



Alpine County Office of Education
Alpine County Unified School District
Learning Is For Everyone

Diamond Valley Elementary School

2019-2020 School Accountability Report Card

Published in the 2020-2021 School Year

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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.
- To view our SARC online, please visit our website or scan the QR code to the right.



DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

Because of the small size of Bear Valley School many of the Dashboard indicators are not included because individual students could be potentially identified with the limited data.

District Vision

Students are prepared and inspired citizens making positive choices

District Motto

"Alpine Life"

L earning
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School Profile (School Year 2020-21)

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 2010 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 the Woodfords Indian Education Center to support our Native American students. An additional support the district is the hiring of 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 may need.

For the 2020-21 school year, approximately 55 TK-8th grade students are enrolled at Diamond Valley Elementary. Students attend school on a traditional school calendar which includes a fall break and most years a February break. 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 is in the middle of a two-phase modernization. The second phase of the project (electrical, HVAC, and ADA upgrades) will start in the summer of 2021.

School Enrollment

The charts illustrate the enrollment trend by grade level and subgroup.

Enrollment Trend by Grade Level			
	2017-18	2018-19	2019-20
K	6	10	7
1st	7	5	9
2nd	10	5	3
3rd	7	6	7
4th	10	8	5
5th	10	11	7
6th	12	9	10
7th	9	13	10
8th	9	10	8
Total	80	77	66

Enrollment by Student Group	
2019-20	
	Percentage
American Indian or Alaska Native	54.5
Hispanic or Latino	3.0
White	34.8
Two or More Races	7.6
Socioeconomically Disadvantaged	63.6
Students with Disabilities	16.7
Foster Youth	3.0
Homeless	21.2

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.

Instructional Materials (School Year 2020-21)

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.

District-Adopted Textbooks							
Data Collected: January 2021							
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking	
K-8	English Language Arts	Houghton Mifflin	Journeys	California Journeys	2013	Yes	0.0%
6th	History/Social Science	Cengage Learning		World History: Ancient Civilizations	2017	Yes	0.0%
7th	History/Social Science	Cengage Learning		World History: Medieval and Modern Times	2017	Yes	0.0%
8th	History/Social Science	Cengage Learning		US History: Modern America	2017	Yes	0.0%
K-5	History/Social Science	Pearson Scott Foresman		California History-Social Science: myWorld Interactive	2017	Yes	0.0%
K-8	Mathematics	McGraw-Hill		My Math	2013	Yes	0.0%
6th-8th	Science	Pearson		California Science	2019	Yes	0.0%
K-5	Science	Twig Education			2019	Yes	0.0%

Science Lab Equipment

The school stocks an adequate supply of science equipment for its students. The school has all the needed equipment to implement the Next Generation Science Standards in the newly adopted Science Curriculum. The district uses Twig Science (K-8)

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	13	9	9	11
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	18-19	19-20	20-21
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 2020-21)

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.

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

Deferred Maintenance Budget: The district continues a Deferred Maintenance Program to provide funds for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. The deferred Maintenance budget was used to upgrade (level, reseed) the upper field at Diamond Valley School.

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.

The chart displays the results of the most recent facilities inspection at the school. Information in the table was collected in December, 2020.

School Facility Conditions				
Date of Last Inspection: 12/01/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: December, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 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)

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. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

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 District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	53	55	50	53	55	52	48	50	50
Mathematics (Grades 3-8 and 11)	39	66	42	39	66	44	37	38	42
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	English-Language Arts					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	54	50	92.59	7.41	50	50	92.59	7.41	42
Male	31	27	87.10	12.90	48.15	27	87.10	12.90	40.74
Female	23	23	100.00	0.00	52.17	23	100.00	0.00	43.48
American Indian or Alaska Native	23	22	95.65	4.35	31.82	22	95.65	4.35	18.18
White	24	21	87.50	12.50	66.67	21	87.50	12.50	66.67
Socioeconomically Disadvantaged	39	37	94.87	5.13	37.84	37	94.87	5.13	29.73

Note: ELA and Mathematics 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.

State Priority: Other Pupil Achievement

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 2019-20)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the “Healthy Fitness Zone” (HFZ).

Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year.

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 2020-21)

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, School Site Council, Safety Committee, Facilities and Bond Oversight Committee, and the Alpine Parent 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 and report cards, our Open House in the Spring, and community breakfasts with various topics that are judged to be of high interest to the community. This is provided with District staff and Superintendent support.

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 Group. The group coordinates school fundraisers including a Walk-A-Thon, Hawk Swap, and Winter Candy Sales.

The Local Control Accountability Plan Parent Advisory Committee and the Budget 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.

Diamond Valley hosts HAWKS Breakfast each quarter to celebrate positive student behavior. These breakfast provide parents/guardians and family members to come to the school to eat with and celebrate their students.

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

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.

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.00	14.80	4.55	0.00	0.00	0.00
District	0.00	14.10	4.29	0.00	0.00	0.00
State	3.50	3.50	2.50	0.08	0.10	0.05

Safe School Plan (School Year 2020-21)

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.

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.

Class Size

For the 2019-20 school year, class sizes vary by grade level and subject area with the average being 8.5 students. In addition to nine (9) credentialed teachers, students receive support in the classroom from a Special Education Teacher, Academic Career Personal/Social Development Counselor, two part time Title I School Wide Aides (a Special Education Instructional Aide), one part time Instructional Assistant, one part time Technology Instructional Assistant, a Special Circumstances/Full Inclusion Para-Educator, a Speech Pathologist, a School Psychologist, a School Nurse, a Native American/Community Liaison, and a School Library Media Clerk. During the 2019-2020 school year Diamond Valley Elementary added a Tier 3 intervention class for students who were needing additional support learning how to become successful in school. Adding the tier 3 classroom added a combination class to the school schedule. It did not increase class size significantly.

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												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
18	19	20	18	19	20	18	19	20	18	19	20	
By Grade Level												
K	3	5	7	2	2	1	-	-	-	-	-	-
1	7	5	18	1	1	1	-	-	-	-	-	-
2	10	5	3	1	1	1	-	-	-	-	-	-
3	7	6	7	1	1	1	-	-	-	-	-	-
4	10	8	5	1	1	1	-	-	-	-	-	-
5	10	11	7	1	1	1	-	-	-	-	-	-
6	12	9	10	1	1	1	-	-	-	-	-	-
By Subject Area												
English	-	-	8	-	-	2	-	-	-	-	-	-
Mathematics	-	-	5	-	-	4	-	-	-	-	-	-
Science	-	-	8	-	-	2	-	-	-	-	-	-
Social Science	-	-	8	-	-	2	-	-	-	-	-	-

Staff Development

As part of the growth process, opportunities for training and staff development are provided at the district level and for the individual teacher by request. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in PBIS, curriculum, teaching strategies, and methodologies. Significant focus has targeted alignment of standards, assessment and instruction, Social-Emotional Learning, and meeting the needs of special populations.

Professional development includes three staff development days immediately before the start of the school year and six half days during the school year for teachers and instructional support staff. Teachers also participate twenty-nine collaboration days for one hour.

Professional Development			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Counseling & Support Staff (School Year 2019-20)

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 on an individual basis and all students participate in structured Social Emotional Learning (SEL) lessons weekly. 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.

Academic Counselor to Student Ratio	
2019-20	
Average Number of Students per Academic Counselor	66

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Support Teacher	3	2.15
Counselor (Academic, Social/Behavioral or Career Development)	1	1
Library Media Services Staff (Paraprofessional)	1	0.75
Nurse	1	As Needed
Special Education Teacher	1	1.0
Speech/Language/Hearing Specialist	1	0.4
Technology Specialist	1	1

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Markleeville, CA and Minden, NV which contain computer workstations and other resources. Students living in the community of Hung-A-Lel-Ti may access the library and computer workstations at the Woodfords Indian Education Center.

District Revenue Sources (Fiscal Year 2019-20)

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

District Expenditures (Fiscal Year 2018-19)

Due to its rural, mountainous, small school district needs, Alpine County Unified School District's expenses require a larger than average amount of funds be spent to educate each student. We have small schools and low ADA so economies of scale are not realized. The table provides a comparison of a district's per pupil funding from restricted and unrestricted sources with other districts throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance in August 2018 regarding how to calculate school-level per-pupil expenditures. 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	\$29,300
From Supplemental/Restricted Sources	\$10,763
From Basic/Unrestricted Sources	\$18,537
District	
From Basic/Unrestricted Sources	\$18,315
Percentage of Variation between School & District	1.2%
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	139.2%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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		
2018-19		
	District	State
Beginning Teachers	\$47,535	\$44,318
Mid-Range Teachers	\$60,619	\$67,053
Highest Teachers	\$79,824	\$90,163
Elementary School Principals	\$97,015	\$106,389
Middle School Principals	-	\$113,976
High School Principals	-	\$114,214
Superintendent	\$134,844	\$141,066
Salaries as a Percentage of Total Budget		
Teacher Salaries	19.0%	29.0%
Administrative Salaries	10.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$62,595
District	\$61,368
Percentage of Variation	2%
School & State	
All Unified School Districts	\$68,990
Percentage of Variation	-9.3%