Diamond Valley Elementary School

2015-2016 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 2016-17)

District Mission Statement:

We provide a safe and supportive learning environment.

District Vision Statement:

All students are engaged and successful.

Diamond Valley Elementary 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. The school is situated in Alpine county, six miles from the county seat of Markleeville, and the least populous county in the state of California per the 2010 census.

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 in 2000, 2004, and 2008. The school also received the Gold Ribbon School and Title I Academic Achieving School awards in 2016. 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 American students are also supported at the Woodfords Indian Education Center.

During the 2015-2016 school year, approximately 80 K-8th grade students were enrolled in the school, with students attending on a traditional calendar year. An Expanded Learning Program is provided everyday that school is open where students receive tutoring and enrichment opportunities. Starting in the 2016-2017 school year, the program is overseen by a certificated Coordinator/Teacher. All students are given the opportunity to participate in the Advanced Learners Program focusing on Science Technology Engineering Arts and Mathematics (STEAM).

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	42.5%
Hispanic or Latino	7.5%
White	47.5%
Two or More Races	2.5%
Socioeconomically Disadvantaged	62.5%
Students with Disabilities	25.0%

Enrollment By Grade (School Year 2015-16)

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	12	6	6
1st	15	11	7
2nd	10	13	10
3rd	11	12	12
4th	11	12	11
5th	10	9	11
6th	5	10	12
7th	5	2	8
8th	4	7	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. The first 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
	14-15	15-16	16-17	16-17
Fully Credentialed	13	13	12	12
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments/Vacancies			
	14-15	15-16	16-17
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

School Facilities (School Year 2016-17)

Diamond Valley Elementary School is comprised of eight classrooms, a Resource Program room, Expanded Learning 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 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.

School Facility Conditions				
Date of Last Inspection: 12/29/2016				
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			11/21-11/25/16: all ventilation unit air filters replaced
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/ Fountains	X			12/29/16: replaced tiles in upper girls' bathroom sinks
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 2015-2016 school year.

A Facilities Advisory Committee was formed in 2016 comprised of community members, governing board members, and District personnel. The committee was created with the goal of providing guidance to the District on prioritizing facilities projects and creating a Master Facilities Plan.

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-8	English/Language Arts	Houghton Mifflin/Harcourt	2016	Yes	0.0%
3rd-5th	English/Language Arts	McGraw-Hill	2013	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/02613336002794Textbooks_1.

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

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									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	57	64	--	58	64	--	44	48
Mathematics (Grades 3-8 and 11)	--	47	50	--	46	50	--	34	36
Science (Grades 5, 8, and 10)	--	--	79	--	--	79	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grades five, eight, and and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	15	14	93.33	78.57

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven. Grade level charts are not displayed if less than ten students were tested.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Assessment of Student Performance and Progress - Grade 3							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	12	11	91.67	45.45	11	91.67	54.55

California Assessment of Student Performance and Progress - Grade 4							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	12	11	91.67	36.36	11	91.67	27.27

California Assessment of Student Performance and Progress - Grade 5							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	12	11	91.67	90.91	11	91.67	63.64

California Assessment of Student Performance and Progress - Grade 6							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	11	10	90.91	60	10	90.91	40

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, 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.

Students participate in physical education for a minimum of 35 minutes per day, 4 days per week. Physical education is provided by the regular classroom teacher.

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)

Diamond Valley Elementary School values parent involvement in the school. Parents are a vital part of our community and are invited to participate as partners in their child's education. There are several organizations and committees that are utilized to facilitate parental involvement. Some examples include the Local Control Accountability Plan Parent Advisory Committee, Woodfords Indian Education Center Parent Advisory Committee, School Site Council, Safety Committee, and the Alpine County Parent Group. In addition to these organizations/committees, Diamond Valley Elementary School also provides parents with information through our monthly Diamond Digest, that is sent out through regular mail and electronically, our Back-to School Night in September, scheduled meetings and phone calls, semiannual parent-teacher conferences and report cards, and our Open House in the Spring.

Diamond Valley Elementary School greatly benefits from parents and community members who attend meetings and events, and volunteer in classrooms. The school has a base of parent volunteers who comprise the Alpine County Parent Group. The Group coordinates school fundraisers including a Walk-A-Thon, Hawk Swap, Winter Candy Sales, and a Winter Program raffle.

The Local Control Accountability Plan Parent Advisory Committee provides parents and community members the opportunity to give input on school programs and services developed for student achievement. Membership is open to parents and guardians of all students and focuses on parent representation for foster youth, English learners, and socio-economically disadvantaged students.

Parents are encouraged to join the Diamond Valley School Site Council which develops, monitors, and evaluates the Single Plan for Student Achievement. The plan provides a budget and strategies for all students to be successful at school. The Site Council is comprised of certificated, classified, and Administrative staff; parents; and community members.

The Woodfords Indian Education Center Parent Advisory Committee is open to parents, grandparents, and guardians of Alpine county resident Native American students. The purpose of the Committee is to assist the participating districts in bringing about the cooperation and coordination of federal, state, and community programs which will enhance the learning potential and achievement of Native American students.

The Diamond Valley School Safety Committee determines how to make District school sites and facilities a safe learning and working environment for students and staff. The Committee plans and budgets for long term safety plan improvement goals and reviews and updates the Comprehensive School Safety Plan annually. Membership is open to parents and community members with current members including parents; certificated, classified, and Administrative staff; community members; and representatives from local law enforcement and emergency services organizations.

The school also benefits from and collaborates with several community partnerships with County and Tribal agencies.

Contact Information

Parents and 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 and 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 the 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 provides student services coordination. The coordinator works closely with the principal, student council, and staff to promote a positive and safe school climate.

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.

An Opportunity School operated by the County Office of Education provides alternative placements for students who are struggling academically or socially, allowing the most appropriate learning environment matched to student needs.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	13.79	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

All students and staff participate in the school's PBIS program (Positive Behavioral Interventions and Supports). All students are also provided the opportunity to participate in the Expanded Learning Program. Both programs 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 Expanded Learning Program provides homework tutoring assistance, enrichment, and recreational opportunities.

Safe School Plan (School Year 2016-17)

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. The plan is reviewed annually and revised as needed. The Comprehensive School Safety Plan updates were approved by the governing board on February 9, 2016.

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 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	In PI	Not in PI
First Year in PI	2013-2014	-
Year in PI	Year 1	-
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	100.0%

Class Size

For the 2016-17 school year, average class sizes vary by grade level and subject area. In addition to ten (10) credentialed teachers, students receive support in the classroom from a Special Education Teacher, Speech and Language Specialist, Academic Career Personal/Social Development Counselor, two part time Title I School Wide Aides, a Special Educational Aide, one part time Technology Instructional Assistant, a Special Circumstances/Full Inclusion Para-Educator, and a School Library Media Clerk. Of the ten classroom teachers, one provides Art instruction and one provides Music instruction with the assistance of a Visual and Performing Arts Specialist. All grades participate in Art and Music classes.

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		
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	8	6	6	2	1	1	-	-	-	-	-	-
1	8	11	7	2	1	1	-	-	-	-	-	-
2	10	12	10	1	1	1	-	-	-	-	-	-
3	11	12	12	1	1	1	-	-	-	-	-	-
4	11	12	11	1	1	1	-	-	-	-	-	-
5	10	9	11	1	1	1	-	-	-	-	-	-
6	5	10	12	1	1	1	-	-	-	-	-	-
7	-	-	8	-	-	1	-	-	-	-	-	-
8	-	-	3	-	-	1	-	-	-	-	-	-
By Subject Area												
English	-	-	11	-	-	1	-	-	-	-	-	-
Mathematics	-	-	11	-	-	1	-	-	-	-	-	-
Science	-	-	11	-	-	1	-	-	-	-	-	-
Social Science	-	-	11	-	-	1	-	-	-	-	-	-

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.

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 weekly.

Counseling & Support Staff (School Year 2015-16)

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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aides for Learning Handicapped	2	1.33
Counselor	1	1
Library Media Assistant	1	0.75
Nurse	1	As Needed
Special Education Teacher	1	1.0
Speech Therapist	1	0.6
Technology Coordinator	1	1
Title I Aides	3	1.03

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	$57,026
District	$61,038
Percentage of Variation	-6.6%
School & State	
All Unified School Districts	$60,705
Percentage of Variation	-6.1%

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 divide the Superintendent position among some of the schools for administrative duties and to cover 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'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	$30,763
From Supplemental/Restricted Sources	$5,986
From Basic/Unrestricted Sources	$24,777
District	
From Basic/Unrestricted Sources	$26,654
Percentage of Variation between School & District	-7.0%
State	
From Basic/Unrestricted Sources	$5,677
Percentage of Variation between School & State	336.4%

District Revenue Sources (Fiscal Year 2015-16)

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