	80.0%
Students with Disabilities	40.0%

### Enrollment By Grade (School Year 2015-16)

This chart illustrates the enrollment trend by grade level for the past three school years. Due to the nature of the school's program, enrollment data is not available.

#### Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
9th	-	2	-
10th	1	-	2
11th	4	-	-
12th	1	4	3

## 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; and
- School facilities are maintained in good repair.

### Highly Qualified Teachers (School Year 2015-16)

Federal law 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; and
- 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/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

### Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

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.

Teacher Credential Status				Misassignments/Vacancies				
	School			District	14-15	15-16	16-17	
	14-15	15-16	16-17	16-17				
Fully Credentialed	1	1	1	1	Misassignments of Teachers of English Learners	0	0	0
Without Full Credentials	0	0	0	0	Misassignments of Teachers (other)	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0	<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
					Vacant Teacher Positions	0	0	0

### Instructional Materials (School Year 2016-17)

The Alpine County Board of Education held a public hearing on October 11, 2016, and determined that each school within the county had 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 for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district/county office prior to adoption. The table displays information collected in October 2016 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	
K-12	English/Language Arts	Houghton Mifflin/Harcourt	2016	Yes	0.0%	
3rd-5th	English/Language Arts	McGraw-Hill	2016	Yes	0.0%	
6th-12th	English/Language Arts	McGraw-Hill	2013	Yes	0.0%	
8th	History/Social Science	Glencoe/McGraw Hill	2006	Yes	0.0%	
9th-12th	History/Social Science	McGraw-Hill	2006	Yes	0.0%	
K-5	History/Social Science	Pearson Scott Foresman	2006	Yes	0.0%	
6th-7th	History/Social Science	Pearson/Prentice Hall	2006	Yes	0.0%	
6th-7th	History/Social Science	Prentice Hall	2006	Yes	0.0%	
10th-11th	History/Social Science	Prentice Hall	1999	Yes	0.0%	
6th-8th	History/Social Science	TCI	2011	Yes	0.0%	
6th-12th	Mathematics	Glencoe	2013	Yes	0.0%	
8th-12th	Mathematics	Glencoe/McGraw Hill	2012	Yes	0.0%	
K-5	Mathematics	McGraw-Hill	2013	Yes	0.0%	
8th-12th	Science	Globe Fearson	2001	Yes	0.0%	
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%	
6th-8th	Science	Prentice Hall	2008	Yes	0.0%	

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/02100250230011Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/02100250230011Textbooks_1.pdf)

## School Facilities (School Year 2016-17)

Alpine County Opportunity School is housed in both a modular unit on the District/County campus and/or in a classroom at the Diamond Valley Elementary School. Maintenance and custodial personnel from the school district provide services at the school and lunches are delivered to students daily. First through eighth grade students also have access to the Expanded Learning Program at Diamond Valley Elementary School.

The chart displays the results of the most recent facilities inspection at the school. The data in the chart was collected in December 2016.

School Facility Conditions				
Date of Last Inspection: 12/28/2016				
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			Two (2) ceiling tiles require replacement in classroom; scheduled for replacement
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	--	--	--	--	--	--	44	48
Mathematics (Grades 3-8 and 11)	--	--	--	--	--	--	--	34	36
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	56	54

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) 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.

## State Priority: Other Pupil Achievement

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 area of physical education

## Physical Fitness (School Year 2015-16)

In the Spring of each year, Alpine County Opportunity School is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). Due to the moderate number of students tested, scores are not disclosed.

## 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 Involvement (School Year 2015-16)

The County Office of Education recognizes that parents play a key role in their student's learning by helping their student at home, contributing their skills to the school, and participating in joint problem solving with the school. Alpine County Opportunity School encourages parents to be involved in their children's education. Parents have the opportunity to meet with school staff on a regular basis, usually quarterly, to review student progress, and to discuss any potential issues their student may be having. The school also benefits from several community partnerships with county and tribal agencies.

Parents who are interested in volunteering or learning more about helping their child with schoolwork may contact the Alpine County Office of Education at (530) 694-2230.

### Contact Information

Parents and community members who wish to contact the Alpine County Opportunity School may call the Alpine County Office of Education at (530) 694-2230.

### State Priority: Pupil Engagement

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

- High school dropout and graduation rates.

### State Priority: School Climate

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

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

### Discipline & Climate for Learning

Alpine County Opportunity School promotes an environment conducive to learning through positive school discipline, motivation, goal setting, supporting self esteem, and study skills.

Students are expected to behave appropriately at all times. A specific disciplinary plan and academic and behavioral goals are designed to meet the needs of each Opportunity School student. The school has access to a special education teacher, speech and language therapist, school counselor, and library services. Additional services may be arranged through the County Office of Education.

The table displays the suspensions and expulsions rates for the school, district, and state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	25.00	0.00	0.00	0.00	0.00	0.00
District	25.00	0.00	0.00	0.00	0.00	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

### Safe School Plan (School Year 2016-17)

Safety of students and staff is a primary concern of Alpine County Opportunity School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The District/COE Comprehensive School Safety Plan follows the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) Compliance requirements, is reviewed annually, and is revised as needed. The Comprehensive Safety School Plan updates were approved by the governing board on February 9, 2016.

District and School personnel conduct safety audits and the physical safety of the site is continually monitored between audits. The school is clean and well maintained.

## 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.

### Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI	-	-
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	-

### Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category. The average class size varies throughout the year.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area												
English	3	1	1	1	1	1	-	-	-	-	-	-
Mathematics	1	3	1	1	1	1	-	-	-	-	-	-
Science	1	1	1	1	1	1	-	-	-	-	-	-
Social Science	1	3	1	1	1	1	-	-	-	-	-	-

### Counseling & Support Staff (School Year 2015-16)

It is the goal of the Alpine County Opportunity School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty following expected behaviors, trouble with decision making, or handling peer pressure. A school counselor is available as needed. The table lists the support service personnel available at Alpine County Opportunity School. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	As Needed
Nurse	1	As Needed
Special Education Teacher	1	As Needed

### Staff Development

As part of the growth process, opportunities for training and staff development are provided at the district level and for the individual teacher by request. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Significant focus has targeted alignment of standards, assessment and instruction, and meeting the needs of special populations.

Professional development includes two staff development days immediately before the start of the school year and one day during the school year for teachers and instructional support staff. Teachers also participate in collaboration time for one hour per week.

## School Site Teacher Salaries (Fiscal Year 2014-15)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$58,303
District	\$61,038
Percentage of Variation	-4.4%
School & State	
State	\$74,090
Percentage of Variation	-21.3%

## Teacher & Administrative Salaries (Fiscal Year 2014-15)

The Alpine County Office of Education is not required to publicize salary data for teachers, principals, or administrative positions in order to protect the privacy of sensitive salary details of staff. (Reference to Education Code 41409.3) Detailed information regarding salaries may be found at the CDE website.

## District Expenditures (Fiscal Year 2014-15)

Due to its rural, mountainous, small school district needs, Alpine County Office of Education spends a larger than average amount to educate each student. The County Office of Education and Alpine County Unified School District form a combined administration. Due to the fluctuating nature of the site's program, expenditures per pupil data was not reported.

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, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$28,079
From Supplemental/Restricted Sources	-
From Basic/Unrestricted Sources	\$28,079
District	
From Basic/Unrestricted Sources	\$5,280
Percentage of Variation between School & District	431.8%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	394.6%

## District Revenue Sources (Fiscal Year 2015-16)

Alpine County Opportunity School receives County special school class revenue limit funding.