

Diamond Creek Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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	Lisa Phillips
Email Address	lphillips01@rcsdk8.org
School Website	www.rcsdk8.org
Grade Span	K-5
County-District-School (CDS) Code	CDS 31669103130234

2025-26 District Contact Information

District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Email Address	
District Website	www.rcsdk8.org

2025-26 School Description and Mission Statement

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

- At Diamond Creek we commit to build personal relationships with EACH of our students by greeting students by name daily, holding class meetings, with an increased focus on prioritizing interactions with students outside of our own classrooms.

*At Diamond Creek we commit to building a community for ALL students by creating and facilitating activities that promote a sense of belonging through our Village System meetings and rallies and by doing team building activities.

- At Diamond Creek we will explicitly teach PBIS and village expectations using common 'LEAD' language (Trailblazers are Listeners, Empathetic, Accountable and Disciplined) and voice levels, while consistently reinforcing positive behaviors with behavior specific praise and Blazer Bucks. We will collect data on behavior through the use of ODRs and use them as a tool to drive our next steps when students need reteaching and additional support.

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 twenty fifth year of operation, having many unique features including classrooms built around an inner pod for planning, conferences, and small group teaching. It has three small playgrounds, and it is connected to a small community park maintained by the City of Roseville. The 1850's era of paddle-wheels 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'.

2025-26 School Description and Mission Statement

Diamond Creek opened on August 22, 2001 with seventeen permanent classrooms, a multipurpose room and administrative building. Today Diamond Creek serves over 550 students with twenty-two general education teachers, four special education teachers, one Physical Education teacher, and one Music Teacher. Our teaching practices at Diamond Creek Elementary School reflect the California Content Standards focusing on rigor in the subjects of reading, writing, oral language, literature, math, science, and physical education.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	78
Grade 2	81
Grade 3	104
Grade 4	90
Grade 5	97
Total Enrollment	547

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
American Indian or Alaska Native	0.4
Asian	10.2
Black or African American	3.8
Filipino	3.5
Hispanic or Latino	18.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	12.4
White	51.4
English Learners	8.8
Foster Youth	0.2
Homeless	0.5
Socioeconomically Disadvantaged	34.4
Students with Disabilities	20.1

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.

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)	26.7	95.26	517.1	93.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.18	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.3	0.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	16.3	2.96	11953.1	4.28
Unknown/Incomplete/NA	1.3	4.74	14.4	2.61	15831.9	5.67
Total Teaching Positions	28	100	553.3	100	279044.8	100

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.

2022-23 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)	31.2	95.36	510.7	93.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.18	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.5	1.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.3	2.81	11746.9	4.23
Unknown/Incomplete/NA	1.5	4.61	11.3	2.08	14303.8	5.15
Total Teaching Positions	32.7	100	544.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	25.5	96.23	527.4	93.77	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.3	0.24	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.3	1.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	2.51	12112.8	4.34
Unknown/Incomplete/NA	1	3.77	12.2	2.18	13705.8	4.91
Total Teaching Positions	26.5	100	562.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 25, 2025, 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.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance 2024	0
Mathematics	Houghton Mifflin - Harcourt Expressions 2015	0
Science	Discovery Education 2020	0
History-Social Science	TCI Social Studies Alive 2025	0

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

School Facility Conditions and Planned Improvements

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 – Exemplary

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Multiple stained ceiling tiles in rooms K2. Dry rot is present on P25 and P28. Flooring tiles in the K2 restroom are lifting and need to be repaired.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain not working in room 19.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	70	65	56	58	47	48
Mathematics (grades 3-8 and 11)	66	67	49	51	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	292	286	97.95	2.05	65.03
Female	134	130	97.01	2.99	66.15
Male	158	156	98.73	1.27	64.10
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	68.97
Black or African American	12	12	100.00	0.00	75.00
Filipino	--	--	--	--	--
Hispanic or Latino	59	58	98.31	1.69	70.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	34	100.00	0.00	61.76
White	152	147	96.71	3.29	62.59
English Learners	18	16	88.89	11.11	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	101	99	98.02	1.98	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	51.35

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	292	288	98.63	1.37	66.67
Female	134	132	98.51	1.49	60.61
Male	158	156	98.73	1.27	71.79
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	72.41
Black or African American	12	12	100.00	0.00	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	59	58	98.31	1.69	68.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	34	100.00	0.00	82.35
White	152	149	98.03	1.97	63.76
English Learners	18	18	100.00	0.00	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	101	101	100.00	0.00	56.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	48.65

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	51.49	60.42	43.48	43.52	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	96	97.96	2.04	60.42
Female	46	45	97.83	2.17	51.11
Male	52	51	98.08	1.92	68.63
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	64.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	56	55	98.21	1.79	61.82
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00	0.00	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 5	99%	99%	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.

2025-26 Opportunities for Parental Involvement

Our key contacts are: Jessica Knowlton, President, School Site Council (916) 771-1760, Jennifer Banducci, PTC President, (916) 771-1760 or <https://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 have over twenty 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 who donate resources and time to support our students in various ways, including sponsoring our PBIS/Villages program, school enrichment activities, fundraising for site improvements, and purchasing library books. They also organize school events such as our Fall Festival, Book Fairs, Walk-a-Thon, and Dine and Donate events. Our Watch D.O.G.S. program enables parents to volunteer, build relationships, and serve as positive role models for our students. Many parents and community members volunteer their time, sharing their career choices with students. These include police officers, legislators, firefighters, and military personnel.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	572	565	44	7.8
Female	264	264	17	6.4
Male	308	301	27	9.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	59	59	5	8.5
Black or African American	23	23	1	4.3
Filipino	21	20	3	15.0
Hispanic or Latino	106	102	11	10.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	70	69	2	2.9
White	290	289	21	7.3
English Learners	51	51	5	9.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	207	205	23	11.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	131	126	17	13.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.4	1.02	1.4	1.68	2.51	2.04	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.02	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.40	0.00
Female	1.52	0.00
Male	1.30	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.70	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.43	0.00
White	0.69	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.05	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Diamond Creek's School Safety Plan is designed to ensure the well-being of all students, staff, and visitors on campus. This plan is reviewed and updated annually to reflect best practices, changes in state and district policies, and feedback from previous years. Our School Safety plan has been updated and reviewed by the School Site Council on December 8, 2025, and will be submitted for final approval by the board in February 2026. The plan is available for you to review upon request. Please make an appointment at (916) 771-1760. Evacuation, Shelter, Secure, and Lockdown drills are practiced regularly 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 during emergencies.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	14	15	0
1	24	5	28	0
2	25	5	23	5
3	21	11	28	0
4	20	17	28	0
5	22	11	28	0
6	0	0	0	0
Other	13	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	7	21	0
1	20	28	0	0
2	25	0	28	0
3	22	0	28	0
4	23	0	28	0
5	27	7	21	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	12	12	
1	20	6	18	
2	20	18	6	
3	26		24	
4	30		18	
5	32		12	

2024-25 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	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$15,503	\$5,253	\$10,250	\$134,800
District	N/A	N/A	\$10,575	\$131,673
Percent Difference - School Site and District	N/A	N/A	-3.1	31.8
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-5.0	33.3

Fiscal Year 2024-25 Types of Services Funded

Diamond Creek receives district funds to support its academic, behavior and social emotional educational programs. Reading intervention materials, including iReady, SIPPS, Secret Stories, Flocabulary, Heggerty, Luminous Minds, UFLI, and small guided readers, have been purchased with LCFF funds for teachers to use during intervention time with students. District funding provides all students 2-5 at Diamond Creek with access to iReady instructional licenses for ELA, which are used in classrooms on a daily basis. The District funds Lexia license access for all K-1 students for additional reading support. LCFF funds are used to provide access to iReady Instructional Licenses for MATH for Grades 3-5. Students in grades K through 5 are 1:1 with Chromebooks which is District funded. LCFF funds are also being utilized to support the implementation of our school-wide Positive Behavioral Interventions and Supports program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$53,584	\$61,597
Mid-Range Teacher Salary	\$104,574	\$98,902
Highest Teacher Salary	\$121,753	\$126,340
Average Principal Salary (Elementary)	\$138,129	\$158,383
Average Principal Salary (Middle)	\$162,430	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$275,600	\$288,332
Percent of Budget for Teacher Salaries	39.17%	31.29%
Percent of Budget for Administrative Salaries	5.66%	5.38%

Professional Development

In alignment with the Roseville City School District's board goals, the Professional Development Advisory Committee (PDAC) developed a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that aligns with this plan during four professional development days, which include both district- and site-based sessions focused on advancing site goals within the district's overall priorities. 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 in-services. An emphasis on phonics instruction, comprehension strategies, and integrating language development into our English Language Arts lessons and Effective Math Block Instructional strategies. Teachers are supported in these efforts through collaborative conversations in PLC groups, teacher-principal meetings, and classroom walk-throughs. Throughout each Benchmark unit in ELA, teachers have been given time during professional development to determine essential standards to be taught in each unit and collaborate on a common assessment to assess the progress of these standards each week. Time is spent each week in PLC meetings reviewing the data from each common assessment and determining what instruction students need moving forward in order to master the essential standard.

With the implementation of Tier 1 PBIS during the 2022-2023 school year, all staff members of Diamond Creek have also participated in Professional Development centered around the main components of PBIS, including Defining and Teaching School-wide Behavior Expectations, Monitoring and Acknowledging students following these behavior expectations, Responding to and Supporting Behavior, and using data for decision-making. During the 2023-2024 school year, Diamond Creek had a team participate in PBIS Tier 2 implementation training. Work will continue this school year to implement Tier 2 interventions for individual and small group support activities. During the 2025-2026 school year, the Diamond Creek Staff will participate in year 1 of Restorative Practices training. This year, our PBIS Tier 1 and Tier 2 teams will also participate in PBIS Bridging training for the new Tiered Fidelity Inventory 3.0, which will be implemented in the 2026-2027 school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	4