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Diamond Creek Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Diamond Creek Elementary School
Street	3151 Hopscotch Way
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 771-1760
Principal	Ms. Angela Garcia
E-mail Address	aturry@rcsdk8.org
Web Site	http://www.rcsdk8.org/ourpages/school_list.jsp
CDS Code	CDS 31669103130234

District Contact Information	
District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
E-mail Address	
Web Site	www.rcsdk8.org

School Description and Mission Statement (School Year 2017-18)

THE MISSION

The mission of the Diamond Creek learning community is to ensure that all students learn at high levels, find success and contribute responsibly in our global community.

VISION

The Diamond Creek staff is a collaborative group of professionals who are committed to providing each individual student a differentiated, diverse education in a safe and supportive environment.

COLLECTIVE COMMITMENTS
- We will collaborate to build a meaningful curriculum that serves our students.
- We will design interventions based on data.
- We will use assessments to drive instruction.
- We will celebrate our successes
- We will support each member as we examine our own authentic results.

School Description and Profile

Diamond Creek is in the Northwest part of Roseville located within a mile of the junction of Woodcreek Oaks and Blue Oaks Boulevards. Diamond Creek Elementary School is in its sixteenth year of operation, having many unique features including classrooms built around an inner pod for planning, conferences, and small group teaching. It has two small playgrounds, and it is connected to a small community park maintained by the City of Roseville. The 1850's era of paddlewheels on rivers, miners and explorers seeking gold is a prevalent theme on the buildings. Our staff and students, in keeping with that theme, chose the school name of 'Trailblazers'.

Diamond Creek opened on August 17th, 2001 with seventeen permanent classrooms, a multipurpose room and administrative building. Today Diamond Creek serves over 605 students with twenty-three general education teachers and three special education teachers. Our teaching practices at Diamond Creek Elementary School reflects the new California Content Standards focusing on rigor in the subjects of reading, writing, oral language, literature, math, science, and physical education.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	118
Grade 1	91
Grade 2	76
Grade 3	98
Grade 4	111
Grade 5	111
Total Enrollment	605

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.7
Asian	11.2
Filipino	4
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0
White	56
Two or More Races	5.3
Socioeconomically Disadvantaged	13.7
English Learners	7.9
Students with Disabilities	12.7
Foster Youth	0

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	25	28	26	470
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 9/7/17

Roseville City Elementary held a public hearing on September 7, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards- aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark	Yes	0
Mathematics	Houghton Mifflin 2015	Yes	0
Science	Science MacMillan/ McGraw Hill 2006	Yes	0
History-Social Science	History/Social Science Pearson Scott Foresman 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

General
The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Repair Status:
Overall Summary – Good
The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:
The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:
The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008- 2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/2017				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Admin carpet replacement
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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		Asphalt repairs and seal coat

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2017				
	Exemplary	Good	Fair	Poor
Overall Rating		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, 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); and

• 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	69	66	63	63	48	48
Mathematics (grades 3-8 and 11)	67	64	53	51	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	335	331	98.81	66.16
Male	177	174	98.31	60.92
Female	158	157	99.37	71.97
Black or African American	17	16	94.12	62.5
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100	76.47
Filipino	--	--	--	--
Hispanic or Latino	41	41	100	48.78
White	193	191	98.96	68.59
Two or More Races	25	24	96	79.17
Socioeconomically Disadvantaged	48	48	100	45.83
English Learners	41	40	97.56	57.5
Students with Disabilities	54	52	96.3	32.69

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	335	332	99.1	64.16
Male	177	174	98.31	63.79
Female	158	158	100	64.56
Black or African American	17	16	94.12	31.25
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100	79.41
Filipino	--	--	--	--
Hispanic or Latino	41	41	100	51.22
White	193	192	99.48	68.23
Two or More Races	25	24	96	70.83
Socioeconomically Disadvantaged	48	48	100	52.08
English Learners	41	40	97.56	67.5
Students with Disabilities	54	53	98.15	32.08

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	79	71	73	73	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.9	26.7	56

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Our key contacts are: Susan Guzzo, President School Site Council (916) 771-1760, PTC (916) 771-1760 or wwww.diamondcreekptc.com

Diamond Creek Elementary uses its volunteers in many ways. Every day we have from fifteen to twenty parent volunteers who assist in the classroom or copy room. We also have a partnership with Retired Senior Volunteer Persons (RSVP) who tutor individuals and small groups. We have over twenty-five parent volunteers who volunteer as Art Docents. These volunteers teach about some classic artwork, and then have students participate in the genre or theme being taught for that month. We have a dynamic Parent Teacher Club with over 200 active members that donate resources and time for our students in varying ways including sponsoring assemblies, fundraising for technology, and library books. They also organize school events such as our Fall Festival, Skate Night, Movie Night and Father/Daughter, Mother/Son events. Many parents and community members volunteer their time sharing their career choices with students. These include policemen, legislators, firemen, and military personnel. We also have a father involvement program called WATCH D.O.G.S. which promotes the active involvement of father figures in our school. WATCH D.O.G.S. volunteer to spend a day at Diamond Creek in classrooms, helping mentor students and assisting in school safety.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.1	1.1	0.3	3.0	2.7	3.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

A School Safety Plan has been created and is reviewed and updated annually in January by the School Site Council. This plan is available for you to review upon request. Please make an appointment at (916) 771-1760. Evacuation and lockdown drills are practiced on a regular basis at Diamond Creek.   Staff and students are updated on safety practices. RCSD has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting a school site. This plan includes procedures for coordinating resources to emergencies.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	2		21	2	6		20	7	24	
1	25		4		18	3	4		22		24	
2	26		3		25		8		24		18	
3	29		4		23	1	8		23		24	
4	29		3		32		4	2	30		18	
5	33		2	2	27	1	8		30		24	
Other	7	1							19	6		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.6	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	1.2	N/A
Other	1.4	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,700	$2,274	$6,426	$83,345
District	N/A	N/A	$6,509	$80,553
Percent Difference: School Site and District	N/A	N/A	-1.3	3.0
State	N/A	N/A	$6,574	$78,363
Percent Difference: School Site and State	N/A	N/A	-4.4	8.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

Diamond Creek receives district funds to support its academic programs. It also provides electronic reading intervention via Lexia before and after school. Teachers provide preteach and reteach math opportunities with LCFF funds before/after school. Our teachers also have support materials to provide a more rigorous learning environment funded with LCFF funds. We also used LCFF funds this year to provide iReady instruction support to 100 students in math and 100 in reading. Our K-3 students have access to over 96 iPads and 1-5 to 180 Chrome books to support learning. Our parents support our schools with generous donations to fund music, technology and the art docent programs. It also funds our after school enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,775	$48,678
Mid-Range Teacher Salary	$81,529	$78,254
Highest Teacher Salary	$94,924	$96,372
Average Principal Salary (Elementary)	$110,722	$122,364
Average Principal Salary (Middle)	$125,320	$125,958
Average Principal Salary (High)		$126,758
Superintendent Salary	$197,499	$212,818
Percent of Budget for Teacher Salaries	45%	38%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

In addition, Diamond Creek teachers plan lessons aligned with the state standards and utilize our district ELA program, Benchmark and Expressions program for math. Teachers are supported by cohorts, principals, and district inservices. An emphasis on close reading and integrating language development into our English Language Arts lessons. Teachers are supported in these efforts through collaborative conversations in PLC groups, teacher-principal meetings and classroom walk throughs. At Diamond Creek our teachers are learning a variety of ways to implement technology into their lessons in meaningful ways. We are working to plan lessons which allow for student collaboration, creativity, critical thinking and communication.