

Diamond Technology Institute

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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)

<https://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.

2022-23 School Contact Information

School Name	Diamond Technology Institute
Street	112 Diamond Drive
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6225
Principal	Marci Keller
Email Address	marci_keller@pvusd.net
School Website	
County-District-School (CDS) Code	44-69799-4430245

2022-23 District Contact Information

District Name	Diamond Technology Institute
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

Diamond Technology Institute is a dependent college preparatory and career technical education charter school and is one of thirty-one schools in the Pajaro Valley Unified School District (PVUSD). Diamond Tech is one of two supported charter programs offered to secondary students and serving grades 9-12. The school was first established in 1999 under the name Academic Vocational Charter Institute (AVCI) and moved to its present location in 2007. The Pajaro Valley Unified School District is the largest district in Santa Cruz County, in both area and number of students and serves the cities of Watsonville, Aptos and surrounding communities. Santa Cruz County is a coastal community, located about 90 miles of San Francisco and situated on the northern and central shores of Monterey Bay. Because Diamond Tech is a charter, our student demographic reaches into San Benito and Monterey counties.

Mission

Diamond Tech blends academic and career technical education. The institute places high expectations on students, parents, teachers and administrators. The program and curriculum are based on a belief that students will be provided with a unique opportunity to prepare them to communicate, problem-solve, and perform authentic real-world tasks. Students will become competitive, competent, and highly skilled in order to meet the demanding standards of our time. During these years, in

2022-23 School Overview

addition to career skills, students will obtain the essential concepts and course content that can lead them to a two or four year college program.

Vision

Diamond Technology Institute is an educational charter school committed to providing a center for engaged learning. Our diverse students can realize their potential and meet the demanding standards of the community, state, nation and the world.

The faculty and staff of Diamond Technology Institute have one common goal: student success. Each member of our educational team is solely dedicated to helping our students be successful. In return, we also expect our students to be committed to being responsible young members of our team. A team cannot function without all of the players, so it is imperative that students and parents play a key role in making sure students are at school every day and fully participate in all classes. Students are the most important members of our team, especially since the nature of our educational program is hands-on and project based. Upon graduating from Diamond Technology Institute students will:

USE TECHNICAL SKILLS

- *Apply industry-standard technology, programs, and equipment to create a product
- *Interpret and incorporate reliable information and technology to increase productivity and develop transferable skills
- *Attain industry-standard certification and skills
- *Select appropriate tools to collect, record, analyze, and evaluate data

MASTER ACADEMIC, PERSONAL, AND CAREER READY PRACTICES

- *Work collaboratively in multiple roles as a productive member of a diverse team
- *Demonstrate strong leadership and project management skills
- *Develop clear post-high school plans aligned with personal goals, well-being, and financial literacy
- *Develop a growth mindset that accepts failure as an opportunity for growth and learning
- *Maintain and utilize portfolios as a dynamic showcase of strengths and potential areas of growth
- *Seek ongoing improvement through clarification, feedback, reflection, critique, and revision/modification

ARE RESPONSIBLE CITIZENS

- *Understand the interconnectedness of environmental, social, and economic impacts of decisions on community and global society
- *Participate in community improvement, networking, and service related to personal or career interests
- *Demonstrate empathy and compassion by advocating for equality, diversity, and social justice
- *Take ownership of learning by connecting it to a personal mission
- *Respect intellectual property and act with integrity

COMMUNICATE EFFECTIVELY WITH PURPOSE, REASON, AND EVIDENCE

- *Demonstrate proficiency in reading, writing, speaking, and listening
- *Compose clear information through writing and other mediums
- *Communicate educated opinions, scientific and/or technical information, and ideas
- *Use various examples of ethos, logos, and pathos in writing and presenting
- *Design end-user solutions that are aesthetic, functional, profitable, and appropriate for the intended audience

THINK CRITICALLY, DEMONSTRATE CREATIVITY AND ADVANCE INNOVATION

- *Devise creative and innovative ways to solve problems using appropriate methods, practices, and ideas
- *Investigate the root cause of a problem using reliable research strategies; analyze and evaluate possible solutions, and then select and justify an optimal solution
- *Consider unconventional ideas and suggestions as solutions to issues, tasks, or problems

Diamond Tech provides students a three-fold academic high school experience: Career Technical Education courses aligned with four industry pathways, a PVUSD district-approved high school diploma, and a full UC A-G approved course plan. Diamond Tech's graduation requirements consist of successful completion of 240 credits and 40 hours of community service. Diamond Tech provides students with a common core standards based curriculum utilizing state approved, district board-adopted textbooks along with a variety of additional resources to support student learning. Students attend school for 381 minutes of instruction four days a week and 268 minutes of instruction one day a week to allow for staff collaboration and meeting time.

Diamond Tech's current program of study is able to support up to 100 students with a capacity of 25 students in each grade level, 9th-12th. Current class size is below 25 students. With a 14:1 ratio of students to teachers.

2022-23 School Overview

Business & Finance: Introduction to Business & Finance, Business Design, Business Economics & Accounting, Business Design and Development

Engineering & Architecture: Intermediate Engineering Technology, Advanced Engineering technology, Intermediate Engineering Design, Advanced Engineering Design

Arts, Media & Entertainment: Introduction to Visual & Commercial Art, Visual & Commercial Art 1 & 2, Video Production 1 & 2

Agriscience: Biology and Sustainable Ag, Chemistry and Agriscience, Sustainable Agriculture

All together, the academic and career technical education program presents students with several post-graduation options: they can choose to go directly to work with a set of skills that should permit them to earn better than minimum-wage jobs; they can attend a technical or trade school; they can attend a community college and later transfer to a four-year university; or, they can attend a four-year university.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	24
Grade 10	18
Grade 11	16
Grade 12	13
Total Enrollment	71

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.6
Male	63.4
American Indian or Alaska Native	0.0
Asian	2.8
Black or African American	0.0
Filipino	1.4
Hispanic or Latino	80.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.4
White	14.1
English Learners	8.5
Foster Youth	0.0
Homeless	8.5
Migrant	2.8
Socioeconomically Disadvantaged	77.5
Students with Disabilities	11.3

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

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)	4.20	85.20	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	14.60	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	0.00	0.00	59.80	6.70	18854.30	6.86
Total Teaching Positions	5.00	100.00	893.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Computers

Students have 1:1 Laptops and bring them daily. Each classroom has docking station for students to charge or connect wired to internet. Computers are used in every classroom for a variety of purposes including teacher preparation for presentations of curriculum and lesson plans, including student presentations and research or writing. Students also have an opportunity to check out a Chromebook for their use. All computers include Microsoft Office, Internet Explorer, and Acrobat Reader, as well as specialized applications for specific school programs.

Textbooks

We choose our textbooks from lists that have been approved by state education officials and the PVUSD Board.

Curriculum

All curriculum used is based on content standards and our teachers build curriculum based on those standards. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the Common Core State Standards for each subject at each grade level on the California Department of Education (CDE) website.

Science Labs

Annually, we add to our lab equipment in a continued effort to bring more rigorous lab experiences to every level of science on our campus.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Language of Literature Grade 9, McDougal Littell; Language of Literature Grade 10, McDougal Littell; Language of Literature Grade 11, McDougal Littell; Language of Literature Grade 12, McDougal Littell; British Literature, Houghton Mifflin; Language Composition, R.R. Donnelly & Sons; Literature 9th Edition, Kennedy-Gioia; National Geographic - Inside for Newcomers, Hampton Brown; National Geographic - "Inside USA" A,B,C,D,E, Hampton Brown; National Geographic - "Edge" A,B,C, Hampton Brown;</p> <p>9th: To Kill a Mockingbird; Of Mice and Men; Romeo and Juliet; selected books from The Odyssey; selected readings from Heroes, Gods, and Monsters of the Greek Myths; Lord of the Flies; selections from The Iliad</p> <p>10th: Night, Animal Farm, Antigone, Things Fall Apart, Kite Runner or A Thousand Splendid Suns, Metamorphosis.</p> <p>11th: The Crucible, Great Gatsby, Huckleberry Finn, The Things they Carried, Raisin in the Sun, Old Man and the Sea.</p> <p>12th: Beowulf, Frankenstein, 1984, A Doll's House, Brave New World</p> <p>AP Language: 50 Essays: A Portable Anthology (textbook)</p>	Yes	0%

	AP Literature: Beloved, Grendel, Beowulf, Slaughterhouse Five, The Scarlet Letter, Hamlet, A Doll's House		
Mathematics	Done online through Edgenuity	Yes	0%
Science	UCCI Adopted Agriscience curriculum	Yes	0%
History-Social Science	Done online through Edgenuity	Yes	0
Foreign Language	Done online through Edgenuity	Yes	0%
Health	Done online through Edgenuity	Yes	0%
Visual and Performing Arts	Art Talk, Art In Focus	Yes	0
Science Laboratory Equipment (grades 9-12)	Microscopes, life science lab equipment	Yes	0

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairsstandards.aspx>

Year and month of the most recent FIT report

Fall 22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All HVAC's have been updated and reviewed for compliance 2020
Interior: Interior Surfaces		X		Covers over the bathroom doors need to be installed to redirect water flow as some water sits in walkway in front of bathroom doors and causes water damage to the bathroom flooring.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Pest control comes once a month
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bathrooms are clean and a water filling station was added 2021
Safety: Fire Safety, Hazardous Materials	X			All SDS sheets and safety procedures are reviewed and available.
Structural: Structural Damage, Roofs		X		Whenever it rains, we continue to have leaks in walls and roofs.

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Ramps continue to rust and need to be treated and painted. School grounds are maintained consistently.
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	7	N/A	17	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14	14	100.00	0.00	42.86
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	11	11	100.00	0.00	45.45
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14	14	100.00	0.00	7.14
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	11	11	100.00	0.00	9.09
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	--	42.86	7.1	16.22	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	14	100	0	42.86
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Workforce Preparation

Diamond Technology Institute is a blend of college preparatory and Career Technical Education (CTE). Every student takes every CTE pathway offered at the school. Once a Diamond Tech student has graduated, they have completed FOUR pathways. Traditionally a student only completes one in a comprehensive program. These courses and activities broaden the perspective for students who may have a limited view of the work world and bring out possibilities they may never have considered.

Using Career Cruising, Get Focused, Stay Focused 10-year plan and Career Choices as a tool also helps students determine their plans after high school. Our integrated curriculum helps students see the connection between academics and the world of work/secondary education. Our high school offers a structure of courses and work-based-learning intended to help students prepare for the work environment, trade schools, community college or, university.

At Diamond Technology Institute every student is enrolled in one or more of these courses during the year, and any senior who started at Diamond Technology Institute as a freshman will have taken every CTE course listed. Information about CTE policy and the standards are available on the California Department of Education Web site. We offer hands-on project based learning in the categories of:

Business & Finance: Introduction to Business & Finance, Business Design, Business Economics & Accounting, Business Design and Development

Engineering & Architecture: Intermediate Engineering Technology, Advanced Engineering technology, Intermediate Engineering Design, Advanced Engineering Design

Arts, Media & Entertainment: Introduction to Visual & Commercial Art, Visual & Commercial Art 1 & 2, Video Production 1 & 2

Agriscience: Biology and Sustainable Ag, Chemistry and Agriscience, Sustainable Agriculture

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	75
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	20.00

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100%	100%	100%	100%	100%

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.

2022-23 Opportunities for Parental Involvement

Parents are an important part of our educational team. They help our school plan for quality and compliance which is an extremely important to our goal of academic success. The school site council helps the school administrator and staff make decisions about testing, the budget, calendar, master schedule, and other policy and management issues. We continue to hold several parent meetings in which we encourage parents to learn more about our school, our mission, our program, the importance of continuing education after high school, individual student grades, and train the parents to use the tools available to ensure student success.

Numerous opportunities are available for parents to participate in the school program, including back-to-school and open house, site council, field trips and various volunteer opportunities. Parents also have access to several forms of communication to keep track of student information and school activities. These include the Diamond Tech website, communication newsletters, School Messenger, Synergy, Remind and Google Classroom. For the current 2021-2022 school year 40% of our parent population is Spanish speaking and our communication is translated for our Spanish speaking parents.

There are many ways we encourage parental participation. We are open to parents volunteering to help with:

Activities, field trips

School projects, beautification, and career mentoring

Serving on accreditation committees as well as our Site Council/Charter Advisory

To find out how you can volunteer at our school, please contact our office manager, Jasmine Zamora, at (831) 728-6225.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	6.7		8.4	7.7		8.9	7.8
Graduation Rate		94.1	93.3		84.7	88.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	15	14	93.3
Female	--	--	--
Male	11	10	90.9
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	13	12	92.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	84	75	23	30.7
Female	31	26	11	42.3
Male	51	47	12	25.5
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	70	61	17	27.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	10	10	6	60.0
English Learners	9	6	4	66.7
Foster Youth	0	0	0	0.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	62	57	19	33.3
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	10	8	4	50.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.90	3.68	2.45
Expulsions	0.00	0.02	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	8.33	0.02	4.40	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.33	0.00
Female	3.23	0.00
Male	11.76	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.00	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	11.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

School safety is a high priority. Diamond Tech upgrades, reviews, and presents a School Safety Plan to the Site Council, the PVUSD Board of Education and the state each year. As required, we conduct three major emergency drills: Fire Evacuation Drill, Lock-down Drill (active shooter on campus) and Duck, Cover, and Hold (earthquake/emergency). Daily safe practices include requiring all visitors to register at the main office, district office personnel to wear identification badges, and the principal conducting regular sweeps of the campus. Video Surveillance cameras are installed throughout the campus and monitored/recorded for safety. Traffic and pedestrian safety is an ongoing concern as the school is located on a dead-end street and within a residential neighborhood. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School Safety Plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. Please refer to our school website www.dti.pvUSD.net for our school Safety Plan.

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	3	1	
Mathematics	19	2	1	
Science				
Social Science	22	1	1	

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	4		
Mathematics	16	3		
Science				
Social Science	15	3		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	3	1	
Mathematics	12	5		
Science				
Social Science	22	1	1	

2021-22 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	71

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$7,205	\$171.42	\$7033.58	\$59,665.85
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	36.6	-12.3
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	6.5	-38.8

2021-22 Types of Services Funded

At Diamond Technology Institute we receive the following funding to support and assist students: Title I, Title II, Title III (LEP), Lottery Restricted and Lottery Unrestricted, We also receive Carl Perkins, CTE Incentive Grant, and K-12 SWP Grant funding for our Career Technical Pathways. Teacher salaries are covered through LCFF.

Services funded align with three LCAP goals:

1. Student Achievement- Improve student achievement by providing high quality instruction supported by a multi-tiered system of supports to graduate all students college, career and community ready.
2. Equitable Learning Environments- Provide high quality, equitable and healthy learning environments that enhance the social-emotional and academic learning for all students using a multi-tiered system of supports.
3. Meaningful Partnerships-Create a culture of inclusion and collaboration with students, families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Staff Development

Our school and the district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Staff members have regular opportunities for both training and collaboration, including the district's Peer Assistance Review (PAR), Educating for Careers, and the Expository Reading and Writing Course (ERWC). Another teacher is our Tech Liaison and participates in monthly workshops designed to teach site staff tech skills and share tech information. All teachers new to the district receive additional support and training through the New Teacher Project. Teachers have completed training in other programs, including Google Docs/Classroom, Common Core, Differentiation, Career Choices, Newsela, EdStop1, Odysseyware, WASC Accreditation workshops, and The Algebraic Institute. In addition, teachers have researched best teaching practices using SDAIE strategies, and have done lesson demonstrations with their peers on campus. Additionally, teachers receive training for new technologies as needed.

Evaluating and Improving Teachers

All teachers participate in the district's on-going evaluation process. The foundation for the evaluation system is the Continuum of Teacher Abilities, which is based on the California Standards for the Teaching Profession. The evaluation process involves a self-assessment, individual goal setting, three conference cycles, and an observation by the evaluating administrator. Teachers complete both a mid-year and a final assessment.

Substitute Teachers

The district holds ongoing recruitment to maintain a pool of qualified substitutes, which includes many retired teachers. The district offers an annual training academy for all substitutes. Each school has its own plan for covering classes if qualified substitutes are not available on a given day. Normally, the principal steps in to teach for the absent teacher.

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

Subject	2020-21	2021-22	2022-23
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	5	5	
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