

# Alturas Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Alturas Elementary School
<b>Street</b>	809 West 8th St.
<b>City, State, Zip</b>	Alturas, CA 96101
<b>Phone Number</b>	530.233.7201 Ext. 201
<b>Principal</b>	Greg Kuld
<b>E-mail Address</b>	gkuld@modoc.k12.ca.us
<b>Web Site</b>	
<b>CDS Code</b>	25735856025845

<b>District Contact Information</b>	
<b>District Name</b>	Modoc Joint Unified School District
<b>Phone Number</b>	(530).233.7201
<b>Superintendent</b>	Tom O'Malley
<b>E-mail Address</b>	tomalley@modoc.k12.ca.us
<b>Web Site</b>	<a href="http://www.modoc.k12.ca.us/">http://www.modoc.k12.ca.us/</a>

## School Description and Mission Statement (School Year 2018-19)

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### ALTURAS ELEMENTARY SCHOOL MISSION STATEMENT

The mission of Alturas Elementary School is to use shared decision-making by teachers, students, administrators, parents, and community members to provide a clean, caring, safe, and stimulating learning environment, and to develop the potential of every child so that each child can become a successful citizen with self-respect, critical thinking skills, and an understanding of democratic ideals.

Our school's purpose is to develop the potential of every child so that each child can become a successful citizen with self-respect, critical thinking skills, and an understanding of democratic ideals. To fulfill this purpose, our staff provides an academic program with high standards of student achievement within a comfortable and inviting learning environment. Student work is on display in classrooms and hallways of all the buildings. Teachers use many strategies to reach students with different styles of learning. In the last few years, we have worked toward developing several types of support for students who are not meeting grade-level goals. The adoption of a current, rigorous, state adopted ELA curriculum with professional development support is the beginning to improving student performance. Each grade level is also conducting intense intervention at designated times of the day to address the needs of those students that are considerably below grade level. Many teachers are also opening their doors to students after school for additional assistance and a quiet place to work.

Alturas Elementary School (AES), in conjunction with Modoc County Office of Education, are designing a 5-year plan for implementing the Positive Behavior Interventions and Supports (PBIS) system, a system to guide students toward positive strategies to assist them in having successful experiences at school and in life. There are monthly assemblies celebrating student success and positive behaviors. AES is also being trained in Trauma Informed Care, a system dedicated to understanding and adopting behaviors supportive to students that have, or are, experiencing various forms of trauma.

**Buildings:** Everyone takes pride in our well-maintained campus and facilities. District maintenance and custodial crews are outstanding in their success at keeping the site in excellent condition. The initial building, constructed in the 1960s, houses six classrooms, a faculty workroom/lounge, and the administrative complex. The second main building, built in the 1980s, holds eight classrooms, two teacher work areas and a multipurpose room. Portable buildings house the library, the speech room, the music room, and additional classrooms. There are adequate restroom facilities for students and staff. Classrooms have telephones, teacher and student computers, and the majority of classrooms contain active boards.

**Library:** The library is housed in a separate building and contains approximately 13,000 volumes. Staffed by a media specialist, the library is the hub of the Accelerated Reader program. Classrooms visit the library at least once a week. The library also remains open during the summer months for students to check out books and take Accelerated Reader tests. The library houses several student computers also.

**Computers:** Alturas Elementary School has 180 Chromebooks available for student use. These are either housed in classrooms or on mobile carts. In addition to the Chromebooks, student desktop computers (one to three) are available in classrooms for student use if available. All computers are connected to the school/district server and to the internet. Students are utilizing technology to reinforce or expand on the standards-based lessons being taught in the classroom. All staff members have a desktop computer that they utilize for educational software, recording/reporting of grades, lesson planning, materials production, and communication with peers/parents. Staff members are incorporating technology skills in either ELA or math lessons that are appropriate to the age level and following approved California Department of Education guidelines.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Kindergarten	78
Grade 1	65
Grade 2	73
Grade 3	57
Grade 4	69
Grade 5	63
<b>Total Enrollment</b>	<b>405</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	6.2
Asian	1.2
Filipino	0.5
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	0.2
White	71.6
Socioeconomically Disadvantaged	65.9
English Learners	5.2
Students with Disabilities	7.2
Foster Youth	1.2

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	17	16	44
Without Full Credential	2	5	5	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	TK - 5th - Benchmark Advance	Yes	0
Mathematics	TK - 5th - McGraw Hill, My Math	Yes	0
Science	K - 3 - Delta Science, Full Option Science Series; Grades 4-5 - McMillan McGraw Hill, CA Science	Yes	0
History-Social Science	K - - Houghton Mifflin, California Studies	Yes	0
Visual and Performing Arts	K - 5 - SRA, SRA Connections	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Alturas Elementary School and its grounds are clean and in excellent condition. Deferred maintenance is practiced. New ramps, concrete, and blacktop have provided increased safety. Wood chip fill is regularly installed under the playground equipment. Interior and exterior lighting retrofits have been completed at various locations. Blacktop replacement is scheduled for 2019/2020 at various locations. Geothermal heating retrofit is taking place at the campus and is scheduled for completion in 2018/2019.

The facilities inspections occurred in May 2017. There were no major repairs needed. Monthly local inspection is conducted by staff and all safety features are addressed immediately. The next inspections and rating of facilities will occur early 2019 by Northern California Schools Insurance Group Risk Control Consultant.

**School Facility Good Repair Status (Most Recent Year)**

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

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: September 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2018	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	26.0	26.0	35.0	31.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	22.0	19.0	25.0	21.0	37.0	38.0

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

Note: 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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	184	97.35	25.54
Male	99	95	95.96	16.84
Female	90	89	98.89	34.83
Black or African American	--	--	--	--
American Indian or Alaska Native	19	19	100.00	15.79
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	29	93.55	24.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	121	97.58	25.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	126	96.92	19.84
English Learners	15	15	100.00	26.67
Students with Disabilities	15	15	100.00	0.00
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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	184	97.35	19.02
Male	99	95	95.96	17.89
Female	90	89	98.89	20.22
Black or African American	--	--	--	--
American Indian or Alaska Native	19	19	100	10.53
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	29	93.55	20.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	121	97.58	17.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	126	96.92	15.87
English Learners	15	15	100	20

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	15	15	100	0
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.

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.1	21.3	14.8

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

Parents are an integral part of our success. Parent participation on the School Site Council is crucial for the development of our School Site Plan and for overseeing the use of state and federal funding. With all of the changes with Local Control Accountability Plans (LCAP) and Local Control Funding Formula (LCFF), it is more important than ever to have parents on our teams. Our PTO supports and sponsors fund-raising events, such as our Jog-a-Thon, a school staff appreciation week, Winter Blues Bingo, and year-end field days. Parents play a vital role in the classroom, volunteering for special events or for daily classroom support, and even on the playground. We encourage parents to become involved in their child's education. Parents are encouraged to monitor their child's progress on a regular basis through the district's grading and communication system or through the MJUSD app. We believe that parents and teachers working together will help their child to succeed. The contact people for parent involvement are Greg Kuld, Wendi Lowrey, and Ericka Hays. The phone number is (530) 233-7201.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.7	3.0	6.5	7.0	9.7	12.1	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	1.0	0.4	0.1	0.1	0.1

#### School Safety Plan (School Year 2018-19)

Teachers, staff, administration, and maintenance review our school and district safety and emergency procedures regularly. Teachers evaluate their classrooms monthly and provide the maintenance department with a checklist of any needed repairs. The district's comprehensive safety plan includes drills for fire, earthquake, and intruder alerts, as well as practicing safe behavior on school buses. AES holds fire drills monthly and earthquake drills four times per year. We practice monthly intruder drills (soft or hard lockdowns) every month as well. Additionally, all staff have walkie-talkies, use the Remind app for emergency communication, and safety announcements can be made over the intercom from any school phone. The district has updated the district safety manual and the emergency exit plans for each classroom.

Badges are required for volunteers and guests. Guests check in at the main office to receive this badge. Two stop signs, visitor parking signs and speed limit signs are in the parking lot. Handicap parking, loading zones, and parking areas are marked. There is a telephone in every classroom. The grounds are checked by staff daily for cleanliness and safety. The district safety committee meets regularly and is active in looking at ways to increase the safety of our students. The installation of a buzzer and camera system at the main doors was completed prior to the start of the 2016/2017 school year. All exterior doors have windows or peep holes through which staff members can assess the threat related to anyone knocking on the door. Each staff member has a radio, and the school conducts weekly communication checks to make sure the radios are operating and the staff members are using them correctly. At the beginning of the school year staff is given a refresher ALICE course dealing specifically with an active shooter situation.



## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	43	1	3	2	27	4	2	2	22	4	2	1
1	22	24		2	29		26	2	24		27	1
2	23	10	17	2	20	26		2	19	38		1
3	20	28		2	21	3	19		18	30		1
4	23	14	13	2	31		18	2	22	7	23	1
5	28	1	18	2	21	16	15	2	18	19	18	1
Other	14	1	1		30	1	10	2				

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

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site		464.00		
District	N/A	N/A		\$56,070
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

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### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,133	\$42,990
Mid-Range Teacher Salary	\$73,585	\$61,614
Highest Teacher Salary	\$79,934	\$85,083
Average Principal Salary (Elementary)	\$78,689	\$100,802
Average Principal Salary (Middle)	\$75,382	\$105,404
Average Principal Salary (High)	\$90,157	\$106,243
Superintendent Salary	\$120,000	\$132,653
Percent of Budget for Teacher Salaries	33.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

### Professional Development (Most Recent Three Years)

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Annually, MJUSD re-evaluates its annual focus items. All schools in the district plan teacher workshops accordingly to develop and implement their own focus, based on the district plan. A Professional Learning Committee has been implemented district-wide, with each school working in tandem to articulate goals and practices. The focus is on student learning and the Multi-Tiered System of Supports, including the three domains: 1) Academics, 2) Behavioral, and 3) Social Emotional. AES has an elected Professional Development Team that represents one member per two grade levels. This allows for representation in planning, and dissemination of plans to staff.

Throughout the district, and in each site, teachers meet either with other grade level teachers or by department. Meetings are held nearly weekly, and teachers analyze data, examine and assess student work, and plan goals and assessments. Conference attendance is still a part of professional development, as evidenced by teachers' and administrators' attendance at AVID Summer Institute and other conferences geared toward advancing teacher knowledge of how to help students meet or exceed state standards. Several conferences and trainings that have been attended by various Alturas Elementary staff members or are planned for this year include; Capturing Kids Hearts, PBIS, Trauma Informed Instruction / Care, RESULTS, SIPPS, Fred Jones Tools for Teaching, AVID, Benchmark 1.5, Interventions, and Online Tools, and NWEA MAP Data Uses and Intervention Planning.