



Alpine County Secondary Community Day School

CDS Code: 02-61333-0230029

2014-2015 School Accountability Report Card

School Address:
43 Hawkside Dr.
Markleeville, CA
96120
(530) 694-9423

**Alpine County
Unified
School District**

Dr. Patrick Traynor,
Superintendent/
Principal
ptraynor@alpinecoe.k12.ca.us

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

www.alpinecoe.k12.
ca.us/

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 2015-16)

The Alpine County Secondary Community Day School is a needs-based school serving expelled students, students on probation, and other referred students from Diamond Valley Elementary School and student residents of Alpine County who have attended high school in Douglas County, Nevada. The school is located less than one mile from the Diamond Valley Elementary School campus. Enrollment fluctuates during the year depending on the nature and length of placements.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

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

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	-
American Indian or Alaska Native	100.0%
Asian	-
Filipino	-
Hispanic or Latino	-
Native Hawaiian or Pacific Islander	-
White	-
Two or More Races	-
English Learners	-
Socioeconomically Disadvantaged	100.0%
Students with Disabilities	100.0%
Foster Youth	-

Enrollment By Grade (School Year 2014-15)

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
8th	1		
11th	1		
12th		1	1

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 2014-15)

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, 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.

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.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

NCLB Compliant 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 Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	2	1	1	14
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Instructional Materials (School Year 2015-16)

Alpine County Unified held a public hearing on October 13, 2015, and determined that each school within the district 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 office prior to adoption. The table displays information collected in October 2015 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
7th-8th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	English/ Language Arts	Prentice Hall	2002	Yes	0.0%
9th-12th	History/Social Science	Glencoe/ McGraw Hill	2008	Yes	0.0%
7th	History/Social Science	Pearson/ Prentice Hall	2006	Yes	0.0%
8th	History/Social Science	Pearson/ Prentice Hall	2006	Yes	0.0%
6th-12th	Mathematics	Glencoe	2013	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%
7th-8th	Science	Prentice Hall	2008	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/02613330230029Textbooks_1.pdf

School Facilities (School Year 2015-16)

The Secondary Community Day School facility has two classrooms. The facility is a newer building and the rooms meet all safety requirements. The classroom contains six student computers with Internet access. Breakfast and lunches are delivered to the school daily.

School Facility Conditions				
Date of Last Inspection: 11/24/2015				
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			Ceiling tiles replaced on 7/5/2015
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Restroom requires minimal paint touch up; scheduled for completion during winter break
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); and
- 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.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	--	58	44
Mathematics (Grades 3-8 and 11)	--	46	33

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	*	*	*	*	*	*	59	60	56

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

State Priority: Other Pupil Achievement

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

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

Physical Fitness (School Year 2014-15)

In the spring of each year, Alpine County Secondary Community Day is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. *Results of student performance are compared to other students statewide who took the test, however our data represent too few students for public reporting.*

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)

Alpine County Secondary Community Day School encourages parents to become involved in their children's education. The school also benefits from several community partnerships with county and tribal agencies.

Contact Information

Parents or community members may contact the Alpine County Secondary Community Day School at (530) 694-9423. To reach the Principal's office, they may call (530) 694-2238.

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; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Alpine County Secondary Community Day School maintains a positive learning environment through proactive school discipline, motivation and support services.

Discipline is administered according to school board policy. The teachers develop a behavioral system plan for each student. Minor problems are handled by the teachers consulting with parents, the superintendent/principal and by the county or tribal probation departments when appropriate. The school counselors are brought in for any discipline involving conflict resolution.

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		
	12-13	13-14	14-15	12-13	13-14	14-15
School	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%
District	11.0%	13.3%	0.0%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Alpine County Secondary Community Day School. The school is always 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 revised as needed. The school's emergency preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held during an emergency preparedness week.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted throughout the school year. Students are supervised before and after school. There is a designated area for student drop off and pick up. Visitors check in with teachers upon arrival.

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 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart unless numbers are too small for reporting.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <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 (2015-16)	-	-
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	100.0%

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.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area												
English	1	1	1	4	4	1	-	-	-	-	-	-
Mathematics	1	1	1	4	4	1	-	-	-	-	-	-
Science	-	-	1	-	-	1	-	-	-	-	-	-
Social Science	-	-	1	-	-	2	-	-	-	-	-	-

Counseling & Support Staff (School Year 2014-15)

It is the goal of Alpine County Secondary Community Day 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 coping with personal and family problems, trouble with decision making, or handling peer pressure. A District-wide school counselor is available as needed. 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
School 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 both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, common core state standards, teaching strategies, and methodologies. Significant focus has targeted alignment of standards, assessment and instruction as well as meeting the needs of our students with disabilities.

Teacher & Administrative Salaries (School Year 2013-14)

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 districts 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 Web site.

Unique to the Alpine County Unified School District is the need to split the Superintendent position among some of the schools for administrative duties and also covering the County Superintendent duties. Although the full salary will be shown on each accountability report card, administrative positions are actually divided across schools within the district and county.

Average Salary Information

Teachers - Principal - Superintendent

2013-14

	District	State
Beginning Teachers	\$40,556	\$38,953
Mid-Range Teachers	\$53,543	\$57,103
Highest Teachers	\$66,356	\$74,127
Elementary School Principals	\$93,330	\$90,225
Middle School Principals	-	\$98,146
High School Principals	-	\$97,758
Superintendent	\$132,200	\$117,803

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state for the 2013-14 school year.

Average Teacher Salaries

School & District	
School	\$57,310
District	\$57,316
Percentage of Variation	-0%
School & State	
All Unified School Districts	\$59,460
Percentage of Variation	-3.6%

Salaries as a Percentage of Total Budget

Teacher Salaries	22.0%	34.0%
Administrative Salaries	12.0%	7.0%

District Expenditures (Fiscal Year 2013-14)

Due to its rural, mountainous, small school district needs, Alpine County Unified's expenses require a larger than average amount of funds be spent to educate each student. We have small schools and low ADA so economies of scale are not realized. The table provides a comparison of a district's per pupil funding from restricted and unrestricted sources with other districts 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, 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	\$389,624
From Supplemental/Restricted Sources	\$49,983
From Basic/Unrestricted Sources	\$339,641
District	
From Basic/Unrestricted Sources	\$32,705
Percentage of Variation between School & District	938.5%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	6250.8%

District Revenue Sources (Fiscal Year 2014-15)

The School is funded by federal, state and local sources (grants, entitlements and taxes.)