

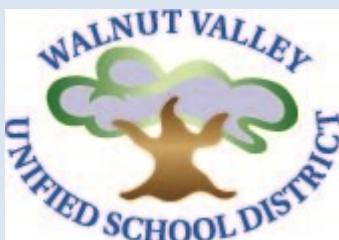


Diamond Bar High School

21400 East Pathfinder Road • Diamond Bar CA, 91765 • (909) 594-1405 • Grades 9-12

Reuben Jones, Principal
rjones@wvusd.k12.ca.us
www.dbhs.org

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Walnut Valley Unified School District

880 S. Lemon Ave
Walnut, CA 91789
(909) 595-1261
www.wvusd.k12.ca.us

District Governing Board

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Larry L. Redinger - Vice President
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**Deputy Superintendent, Human
Resources**
Kenneth Goodson
**Assistant Superintendent, Business
Services**
Jeff Jordan
**Assistant Superintendent,
Educational Services**

Principal's Message

Welcome to Diamond Bar High School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. I am confident that you will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Diamond Bar High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. We are proud to offer our students opportunities to participate in Advanced Placement (AP) courses, the International Baccalaureate Diploma Programme (IB), Pathways Communications Academy, award winning Performing Arts (including Instrumental Music, Choral Music, Drama and Dance) and CIF championship athletic teams. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

Our Vision: Diamond Bar High School will be a premier school committed to the intellectual, physical, and social development of every student. Diamond Bar will be a community where every student's cultural heritage enriches the learning experience for all students. We have made this commitment and strive to provide the best educational program possible for Diamond Bar High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Our Mission: Diamond Bar will value the five "A's" of Academics, Athletics, Arts, Activities and Access so that each student will experience a personalized educational program selected from a rigorous, rich and varied curriculum. Students will be challenged to discover their unique gifts and talents; staff members will support every student in realizing his or her potential. Working in partnership with parents and the community, the Diamond Bar High School staff will provide learning opportunities that reach beyond the boundaries of the classroom and ensure every student a chance for success in college and career, and as citizens and leaders of the 21st century.

As one of two comprehensive high schools in the Walnut Valley Unified School District, we are proud to embrace our District motto "KIDS FIRST - Every Student, Every Day". And we are committed to prepare all students to thrive in a rapidly changing, competitive, global economy by teaching them 21st Century skills through quality programs that include Academics, Arts, Athletics, and Activities.

School Profile

Diamond Bar High School is located in the southwestern region of Diamond Bar and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2017-18 school year, 2988 students were enrolled, including 5% in special education, 7% qualifying for English Language Learner support, and 17% qualifying for free or reduced price lunch.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	707
Grade 10	777
Grade 11	820
Grade 12	738
Total Enrollment	3,042

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0
Asian	61.7
Filipino	4
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0.4
White	10.3
Two or More Races	1.7
Socioeconomically Disadvantaged	11.1
English Learners	7.1
Students with Disabilities	5.8
Foster Youth	0.1

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			
Diamond Bar High School	15-16	16-17	17-18
With Full Credential		118	100
Without Full Credential		1	2
Teaching Outside Subject Area of Competence		0	0
Walnut Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	633
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Diamond Bar High School	15-16	16-17	17-18
Teachers of English Learners	0	0	2
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	2

* "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)

All textbooks used in the core curriculum at Diamond Bar High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 20, 2017, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #13-06 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Collections (12), 2014 ELD Edge Selection Readings Blue, 2007 ELD Edge Selection Readings Orange, 2007 Holt Handbook - 4th Course - TEXTBOOK, 2006 HOLT HANDBOOK - 6th Course - TEXTBOOK, 2006 Inside Reporting, 2012 Literature & Composition (AP Lit, 2014 Literature Common Core 10, 2012 Literature Common Core 11, 2013 Literature Common Core 9, 2012 PATTERNS FOR COLLEGE WRITING, 2004 Webster's II New College Dictionary, 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Big Ideas Math, Algebra 1, Big Ideas Learning, LLC, 2015 Big Ideas Math, Geometry, Big Ideas Learning, LLC, 2015 Big Ideas Math, Algebra 2, Big Ideas Learning, LLC, 2015 Precalculus With Limits, Cengage Learning, 2014 ADVANCED MATHEMATICAL CONCEPTS: 2002 CALCULUS (AB) 1 GRAPHICAL, NUMERICAL, ALGEBRAI, 2006 CALCULUS (BC) (AP), 1998 MATHEMATICS HL & SL WITH HL OPTIONS - IB, 2010 MATHEMATICS HL (CORE) - (BLUE) 3rd E,: 2013 Mathematics HL Calculus, 2013 Mathematics SL, 2013 Practice of Statistics, 2013 PRE-ALGEBRA:A TRANSITION TO ALGEBRA, 1995 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	BIOLOGY AP: 2008 BIOLOGY HONORS: 2008 BIOLOGY IB: 2008 Biology Regular - Cheetah: 2008 CHEMISTRY (regular): 2007 CHEMISTRY : MATTER AND CHANGE (honors): 2007 CHEMISTRY AP: 2007 CHEMISTRY IB: 2007 CONCEPTUAL PHYSICS (Physics & IB HL 1&2): 2006 EARTH SCIENCE: GEOLOGY, THE ENVIRONMENT, AND THE UNIVERSE: 2008 FUNDAMENTALS OF PHYSICS (Physics C AP) 7th Ed.: 2008 LIVING IN THE ENVIRONMENT: 2007 MARINE BIOLOGY : 2008 Physics (AP 1) : 2014 PHYSICS IB: 2006 SCIENCE SPECTRUM: PHYSICAL SCIENCE: 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	AMERICAN GOVERNMENT: 2006 Economics - AP Edition: 2012 ECONOMICS: PRINCIPLES & PRACTICES: 2005 GOVERNMENT BY PEOPLE - AP: 2008 HISTORY OF LATIN AMERICA: 2004 ONE WORLD, MANY CULTURES: 2004 Paris 1919: Six Months That Changed the World: 2009 Psychology for AP: 2012 THE AMERICAN PAGEANT (AP): 2008 THE AMERICANS (NEW): 2008 TWENTIETH CENTURY: A Brief Global History: 2003 WESTERN CIVILIZATION: 2006 WORLD HISTORY: MODERN TIMES: 2007 Elective Psychology for AP: 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>Chinese Chinese Link: Elementary (Simp Char Vers) (Lvl 1: Pt 1): 2008 Chinese Chinese Link: Elementary (Simp Char Vers) (Lvl 1: Pt 2): 2008 Chinese Chinese Link: Elementary (Trad Char Vers) (Bks 1: Pt 2): 2010 Chinese Chinese Link: Elementary (Trad Char Vers) (Bks Pt 1): 2010 Chinese INT CHINESE, LEVEL 1 PART 2: 2006 Chinese INTEGRATED CHINESE - LEVEL 1 PART 2 - SIMPLIFIED: 2005 Chinese INTEGRATED CHINESE (HONORS 2) 1 / 1: 2002 Chinese INTEGRATED CHINESE (HONORS 3) Level 1-Part 2: 2002 Chinese INTEGRATED CHINESE L.1 PT. 2 TRADITIONAL: 2002 Chinese Integrated Chinese Level 1 Part 1 Simplified Wbk: 2007 Chinese Integrated Chinese Level 1 Part 1 Traditional Wbk: 2007 Chinese Integrated Chinese Level 1 Part 2 Traditional Wbk: 2007 Chinese INTEGRATED CHINESE, LEVEL 2: 2009 French ALLEZ VIENS 1: 2000 French ALLEZ VIENS 2: 2008 French ALLEZ VIENS 3: 2009 French AP FRENCH CULTURE EXAMINATION: 2011 French DISCOVERING FRENCH NOUVEAU 1 (NEW): 2008 French Discovering French Rouge 3: 2012 French French: Three Years: 2011 French Listening Comprehension Skills French: 2007 French TRESOR DU TEMPS (NEW): 2000 Korean Dynamic Korean 2: 2011 Korean Dynamic Korean 3: 2012 Korean DYNAMIC KOREAN LANGUAGE- ADVANCED 1 (lt. blue) Korean 2 class: 2000 Korean KOREAN LANGUAGE - 5 (Korean 4 & Honors): 2004 Korean KOREAN LANGUAGE-BR.BLUE/Level 1-2nd semester: 2000 Korean KOREAN LANGUAGE-GRAY/Advanced 2 - Level 3: 2000 Korean KOREAN LANGUAGE-PURPLE/Beg 2-Level 1 - 1st semester: 2000 Spanish Abriendo Paso Gramatica: 2013 Spanish Abriendo Paso Temas y Lecturas: 2013 Spanish Ap Spanish Preparing for the Language and Culture: 2013 Spanish IMAGINA (SPANISH 4 REGULAR) : 2006 Spanish PASAJES: 2009 Spanish REALIDADES 1: 2006 Spanish REALIDADES 2: 2006 Spanish REALIDADES 3: 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Comprehensive Health, The Goodheart Wilcox Company, Inc.: 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Art ART THROUGH THE AGES: 1999 Art HISTORY OF ART: 1994 Art MUSIC, AN APPRECIATION: 2003 Art SCENES FOR ASPIRING ACTORS: 1997 Art THEATER: ART IN ACTION: 2013 Art TONAL HARMONY (NEW): 2009 ROP PHOTO & DIGITAL IMAGING: 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Diamond Bar High School on an annual basis in accordance with Education Code §17592.72(c)(1). Diamond Bar High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 4, 2017. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2017-18 all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 4, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	69	79	74	75	48	48
Math	75	75	72	73	36	37

* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	80	83	84	84	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.7	31.2	42.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	814	805	98.9	82.7
Male	391	386	98.7	84.5
Female	423	419	99.1	81.2
Black or African American	22	20	90.9	55.0
Asian	518	513	99.0	86.6
Filipino	26	26	100.0	96.2
Hispanic or Latino	140	138	98.6	65.9
White	91	91	100.0	89.0
Socioeconomically Disadvantaged	79	77	97.5	68.8
English Learners	71	69	97.2	40.6
Students with Disabilities	48	48	100.0	18.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	818	803	98.17	78.58
Male	393	387	98.47	75.19
Female	425	416	97.88	81.73
Black or African American	20	20	100	45
Asian	522	515	98.66	84.27
Filipino	30	29	96.67	86.21
Hispanic or Latino	144	141	97.92	57.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	82	95.35	84.15
Two or More Races	11	11	100	81.82
Socioeconomically Disadvantaged	85	83	97.65	62.65
English Learners	108	106	98.15	47.17
Students with Disabilities	43	40	93.02	20
Foster Youth	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	818	803	98.17	74.6
Male	393	387	98.47	73.64
Female	425	416	97.88	75.48
Black or African American	20	20	100	45
Asian	522	515	98.66	86.6
Filipino	30	29	96.67	68.97
Hispanic or Latino	144	141	97.92	39.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	82	95.35	68.29
Two or More Races	11	11	100	90.91
Socioeconomically Disadvantaged	85	83	97.65	56.63
English Learners	108	106	98.15	66.04
Students with Disabilities	43	40	93.02	10
Foster Youth	--	--	--	--

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.

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)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), the school marquee, the school website, teacher websites, GLC Quarterly, senior bulletins, voice mail, and the "Magnificent 7". Contact the school office at (909) 594-1405 for more information on how to become involved in your child's learning environment.

Parent Organization - The "Magnificent 7" consists of the following organizations:

- Brahma Boosters
- Brahma Foundation
- Council of African American Parents (CAAP)
- Chinese American Parent Association (CAPA)
- Korean American Parent Association (KAPA)
- Hispanic Organization for Parents and Education (HOPE)
- South Asian Parents Association (SAPA)

School Activities - The "Magnificent 7" actively promote parent participation in the following activities:

- "Rodeo Round-Up"
- Back to School Night
- Open House
- Sports Events
- Student Performances
- Freshman Orientation
- Performing Arts Events
- College Nights
- College Financial Aid & Registration Workshops
- College Tours
- BINGO Fundraisers
- International Baccalaureate Orientation
- WASC focus group participation
- Wellness Center Support
- AP Exam proctoring
- Scholarship Fundraising
- LCAP Focus Groups

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.

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Diamond Bar High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements.

Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in September 2017.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	3.22	3.38	2.11
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.42	1.34	1.19
Expulsions Rate	0	0	0.01
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	9.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	350

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	24	24	26	50	50	36	33	33	27	47	47	56
Mathematics	28	28	29	20	20	22	40	40	29	41	41	49
Science	26	26	26	19	19	21	32	32	39	29	29	21
Social Science	28	28	25	24	24	28	17	17	28	34	34	28

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

- AP Computer Science
- Environmental Science
- Virtual Business
- Architectural Drafting
- Business Fundamentals
- Civil Law
- Computer Hardware, Electrical, and Network Engineering
- Next Generation Science Standards
- Computer Service Technology
- Engineering Design
- iLit - English Language Development Software
- Graphic Arts Technology
- Keyboarding (Typing)
- Other Marketing, Sales, and Service
- Robotics
- Small Business Ownership & Management
- Video Production

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,760	\$48,522
Mid-Range Teacher Salary	\$73,930	\$75,065
Highest Teacher Salary	\$103,090	\$94,688
Average Principal Salary (ES)	\$121,740	\$119,876
Average Principal Salary (MS)	\$130,512	\$126,749
Average Principal Salary (HS)	\$139,954	\$135,830
Superintendent Salary	\$276,250	\$232,390
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title II
- Title III
- State Lottery

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,915	\$919	\$4,996	\$73,729
District	♦	♦	\$7,500	\$81,678
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-33.4	-2.6
Percent Difference: School Site/ State			-9.8	7.1

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Diamond Bar High School	2013-14	2014-15	2015-16
Dropout Rate	1.4	0.4	1.5
Graduation Rate	98.46	99.05	97.72
Walnut Valley Unified School District	2013-14	2014-15	2015-16
Dropout Rate	1.6	0.9	1.7
Graduation Rate	98.09	98.47	97.49
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1123
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.01
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	68.26

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	3	♦
Foreign Language	3	♦
Mathematics	2	♦
Science	5	♦
Social Science	3	♦
All courses	18	39.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	98.38	99.01	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	100	80.17
Asian	98.96	99.05	94.42
Filipino	100	100	93.76
Hispanic or Latino	93.52	96.91	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	100	100	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	87.8	94.44	63.9
English Learners	88.89	89.61	55.44
Students with Disabilities	100	100	85.45
Foster Youth	0	100	68.19

Career Technical Education Programs

In 2016-17, Diamond Bar High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

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.