Diamond Valley Elementary School

2013-2014 School Accountability Report Card

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 2014-15)

Diamond Valley Elementary School is one of two schools in the Alpine County Unified School District and has been recognized as a California Distinguished School for three award cycles. Curriculum is focused on the California Content Standards. The school supports cultural awareness on a daily basis through diverse literature selections and special cultural and family events. Native Students are also supported at the Woodfords Indian Education Center.

During the 2013-2014 school year, approximately 83 K-8th grade students were enrolled at the school, with students attending on a traditional calendar year. An After School Program is provided everyday that school is open where students receive tutoring and enrichment opportunities.

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

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

Enrollment by Student Group	
2013-14	
	Percentage
African American	-
American Indian	39.8%
Asian	-
Filipino	-
Hispanic or Latino	7.2%
Pacific Islander	-
White	50.6%
Two or More	2.4%
None Reported	-
English Learners	-
Socioeconomically Disadvantaged	61.4%
Students with Disabilities	20.5%

Enrollment By Grade (School Year 2013-14)

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

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 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, 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.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	12	19	12
1st	15	12	15
2nd	8	17	10
3rd	11	8	11
4th	9	11	11
5th	13	10	10
6th	4	11	5
7th	11	3	5
8th	11	10	4

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
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				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	8	8	13	14
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	12-13	13-14	14-15
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

Instructional Materials (School Year 2014-15)

Alpine County Unified held a public hearing on October 14, 2014, 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 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
K-6th	English/Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5th	Mathematics	McGraw Hill	2013	Yes	0.0%
6th-8th	Mathematics	Glencoe Math	2013	Yes	0.0%
6th-7th	History/Social Science	Pearson/Prentice Hall	2006	Yes	0.0%
K-5th	History/Social Science	Scott Foresman - Standards Aligned	2006	Yes	0.0%
8th	History/Social Science	Glencoe/McGraw-Hill	2006	Yes	0.0%
7th-8th	Science	Prentice Hall	2008	Yes	0.0%
K-6	Science	Scott Foresman - Standards Aligned	2008	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/02613336002794Textbooks_1.pdf

School Facilities (School Year 2014-15)

Diamond Valley Elementary School is comprised of eight classrooms, a Resource Program room, After School Program room, a combined gym, multipurpose room/cafeteria, a library media center, a staff lounge, one computer lab, several offices and grass, dirt, and paved playgrounds.

Cleaning Process

The principal works with the custodial staff to ensure that the school is maintained to provide for a clean and safe environment. The district governing board has adopted cleaning standards for all schools in the district.

Maintenance and Repair

District maintenance staff ensure repairs and work orders are completed in a timely manner. A work order process is used for efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget

The district continues a Deferred Maintenance Program to provide funds for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. The Deferred Maintenance Budget includes up to $100,000 for the deferred maintenance program for the 2013-2014 school year.

B. Pupil Outcomes State Priority: Pupil Achievement

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

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

School Facility Conditions				
Date of Last Inspection: 12/19/2014				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Future improvements may include adding more electrical power to the school building.
Restrooms/Fountains	X			The restrooms are clean, safe, and functional. Future aesthetic improvements may include replacing tile and remodeling the restrooms.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

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 (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	58	53	51	54	52	50	54	56	55
Mathematics	67	56	59	62	55	59	49	50	50
History/Social Science	*	*	*	60	27	33	48	49	49

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

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

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. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	71	63	82	68	59	75	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	**Science**
District	75
School	82
Males	*
Females	*
African American/Black	*
American Indian	*
Asian	*
Filipino	*
Hispanic	*
Pacific Islander	*
White	*
Socioeconomically Disadvantaged	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	**2012**	**2013**
Statewide	6	5	5
Similar Schools	-	-	-
Group	**10-11**	**11-12**	**12-13**
All Students at the School			
Actual API Change	34	-28	4

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 2013-14)

In the spring of each year, Diamond Valley Elementary School is required by the state to administer a physical fitness test to all students in grades five and seven. 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. The number of students tested at DVS is not large enough to be compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2013-14			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
5	-	-	-
7	-	-	-

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

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 2014-15)

Diamond Valley Elementary School greatly benefits from parent and community members who attend meetings and events, and volunteer in classrooms. The school has a base of parent volunteers who comprise a Alpine County Parents Club. Parents are also encouraged to join the Diamond Valley School Site Council and Native American Parent Advisory Committee. The school also benefits from several community partnerships with County and Tribal agencies.

Contact Information

Parents or community members who wish to participate in school committees, school activities, or become a volunteer may contact the Diamond Valley Elementary School at (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

Students at Diamond Valley Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Diamond Valley Elementary School discipline program is to provide an educational environment in which every child is recognized for his or her individual worth and educated to his or her fullest potential. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year.

A School Safety and Student Services Coordinator position provides student services coordination. She works closely with the principal, student council, and the staff to promote a positive and safe school climate.

The table displays the suspensions and expulsions figures for the school and district, as well as the percentage of total enrollment (number of students suspended divided by total enrollment). Expulsions occur only when required by law or when all other alternatives have been exhausted.

The three-year suspension statewide rates for comparison are as follows:

2011-12: 5.7%
2012-13: 5.1%
2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

An Opportunity School provides alternative placements for students who are struggling academically or socially allowing the most appropriate learning environment matched to student needs.

Suspensions & Expulsions						
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	25	11	16	24	12	19
Suspension Rate	26.6%	10.9%	19.3%	24.7%	11.7%	22.6%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

All students and staff participate in the school's PBIS program (Positive Behavior Interventions System) and the After School Program, which are integral to the educational program. These schoolwide and classroom programs promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Diamond Valley Elementary School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their academic and community service achievements during Block DV Awards each semester. Appreciation for the contributions of staff members to the overall educational experience is demonstrated during a staff appreciation week each spring and during monthly staff meetings.

The After School Program provides homework tutoring assistance, enrichment and recreational opportunities.

Safe School Plan (School Year 2014-15)

Safety of students and staff is a primary concern of Diamond Valley Elementary 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 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.

Students are supervised by staff members before and after school and during lunch. There is a designated area for student drop off and pick up. Visitors must sign in and out at the school office upon arrival and departure.

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 2014-15)

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	In PI	Not in PI
First Year in PI	2013-2014	-
Year in PI (2014-15)	Year 1	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	100.0%

Class Size

For the 2013-2014 school year, average class sizes vary by grade level and subject area taught. In addition to five credentialed Teachers, students receive assistance in the classroom from a Special Education Teacher, a Speech and Language Specialist, an Academic Career Personal/Social Development Counselor, three part-time Title I School Wide Aides, two part-time Special Education Aides, a Special Circumstances/Full Inclusion Para-Educator, and a School & Library Media Clerk. All classes are combination grades.

For the 2014-2015 school year, there are nine credentialed teachers teaching single grades for English/Language Arts and Mathematics.

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												
				Classrooms Containing:								
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	12	**13**	**14**	**12**	**13**	**14**	**12**	**13**	**14**	**12**	**13**	**14**
By Grade Level												
K	12	19	8	2	1	2	-	-	-	-	-	-
1	15	12	8	1	1	2	-	-	-	-	-	-
2	8	17	10	1	1	1	-	-	-	-	-	-
3	11	8	11	1	1	1	-	-	-	-	-	-
4	9	6	11	1	2	1	-	-	-	-	-	-
5	13	10	10	1	1	1	-	-	-	-	-	-
6	4	11	5	1	1	1	-	-	-	-	-	-

Counseling & Support Staff (School Year 2013-14)

It is the goal of Diamond Valley Elementary 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 coping with personal and family issues, trouble with decision making, or handling peer pressure. An Academic Career Personal/Social Development Counselor is available to all students. The table lists the support service personnel available at Diamond Valley Elementary 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.

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 common core, curriculum, teaching strategies, and methodologies. Significant focus has targeted alignment of common core state standards, assessment and instruction as well as meeting the needs of our students with disabilities.

School Site Teacher Salaries (Fiscal Year 2012-13)

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 2012-13 school year.

Average Teacher Salaries	
School & District	
School	$57,018
District	$54,611
Percentage of Variation	4.4%
School & State	
All Unified School Districts	$57,912
Percentage of Variation	-1.5%

Teacher & Administrative Salaries (School Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the 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 2012-13		
	District	State
Beginning Teachers	$39,761	$38,152
Mid-Range Teachers	$52,199	$55,573
Highest Teachers	$65,055	$71,908
Elementary School Principals	$90,174	$87,660
Middle School Principals	-	$92,424
High School Principals	-	$93,606
Superintendent	$139,243	$116,538
Salaries as a Percentage of Total Budget		
Teacher Salaries	23.0%	34.0%
Administrative Salaries	11.0%	7.0%

District Expenditures (Fiscal Year 2012-13)

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	$26,187
From Supplemental/Restricted Sources	$6,224
From Basic/Unrestricted Sources	$19,963
District	
From Basic/Unrestricted Sources	$22,774
Percentage of Variation between School & District	-12.3%
State	
From Basic/Unrestricted Sources	$4,690
Percentage of Variation between School & State	325.7%

District Revenue Sources (Fiscal Year 2013-14)

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