Diamond Valley Elementary School 2020-2021
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Diamond Valley Elementary School 2020-2021
Street	35 Hawkside Dr.
City, State, Zip	Markleeville, CA 96120
Phone Number	(530) 694-2238
Principal	Eleanor Moore, Principal
Email Address	emoore@alpinestudents.org
School Website	www.alpinestudents.org
County-District-School (CDS) Code	02-61333-6002794

2021-22 District Contact Information

District Name	Alpine County Unified School District
Phone Number	530.694.2230
Superintendent	Matthew Strahl
Email Address	mstrahl@alpinestudents.org
District Website Address	www.alpinestudents.org

2021-22 School Overview

School Profile (School Year 2021-22)
Diamond Valley Elementary School is located in Markleeville, 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 six miles from the County seat in Markleeville, and the least populous county in the state of California per the 2020 census.

Diamond Valley Elementary School is a TK-8 school 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.

Native American students make up more than 50% of the student body at Diamond Valley. The staff at Diamond Valley works closely with the Woodfords Indian Education Center and TANF Education Department to support our Native American students. For additional support the district has a Community/Native American Liaison. The liaison may work with all students at Diamond Valley, but the focus is to support Native American students at school, and help line up additional resources Native American students and their families may need.

For the 2021-22 school year, approximately 60 TK-8th grade students are enrolled at Diamond Valley Elementary. Students attend school on a traditional school calendar which includes fall, winter, February, and spring breaks. An Expanded Learning Program is provided every day that school is open where students receive tutoring, enrichment opportunities, structured recreation, and snack. In addition, Expanded Learning has the opportunity to develop and run fall, spring, and summer intersessions for students enrolled in the Expanded Learning program

Diamond Valley Elementary School's facilities have completed a modernization project which included electrical, HVAC, and ADA upgrades.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	6
Grade 2	8
Grade 3	4
Grade 4	3
Grade 5	5
Grade 6	5
Grade 7	7
Grade 8	9
Total Enrollment	55

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	54.5
Filipino	1.8
Hispanic or Latino	5.5
Two or More Races	5.5
White	32.7
Homeless	16.4
Socioeconomically Disadvantaged	78.2
Students with Disabilities	20

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.9	100.0	10.4	95.0	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.0	0.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	0.0	0.0	0.5	5.0	18854.3	6.9
Total Teaching Positions	8.9	100.0	10.9	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Alpine County Unified School District held a public hearing October 15, 2020 and determined that each school within the county had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district/county office prior to adoption. The table displays information collected in December 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September 12, 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-8 English Language Arts Houghton Mifflin Journeys California Journeys 2013	Yes	0.0
Mathematics	K-8 Mathematics McGraw-Hill My Math 2013	Yes	0.0
Science	K-5 Science Twig Education 2019 6th-8th Science Pearson California Science 2019	Yes	0.0
History-Social Science	K-5 History/Social Science Pearson Scott Foresman California History-Social Science: myWorld Interactive 2017 6th History/Social Science Cengage Learning World History: Ancient Civilizations 2017 7th History/Social Science Cengage Learning World History: Medieval and Modern Times 2017 8th History/Social Science Cengage Learning US History: Modern America 2017	Yes	0.0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Diamond Valley Elementary School is comprised of eight classrooms for Academics, a Counseling/SEL learning center, a Resource Program room, Expanded Learning Program room, a combined gym/multipurpose room/cafeteria, a library media center, a staff lounge, 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. In addition, since the outbreak of Covid 19 the school is cleaned and disinfected everyday by outside cleaning crew.

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.

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 Facilities Master Plan.. The District has contracted with a Facilities Consultant and Bond Advisory group to address district wide facilities projects. In November of 2018 a Facilities Bond Measure was passed.

Year and month of the most recent FIT report	December, 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	35	94.59	5.41	57.14
Female	17	17	100	0	52.94
Male	20	18	90	10	61.11
American Indian or Alaska Native	20	20	100	0	45
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100	0	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	35	94.59	5.41	31.43
Female	17	17	100.00	0.00	23.53
Male	20	18	90.00	10.00	38.89
American Indian or Alaska Native	20	20	100.00	0.00	10.00
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	23.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A			
Female	N/A			
Male	N/A			
American Indian or Alaska Native	N/A			
Asian	N/A			
Black or African American	N/A			
Filipino	N/A			
Hispanic or Latino	N/A			

Native Hawaiian or Pacific Islander	N/A					
Two or More Races	N/A					
White	N/A					
English Learners	N/A					
Foster Youth	N/A					
Homeless	N/A					
Military	N/A					
Socioeconomically Disadvantaged	N/A					
Students Receiving Migrant Education Services	N/A					
Students with Disabilities	N/A					
All Students	N/A					
Female	N/A					
Male	N/A					
American Indian or Alaska Native	N/A					
Asian	N/A					
Black or African American	N/A					
Filipino	N/A					
Hispanic or Latino	N/A					
Native Hawaiian or Pacific Islander	N/A					
Two or More Races	N/A					
White	N/A					
English Learners	N/A					
Foster Youth	N/A					
Homeless	N/A					
Military	N/A					
Socioeconomically Disadvantaged	N/A					
Students Receiving Migrant Education Services	N/A					
Students with Disabilities	N/A					
All Students	N/A					
Female	N/A					
Male	N/A					
American Indian or Alaska Native	N/A					
Asian	N/A					
Black or African American	N/A					
Filipino	N/A					
Hispanic or Latino	N/A					
Native Hawaiian or Pacific Islander	N/A					
Two or More Races	N/A					
White	N/A					

English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				

Military	N/A					
Socioeconomically Disadvantaged	N/A					
Students Receiving Migrant Education Services	N/A					
Students with Disabilities	N/A					

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A					
Female	N/A					
Male	N/A					
American Indian or Alaska Native	N/A					
Asian	N/A					
Black or African American	N/A					
Filipino	N/A					
Hispanic or Latino	N/A					
Native Hawaiian or Pacific Islander	N/A					
Two or More Races	N/A					
White	N/A					
English Learners	N/A					
Foster Youth	N/A					
Homeless	N/A					
Military	N/A					
Socioeconomically Disadvantaged	N/A					
Students Receiving Migrant Education Services	N/A					
Students with Disabilities	N/A					
All Students	N/A					
Female	N/A					
Male	N/A					
American Indian or Alaska Native	N/A					
Asian	N/A					
Black or African American	N/A					
Filipino	N/A					
Hispanic or Latino	N/A					
Native Hawaiian or Pacific Islander	N/A					
Two or More Races	N/A					
White	N/A					

English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				

Socioeconomically Disadvantaged	N/A					
Students Receiving Migrant Education Services	N/A					
Students with Disabilities	N/A					
All Students	N/A					
Female	N/A					
Male	N/A					
American Indian or Alaska Native	N/A					
Asian	N/A					
Black or African American	N/A					
Filipino	N/A					
Hispanic or Latino	N/A					
Native Hawaiian or Pacific Islander	N/A					
Two or More Races	N/A					
White	N/A					
English Learners	N/A					
Foster Youth	N/A					
Homeless	N/A					
Military	N/A					
Socioeconomically Disadvantaged	N/A					
Students Receiving Migrant Education Services	N/A					
Students with Disabilities	N/A					

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 including the Local Control Accountability Plan Parent Advisory Committee, Woodfords Indian Education Center Parent Advisory Committee, Council, Safety, Facilities, and Bond Oversight Committees, and the Alpine Parent's Group. In addition to these organizations/committees, Diamond Valley Elementary School also provides parents with information through our bi-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, grade reporting periods, and our Open House.

Diamond Valley Elementary School greatly benefits from parents and community members attending meetings and events, and volunteering in classrooms. The school has a base of parent volunteers who comprise the Alpine Parent's Group. The group coordinates school fundraisers and student recognition events.

The Local Control Accountability Plan Parent Advisory and the Budget Advisory Committees provide 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 LCAP Parent Advisory committee which develops, monitors, and evaluates the School Plan for Student Achievement. The plan provides a budget and strategies for all students to be successful at school.

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 and County and Tribal agencies.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	71	68	6	8.8
Female	35	32	3	9.4
Male	36	36	3	8.3
American Indian or Alaska Native	34	34	6	17.6
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	8	6	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	4	0	0.0
White	23	23	0	0.0
English Learners	0	0	0	0.0
Foster Youth	2	2	0	0.0
Homeless	13	11	0	0.0
Socioeconomically Disadvantaged	53	51	3	5.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	14	14	2	14.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	14.81	2.82	14.12	2.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.90	3.57	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.82	0.00
Female	0.00	0.00
Male	5.56	0.00
American Indian or Alaska Native	2.94	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.14	0.00

2021-22 School Safety Plan

Safety of students and staff is of high importance to 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 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. School doors are locked during school hours and visitors must sign in and out at the school office upon arrival and departure

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	2		
1	5	1		
2	5	1		
3	6	1		
4	8	1		
5	11	1		
6	9	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	1		
1	18	1		
2	3	1		
3	7	1		
4	5	1		
5	7	1		
6	10	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	1		
1	12	1		
2	4	2		
3	2	2		
4	2	2		
5	5	1		
6	5	1		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	61.1

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$29,300	$10,763	$18,537	$62,595
District	N/A	N/A	$18,315	$69,144
Percent Difference - School Site and District	N/A	N/A	1.2	-9.9
State			$8,444	$71,544
Percent Difference - School Site and State	N/A	N/A	74.8	-13.3

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,387	$45,813
Mid-Range Teacher Salary	$64,256	$70,720
Highest Teacher Salary	$93,236	$93,973
Average Principal Salary (Elementary)	$94,633	$111,613
Average Principal Salary (Middle)	$0	$119,477
Average Principal Salary (High)	$0	$120,270
Superintendent Salary	$130,000	$150,704
Percent of Budget for Teacher Salaries	22%	29%
Percent of Budget for Administrative Salaries	9%	6%

Professional Development

Professional development includes three staff development days immediately before the start of the school year. Besides the professional development days at the start of each year teachers are given opportunities for additional professional development during collaboration days throughout the school year part of the growth process. Professional Development has focused on integrating the California Health Standards into the daily curriculum, developing distance learning lessons. In addition, a significant focus has been spent on Social Emotional Learning (SEL). Teachers also participate in weekly collaboration time for one hour.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	

Alpine County Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information	
District Name	Alpine County Unified School District
Phone Number	530.694.2230
Superintendent	Matthew Strahl
Email Address	mstrahl@alpinestudents.org
District Website Address	www.alpinestudents.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	44	95.65	4.35	63.64
Female	21	21	100.00	0.00	61.90
Male	25	23	92.00	8.00	65.22
American Indian or Alaska Native	20	20	100.00	0.00	45.00
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	88.89
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	44	95.65	4.35	40.91
Female	21	21	100.00	0.00	28.57
Male	25	23	92.00	8.00	52.17
American Indian or Alaska Native	20	20	100.00	0.00	10.00
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00		83.33
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	23.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.