



# Alpine County Secondary Community Day School

CDS Code: 02-61333-0230029

## 2015-2016 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:

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Markleeville, CA  
96120-9522

(530) 694-2230

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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)

#### *District Mission Statement:*

We provide a safe and supportive learning environment.

#### *District Vision Statement:*

All students are engaged and successful.

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 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. The school site 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 Grade (School Year 2015-16)

This chart illustrates the enrollment trend by grade level for the past three school years. To protect student privacy, enrollment data broken down by ethnicity/student group is not available.

#### Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
12th	1	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 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.

Teacher Credential Status				
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	1	1	1	12
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## School Facilities (School Year 2016-17)

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: 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			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Evidence of minimal rodent droppings in ceiling tiles; cleaned and mitigated during inspection. Replacement of three (3) ceiling tiles in classroom required; scheduled for replacement.
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## Instructional Materials (School Year 2016-17)

Alpine County Unified School District held a public hearing on September 13, 2016, 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 September 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%
8th	History/Social Science	Glencoe/McGraw Hill	2006	Yes	0.0%
9th-12th	History/Social Science	McGraw-Hill	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%
8th-12th	Science	Globe Fearson	2001	Yes	0.0%
6th-8th	Science	Prentice Hall	2008	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/02613330230029Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/02613330230029Textbooks_1.pdf)

## 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.

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. Results of student performance are compared to other students statewide who took the test, however our data represent too few students for public reporting. In order to protect student privacy, scores have not been disclosed.

## 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 Secondary Community Day School 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. In order to protect student privacy, scores have not been 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 2016-17)

The District 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 Secondary Community Day 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 Unified School District at (530) 694-2230.

### Contact Information

Parents and 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 and 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 the county or tribal probation departments when appropriate. The school counselor is brought in for any discipline involving conflict resolution.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	0.00	0.00	0.00	0.00	0.00	0.00
District	13.33	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 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 Comprehensive School Safety Plan updates were approved by the governing board on February 9, 2016.

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.

### 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	-	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. 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	-	1	-	-	1	-	-	-	-	-	-	-
Mathematics	-	1	-	-	1	-	-	-	-	-	-	-
Science	-	1	-	-	1	-	-	-	-	-	-	-
Social Science	-	1	-	-	1	-	-	-	-	-	-	-

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

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.

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 for the 2014-15 school year.

Average Teacher Salaries	
School & District	
School	\$58,303
District	\$61,038
Percentage of Variation	-4.5%
School & State	
All Unified School Districts	\$60,705
Percentage of Variation	-4%

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

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 2014-15		
	District	State
Beginning Teachers	\$43,800	\$40,430
Mid-Range Teachers	\$55,533	\$58,909
Highest Teachers	\$72,543	\$77,358
Elementary School Principals	\$98,529	\$94,634
Middle School Principals	-	\$97,839
High School Principals	-	\$100,453
Superintendent	\$132,200	\$123,728
Salaries as a Percentage of Total Budget		
Teacher Salaries	21.0%	32.0%
Administrative Salaries	12.0%	6.0%

## District Expenditures (Fiscal Year 2014-15)

Due to its rural, mountainous, small school district needs, Alpine County Unified School District'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	
From Supplemental/Restricted Sources	\$15,050
From Basic/Unrestricted Sources	
District	
From Basic/Unrestricted Sources	\$26,654
Percentage of Variation between School & District	418.9%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	

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

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