Alpine County Unified School District/ Alpine County Office of Education
Local Educational Agency (LEA) Plan Evaluation
December 2018
Introduction

Alpine County Unified School District Board of Education in May of 2013 adopted its Local Educational Agency (LEA) Plan for ensuring all groups of students are receiving rigorous education in an appropriate academic environment. The LEA Plan is posted on the district's website: http://alpinecoe.k12.ca.us/schools/local-education-agency-plan-lea-plan/.

As part of the Every Student Succeeds Act (ESSA), this plan will be evaluated annually and shared with the school community. This document serves as part of that annual evaluation.

The Local Educational Agency (LEA) Plan states the following:
In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better, in reading and mathematics by 2013-2014.**

2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

3. **By 2005-2006, all students will be taught by highly qualified teachers.**

4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

5. **All students will graduate from high school.**

The evaluation presented here makes use of information that was not typically evaluated in previous evaluations under No Child left Behind. The District will consider using the State's Local Control Accountability Plan (LCAP) Addendum to satisfy LEA Plan requirements in the future. Currently, Alpine County Schools do not have English Learners and 100% of teachers have the appropriate credential authorizing them to teach their subjects. Diamond Valley Elementary School was the only school with students last year. Bear Valley Elementary School remained closed and there were no students in the Community Day School which has been used by the District for Expelled youth.

Student Performance in English Language Arts and Math (CA Dashboard)

Diamond Valley Elementary School Students were the only students that participated in the CASSPP Assessments for the 2017-18 School Year. There were no students in other grade levels. All students in grade 11 were enrolled in high schools outside the District.

Dashboard results are described in terms of five different levels: (Red – Level 1; Orange – Level 2; Yellow – Level 3; Green – Level 4; and Blue – Level 5). The levels are obtained based on student achievement levels in a single year (Status) and growth or decrease from the previous year (change). A high status or high change or both will result in a higher Dashboard (color code) level.
Student groups, in order to be reported on the dashboard, must consist of more than 30 students. Student groups consist of overall students, English Learners, Socioeconomically Disadvantaged, and Foster Youth.

The following results were copied directly from the California Department of Education's Dashboard
https://www.caschooldashboard.org/reports/02613336002794/2018/academic-performance#english-language-arts
Diamond Valley only had students in the overall and Seriocomically Disadvantaged groups consisting of more than 30 students and were the only students reported for English Language Arts and Mathematics. The two main ethnic subgroups in Alpine County Schools, although do not reach 30 or more to make the Dashboard, were estimated and provided along with the other results. The Students with Disabilities (Special Education) group was similarly estimated and compared to state averages.
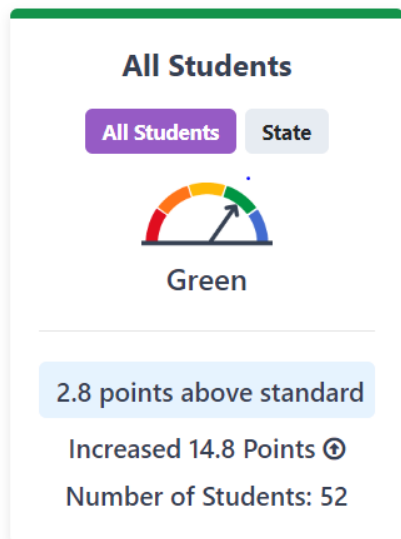
It is important to note that state averages include grade 11 students and Alpine County Schools, for the 2017-18 school year did not have any grade 11 students. Also, relative numbers of students in Alpine County Schools is low and consequently small changes in achievement and small changes in demographics can notably impact results.

English Language Arts (ELA)

Overall

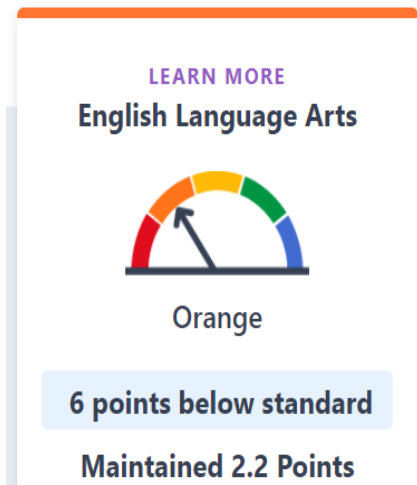### Diamond Valley Elementary School (DVES)

The following is Diamond Valley Elementary School's overall scores for English Language Arts (ELA):

All Students

All Students | State

Green

2.8 points above standard

Increased 14.8 Points

Number of Students: 52

DVES students overall achieved a Dashboard level of Green (Level 4 of 5) in ELA.

State

The following is the State's overall scores for ELA:

LEARN MORE

English Language Arts
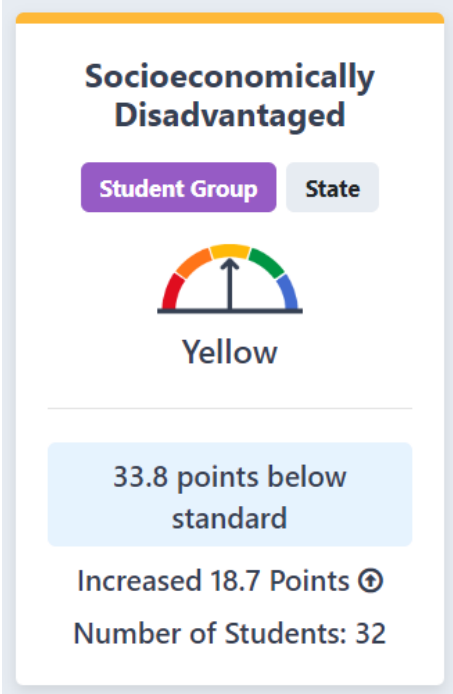
Orange

6 points below standard

Maintained 2.2 Points

Students statewide overall achieved a Dashboard Level of Orange (Level 2 of 5) in ELA.
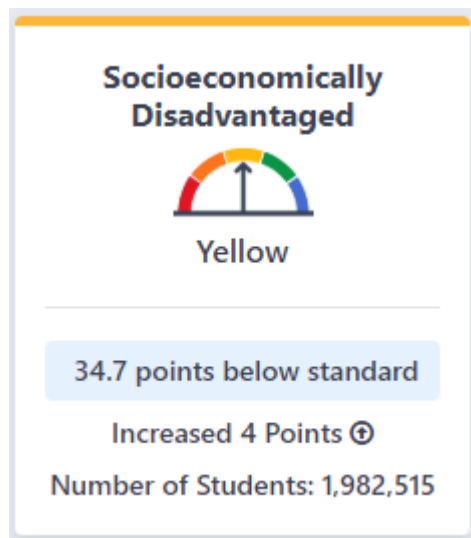
Socioeconomically Disadvantaged

DVES

The following is Diamond Valley Elementary School's Socioeconomically Disadvantaged Students' scores for English Language Arts (ELA):

Socioeconomically Disadvantaged

Student Group | State

Yellow

33.8 points below standard

Increased 18.7 Points

Number of Students: 32

State

The following is the State's Socioeconomically Disadvantaged Students' scores for English Language Arts (ELA):

Socioeconomically Disadvantaged

Yellow

34.7 points below standard
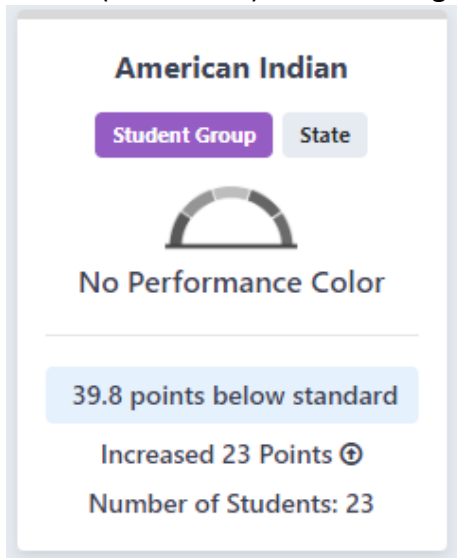
Increased 4 Points

Number of Students: 1,982,515

California's Socioeconomically Disadvantaged students achieved a Dashboard level of Yellow (Level 3 of 5) in ELA.
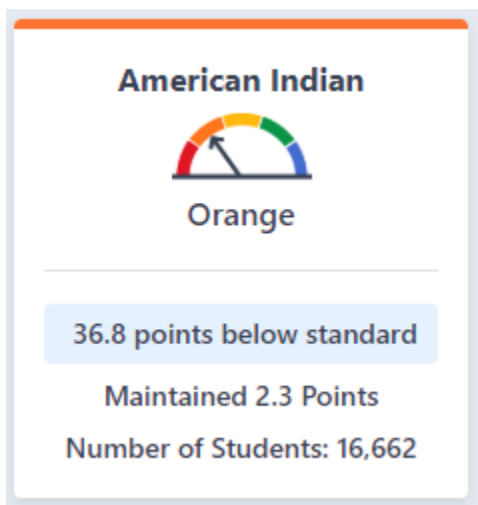
Native American

DVES

The following is DVES' Native American Students' scores for English Language Arts (ELA) that were District calculated, independent of the Dashboard:

Yellow (level 3 of 5): Increased Significantly

American Indian

Student Group | State

No Performance Color

39.8 points below standard

Increased 23 Points ⊕

Number of Students: 23

State

California's Native American Students' scores for ELA:

American Indian

Orange

36.8 points below standard
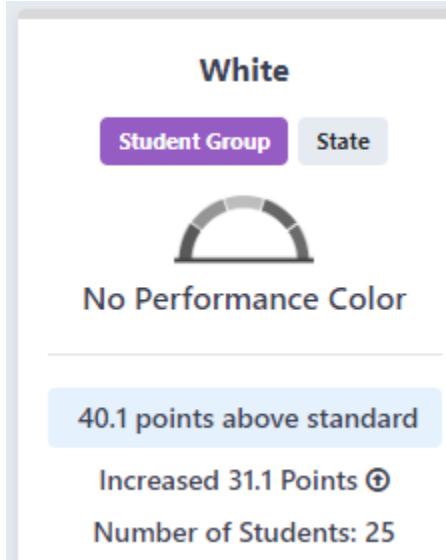
Maintained 2.3 Points

Number of Students: 16,662

Native American Students (American Indian) statewide overall achieved a Dashboard Level of Orange (Level 2 of 5) in ELA.
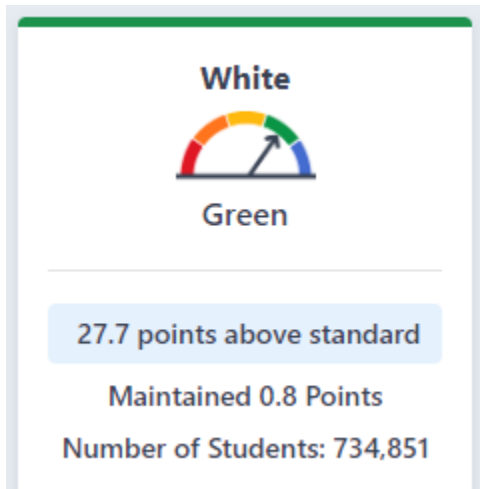
White

DVES

The following is DVES' White Students' scores for English Language Arts (ELA) that were District calculated, independent of the Dashboard:

Blue (level 5 of 5): Increased Significantly

White

Student Group | State

No Performance Color

40.1 points above standard

Increased 31.1 Points ⊕

Number of Students: 25

State

California's White Students' scores for ELA:

White

Green

27.7 points above standard
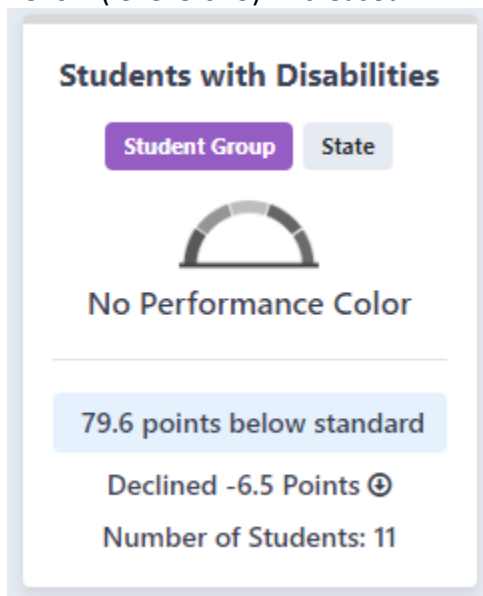
Maintained 0.8 Points

Number of Students: 734,851

California's White students achieved the Green (Level 4 of 5) on the Dashboard
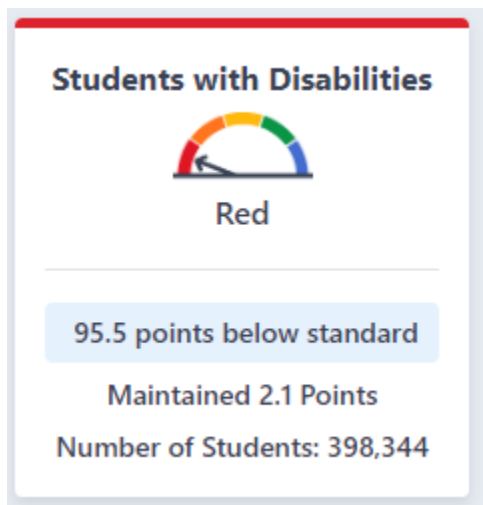
Students with Disabilities

DVES

The following is DVES' Students with Disabilities' scores for English Language Arts (ELA) that were District calculated, independent of the Dashboard:

Yellow (level 3 of 5): Increased

Students with Disabilities

Student Group | State

No Performance Color

79.6 points below standard

Declined -6.5 Points

Number of Students: 11

State

California's Students with Disabilities' scores for ELA:

Students with Disabilities

Red

95.5 points below standard

Maintained 2.1 Points
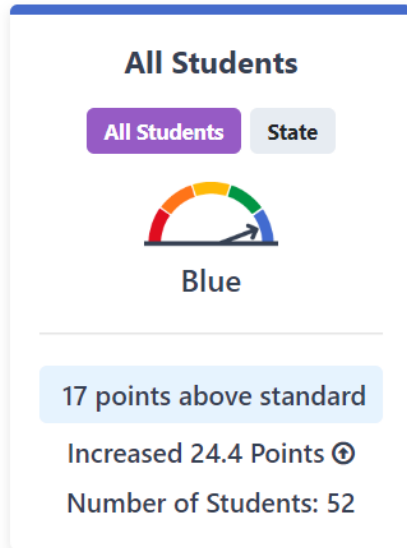
Number of Students: 398,344

California's Students with Disabilities achieved the Red (Level 1 of 5) on the Dashboard for ELA

Math
Overall
DVES

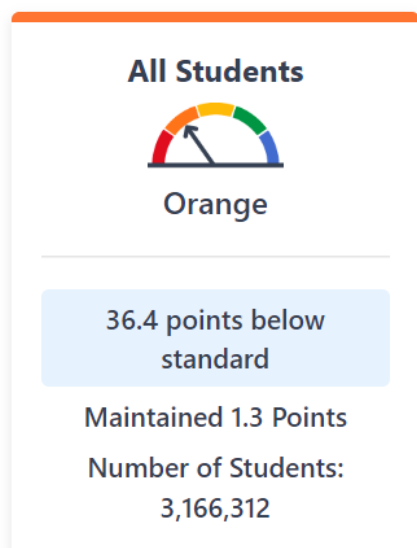The following is DVES' overall scores for Math:

All Students

All Students | State

Blue

17 points above standard

Increased 24.4 Points

Number of Students: 52

DVES students overall achieved a Dashboard level of Blue (Level 5 of 5) in Math.

State

The following is the State's overall scores for Math:

All Students

Orange

36.4 points below standard
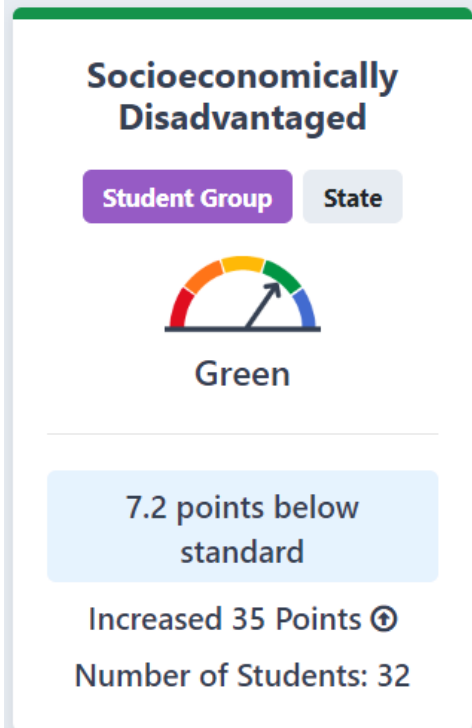
Maintained 1.3 Points

Number of Students: 3,166,312

Students statewide overall achieved a Dashboard Level of Orange (Level 2 of 5) in Math.
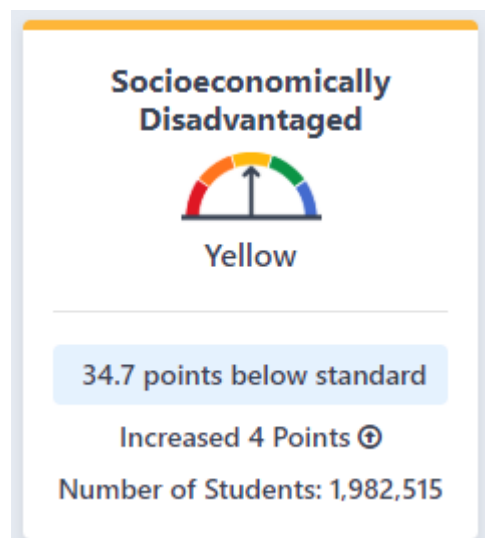
Socioeconomically Disadvantaged

DVES

The following is DVES' Socioeconomically Disadvantaged Students' scores for Math:

Socioeconomically Disadvantaged

Student Group | State

Green

7.2 points below standard

Increased 35 Points ⊕

Number of Students: 32

DVES students overall performed at the Green Dashboard level (level 4 of 5) in Math.

State

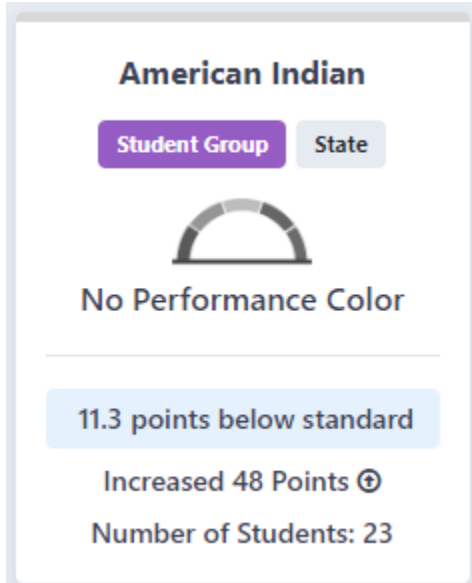The following is the State's Socioeconomically Disadvantaged Students' scores for Math:

Socioeconomically Disadvantaged

Yellow

34.7 points below standard

Increased 4 Points ⊕

Number of Students: 1,982,515

California's Socioeconomically Disadvantaged students achieved a Dashboard level of Yellow (Level 3 of 5) in Math.
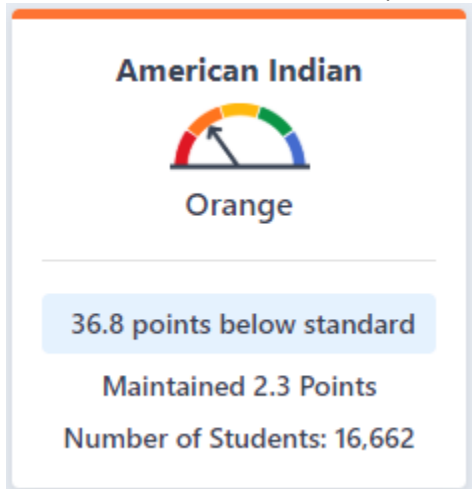
Native American

DVES

The following is DVES' Native American Students' scores for Math that were District calculated, independent of the Dashboard:

Green (level 4 of 5): Increased Significantly

American Indian

Student Group | State

No Performance Color

11.3 points below standard

Increased 48 Points ⊕

Number of Students: 23

California's Native American (American Indian) Students' scores for Math:

American Indian

Orange

36.8 points below standard
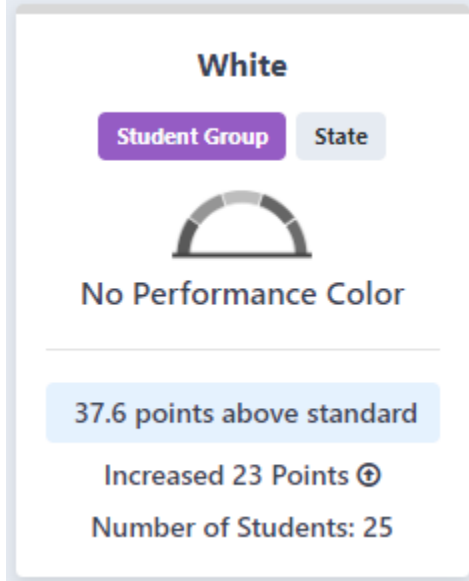
Maintained 2.3 Points

Number of Students: 16,662

Native American Students (American Indian) statewide overall achieved a Dashboard Level of Orange (Level 2 of 5) in Math.
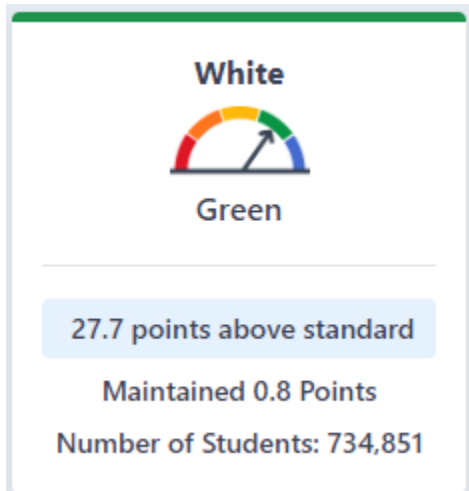
White

DVES

The following is DVES' White Students' scores for English Language Arts (ELA) that were District calculated, independent of the Dashboard:

Blue (level 5 of 5): Increased Significantly

White

Student Group   State

No Performance Color

37.6 points above standard

Increased 23 Points ⊕

Number of Students: 25

California's White Students' scores for Math:

White

Green

27.7 points above standard
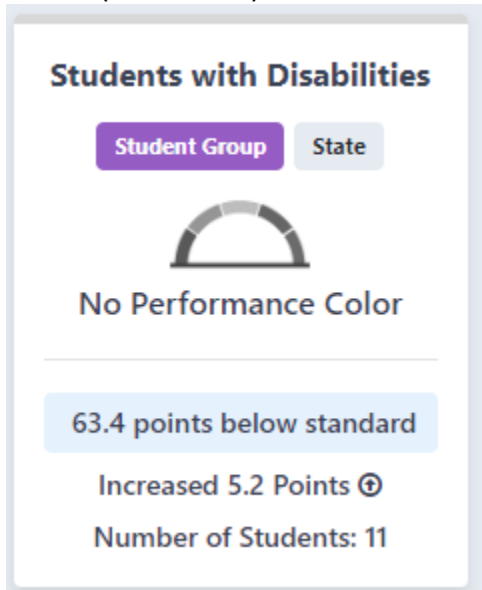
Maintained 0.8 Points

Number of Students: 734,851

California's White students achieved at the Green (Level 4 of 5) level in Math.
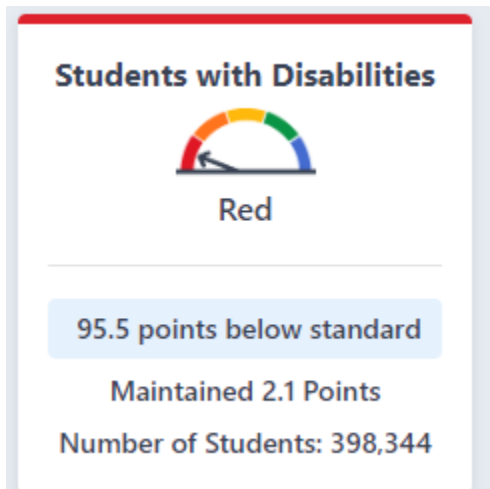
Students with Disabilities

DVES

The following is DVES' Students with Disabilities scores for Math that were District calculated, independent of the Dashboard:

Yellow (level 3 of 5): Increased

Students with Disabilities

Student Group | State

No Performance Color

63.4 points below standard

Increased 5.2 Points ⊕

Number of Students: 11

State

California's Students with Disabilities scores for Math:

Students with Disabilities

Red

95.5 points below standard

Maintained 2.1 Points

Number of Students: 398,344

California's Students with Disabilities achieved the Red (Level 1 of 5) on the Dashboard for Math.

School Climate

The CA Dashboard uses Suspension rate as their measure for Conditions and Climate, "related to how well schools are providing a healthy, safe and welcoming environment." We will present other internal data to help add more information. These internal data were collected through Diamond Valley Elementary School's School-wide Information System (SWIS) as a component of their Positive Behavioral Interventions and Supports (PBIS) framework. Internal data must be read with the understanding that data collection procedures have been refined over the year to improve consistency and validity from year to year.

The suspension rate for all students and all subgroups of students was 0% at Diamond Valley Elementary School and 0% the previous year. An overall summary for the subgroups is provided rather than a detailed one revealing the same information is in the subgroups' section.
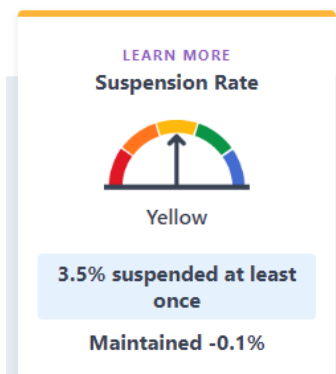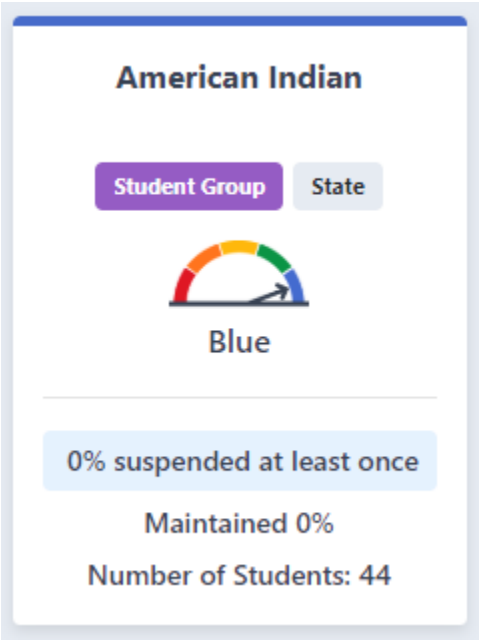
Suspension Rate
Overall
DVES
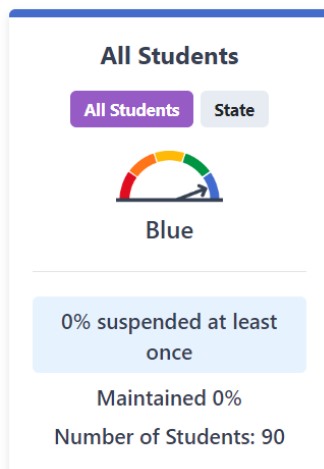
Overall, students at DVES fell into the Blue category (Level 5 of 5) with respect to suspensions for the overall school year.
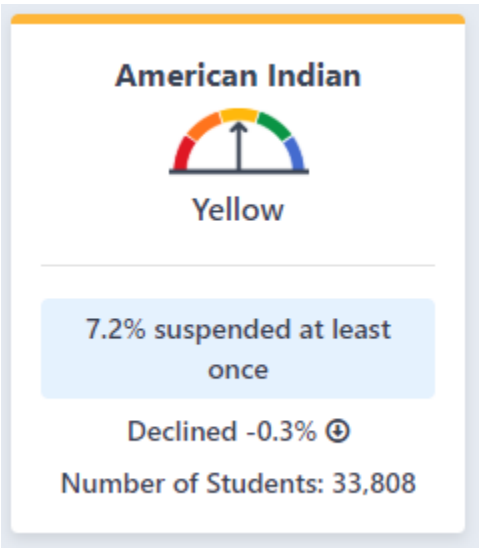
State

3.5% of students statewide were suspended one or more times last school year.

Native American (American Indian)

DVES

American Indian

Student Group | State

Blue

0% suspended at least once

Maintained 0%

Number of Students: 44

0% of Native American Students were suspended last year at DVES which contributed to its Blue (Level 5 of 5) Dashboard category.

State

American Indian

Yellow

7.2% suspended at least once
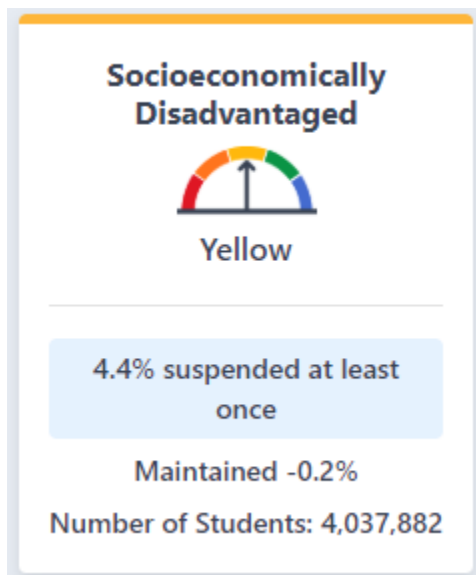
Declined -0.3% ⊕

Number of Students: 33,808

7.2% of Native American Students were suspended last year throughout the state.

Socioeconomically Disadvantaged
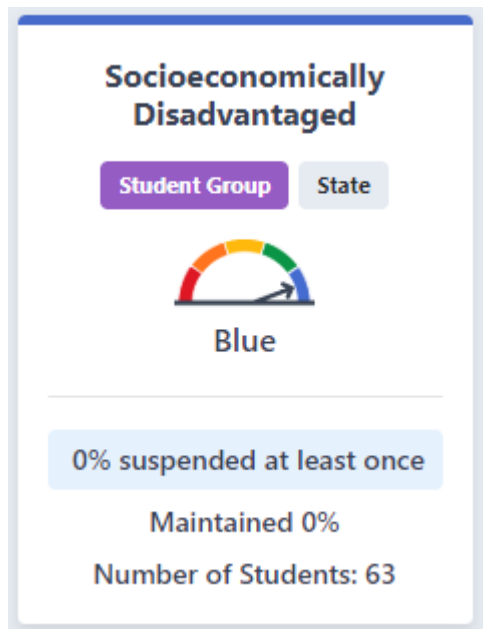
DVES

Socioeconomically Disadvantaged

Student Group | State

Blue

0% suspended at least once

Maintained 0%

Number of Students: 63

0% of Socioeconomically Disadvantaged Students were suspended last year at DVES which contributed to its Blue (Level 5 of 5) Dashboard category.
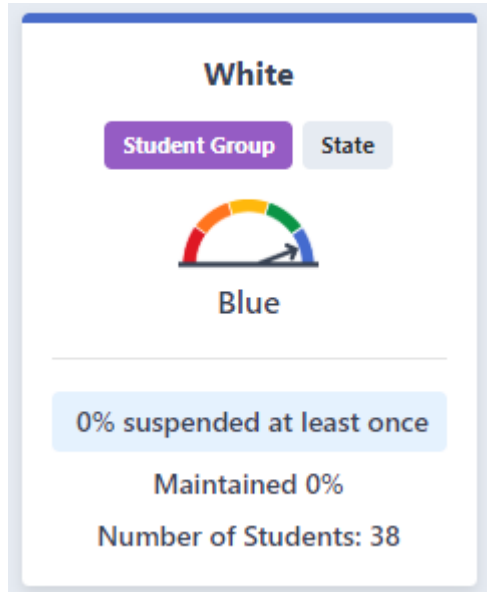
State

Socioeconomically Disadvantaged

Yellow

4.4% suspended at least once

Maintained -0.2%

Number of Students: 4,037,882

4.4% Socioeconomically Disadvantaged Students were suspended last year throughout the state.
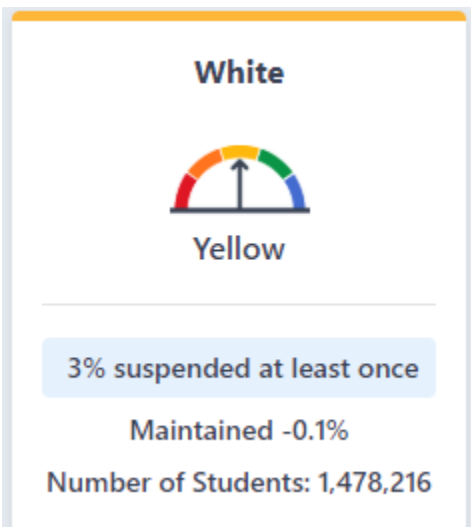
White

DVES

0% of White Students were suspended last year at DVES which contributed to its Blue (Level 5 of 5) Dashboard category.

State

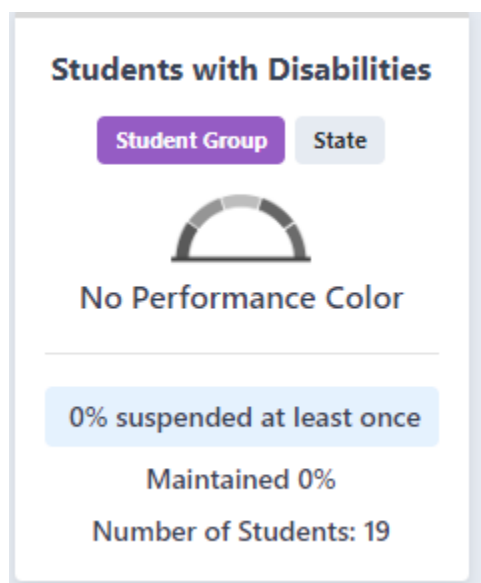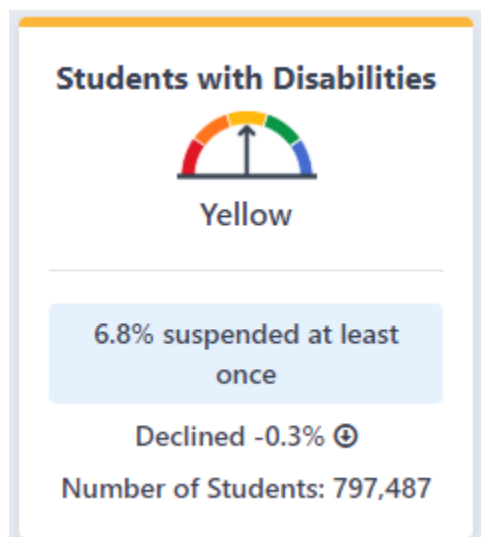3% of White Students were suspended last year throughout the state.

Students with Disabilities

DVES

 No performance color was provided for Students with Disabilities. However, there were 0% suspensions and this would put them in the Blue (Level 5 of 5) Category.

Students with Disabilities

Student Group | State

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 19

State

Students with Disabilities

Yellow

6.8% suspended at least once

Declined -0.3% ⊕

Number of Students: 797,487

The number of suspensions in the student groups statewide named above all fell into the Yellow (Level 3 of 5) Dashboard level. This is based on the overall number last year and the decrease from the previous year.

Internal Data

The following data show a comparison of the number of problem behaviors of a variety of types compared from the 2016-17 school year to the 2017-18 school year. The first figure shows a graphical side by side comparison of each behavior and the table following shows the actual numbers compared for each year. Again, caution should be used when interpreting trends as reporting methods have been refined for the purposes of increasing consistency and accuracy.
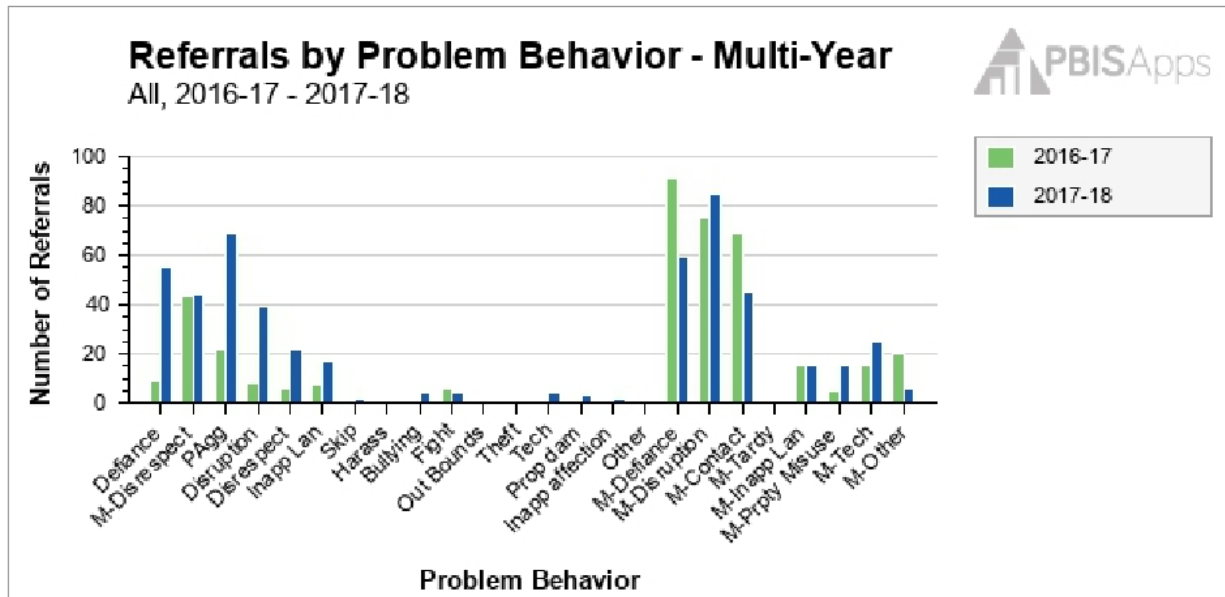
Data Table

Problem Behavior	2016-17	2017-18
Defiance/Insubordination/Non-Compliance	9	55
Minor - Disrespect	43	44
Physical Aggression	22	69
Disruption	8	39
Disrespect	6	22
Abusive Language/Inappropriate Language/Profanity	7	17
Skip class	0	2
Harassment	1	0
Bullying	1	4
Fighting	6	4
Inappropriate Location/Out of Bounds Area	0	1
Forgery/Theft/Plagiarism	0	1
Technology Violation	0	4
Property Damage/Vandalism	1	3
Inappropriate Display of Affection	0	2
Other Behavior	0	1
Minor - Defiance	91	59
Minor - Disruption	75	85
Minor - Physical Contact/Physical Aggression	69	45
Minor - Tardy	1	0
Minor - Inappropriate Language	15	15
Minor - Property Misuse	5	15
Minor - Technology Violation	15	25
Minor - Other	20	6
Totals:	**395**	**518**

Although a comparison should be interpreted with caution, some notable areas have been an increase in Defiance/Insubordination/Non-Compliance; a high number of disrespectful incidents for both years, an increase in physical aggression, disruptions, profanity. However, the data show a decrease in defiance and physical contact aggression.

Academic Engagement
Chronic Absenteeism

The State's Dashboard shows Chronic Absenteeism and Graduate Rate as its measures for Academic Engagement. The County Office of Education and District had no students in either of its two schools for grades 9-12 – its Opportunity School and Community Day School (CDS). All students in grades 9-12 in Alpine County Schools last year attended high school in Douglas County School District Schools in Nevada or Lake Tahoe Unified School District in El Dorado County, California via interdistrict transfer agreements. Records received indicated that 100% of students in grade 12 in these districts graduated.

With respect to Chromic Absenteeism, he Dashboard states is "the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled." With a 180 calendar for students, this means a student missing 18 or more school days would be categorized as chronically absent.

Overall
DVES
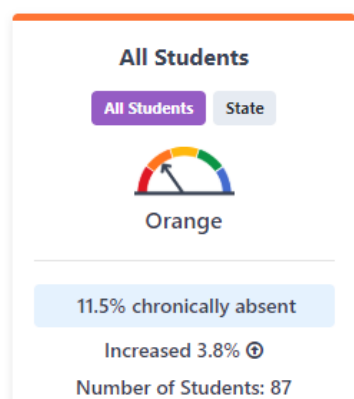
Chronic absenteeism for all students at DVES fell into the Orange (Level 2 of 5) Dashboard category. This represented and increase of 3.8% over the previous year. 11.5% of all students were absent 10 percent or more of the total instructional days at DVES.
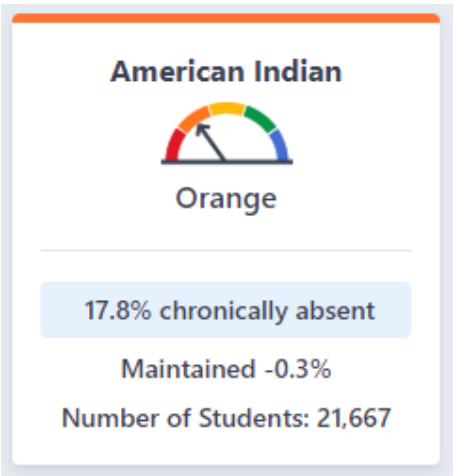
State
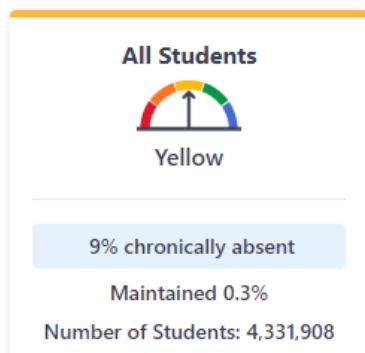
Nine percent of the students statewide were identified as chronically absent.

Native American (American Indian)
DVES

American Indian

Student Group | State

Orange

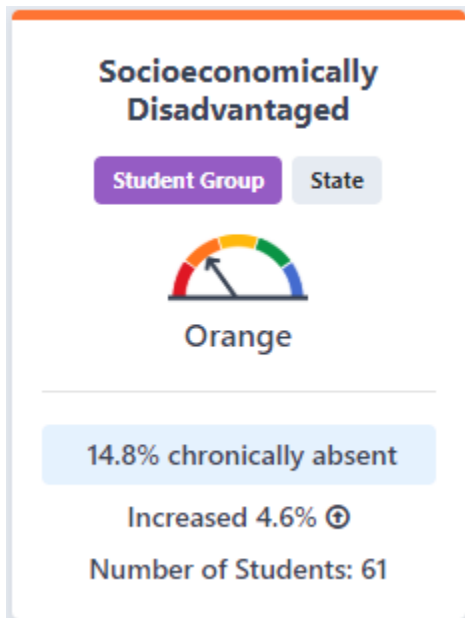16.7% chronically absent

Increased 6.9%

Number of Students: 42
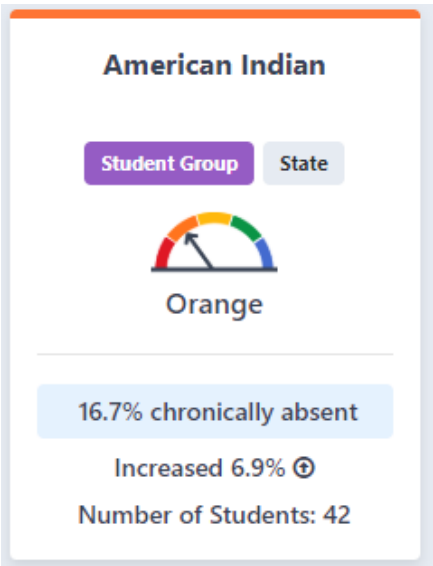
The number of chronically absent Native American Students at DVES fell into the Orange (Level 2 of 5). 16.7% were identified as chronically absent.

State

American Indian

Orange

17.8% chronically absent

Maintained -0.3%
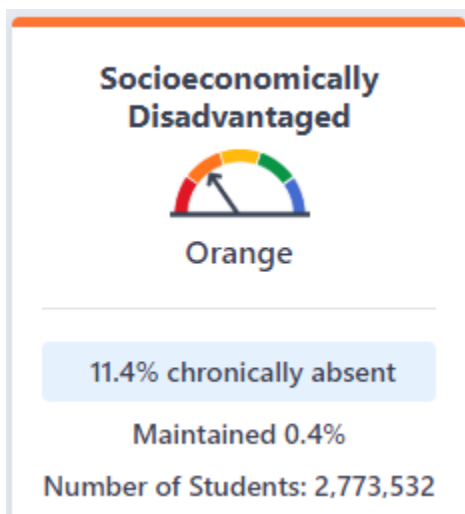
Number of Students: 21,667

The number of chronically absent Native American Students statewide fell into the Orange (Level 2 of 5). 17.8% % were identified as chronically absent.

Socioeconomically Disadvantaged
DVES

Socioeconomically Disadvantaged

Student Group | State

Orange

14.8% chronically absent

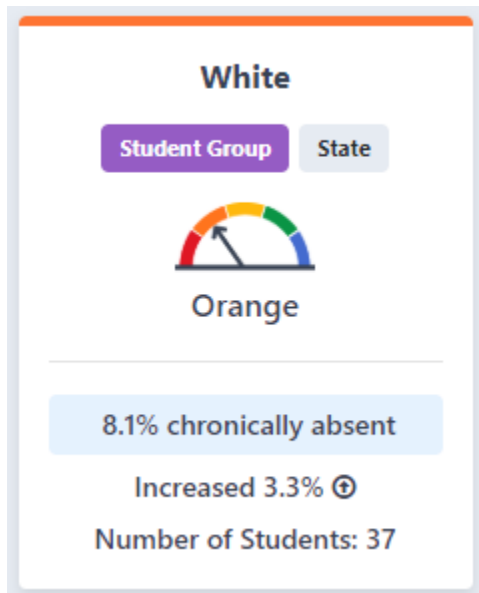Increased 4.6% ⊕

Number of Students: 61

The number of chronically absent Socioeconomically Disadvantaged Students at DVES fell into the Orange (Level 2 of 5). 14.8 % were identified as chronically absent.

State

Socioeconomically Disadvantaged

Orange

11.4% chronically absent

Maintained 0.4%

Number of Students: 2,773,532

The number of chronically absent Socioeconomically Disadvantaged Students statewide fell into the Orange (Level 2 of 5). 11.4% % were identified as chronically absent.

White
DVES

White

Student Group | State

Orange

8.1% chronically absent

Increased 3.3%

Number of Students: 37

The number of chronically absent White Students at DVES fell into the Orange (Level 2 of 5). 8.1 % were identified as chronically absent.

State

White

Yellow

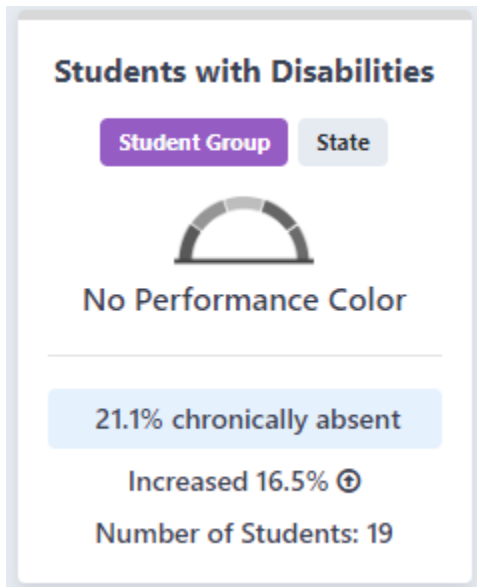7.7% chronically absent

Maintained 0%

Number of Students: 992,430
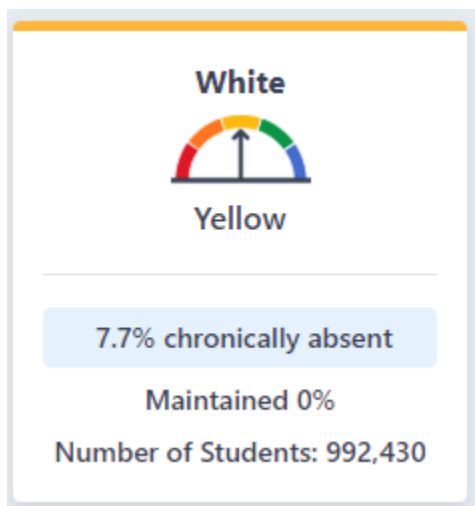
The number of chronically absent White Students statewide fell into the Yellow (Level 3 of 5). 7.7% were identified as chronically absent.
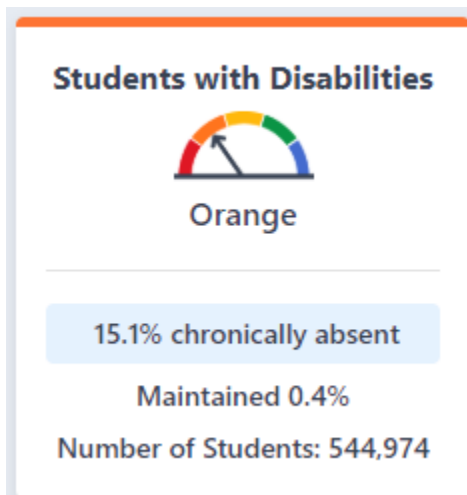
Students with Disabilities

DVES

Students with Disabilities

Student Group | State

No Performance Color

21.1% chronically absent

Increased 16.5%

Number of Students: 19

There were no data available on the Dashboard for Students with Disabilities. However, 21.1% were chronically absent which represented a 16.5% increase over the previous year.

State

Students with Disabilities

Orange

15.1% chronically absent

Maintained 0.4%

Number of Students: 544,974

The number of chronically absent Students with Disabilities statewide fell into the Orange category (Level 2 of 5). 15.1% were identified as chronically absent.

Conclusion

Regarding all students reaching high standards and at a minimum attaining proficiency or better In reading and math, DVES students (District) improved overall and in each subgroup. However, there remain substantial numbers of students who are still not attaining this minimum level of proficiency in either or both subjects. The District and County have adopted the Multi-Tiered System of Supports (MTSS) framework which incorporates the Positive Behavioral Intervention and Supports (PBIS) framework. The District is receiving Professional Develop through an MTSS grant and is working with Placer County Office of Education to fully implement and refine this framework. DVES school in particular is refining.

With respect to English Learners, the District currently does not have any. However, it has adopted the Houghton Mifflin materials which include adaptations and materials for English Leaners should the District acquire any. Virtually all teaching staff have Cross Cultural Language Acquisition Develop (CLAD) authorizations or their equivalents and are authorized to teach English Learners.

All students are taught their core subject matter by teachers with credentials for those subjects.

With respect to the learning environments being safe, drug-free, and conducive to learning, DVES is striving to maintain and increase this environment for all students. It has a full-time counselor and has partnerships with Behavioral Health Services and Tahoe Youth and Family Services.

All students last year in 12th grade, according to records received, graduated from their respective high schools.