

# Alturas Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Alturas Elementary School
<b>Street</b>	809 West 8th Street
<b>City, State, Zip</b>	Alturas
<b>Phone Number</b>	(530)233-720 ext. 1200
<b>Principal</b>	Beckie Lewis
<b>Email Address</b>	blewis@modoc.k12.ca.us
<b>Website</b>	aes.modoc.k12.ca.us
<b>County-District-School (CDS) Code</b>	25735856025845

Entity	Contact Information
<b>District Name</b>	Modoc Joint Unified School District
<b>Phone Number</b>	(530) 233-7201
<b>Superintendent</b>	Tom O'Malley
<b>Email Address</b>	tomalley@modoc.k12.ca.us
<b>Website</b>	<a href="http://www.modoc.k12.ca.us/">http://www.modoc.k12.ca.us/</a>

## School Description and Mission Statement (School Year 2019-20)

### 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.

Technology: Alturas Elementary School has 180 Chromebooks available for student use. This year, the three 5th grade classes became the first grade level to have 1 to 1 Chromebooks to use, daily. Chromebooks 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 2018-19)

Grade Level	Number of Students
Kindergarten	74
Grade 1	59
Grade 2	66
Grade 3	70
Grade 4	62
Grade 5	68
<b>Total Enrollment</b>	<b>399</b>

#### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	5.8
Asian	0.8
Filipino	0.5
Hispanic or Latino	17.3
Native Hawaiian or Pacific Islander	0.3
White	71.2
Two or More Races	3
Socioeconomically Disadvantaged	67.7
English Learners	4
Students with Disabilities	10.3
Foster Youth	2.8
Homeless	

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	16	15	41
Without Full Credential	5	5	6	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

**Year and month in which data were collected:** December 2016

We choose our textbooks from lists that have already been approved by state education officials. We use a district-wide adoption process that includes teachers, parents, students and administrators. We have also reported about our textbooks called for by the Williams legislation of 2004. We report to the board in September about the sufficiency of our textbooks as well as any complaints. This online report shows whether we had a textbook for each student in each core course during the 2019-20 school year and whether those textbooks covered the California Content Standards.

AES is currently in the process of selecting a new math curriculum. We are piloting Eureka Math for the 2019/20 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 was completed during the 2019 summer at various locations. Geothermal heating retrofit at the campus was completed in 2018/2019.

The facilities inspections occurred in October of 2019. 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 in 2021 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

**Year and month of the most recent FIT report:** October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<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	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	26	32	31	35	50	50
Mathematics (grades 3-8 and 11)	19	23	21	23	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	202	199	98.51	1.49	31.66
Male	100	99	99.00	1.00	26.26
Female	102	100	98.04	1.96	37.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	17	17	100.00	0.00	11.76
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	34.38
Native Hawaiian or Pacific Islander					
White	139	136	97.84	2.16	33.82

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	144	142	98.61	1.39	28.87
English Learners	14	14	100.00	0.00	28.57
Students with Disabilities	23	22	95.65	4.35	9.09
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	203	199	98.03	1.97	23.12
Male	100	98	98.00	2.00	23.47
Female	103	101	98.06	1.94	22.77
Black or African American	--	--	--	--	--
American Indian or Alaska Native	17	17	100.00	0.00	17.65
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	30.30
Native Hawaiian or Pacific Islander					
White	139	135	97.12	2.88	22.96
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	145	142	97.93	2.07	21.13
English Learners	14	14	100.00	0.00	21.43
Students with Disabilities	23	22	95.65	4.35	9.09
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.5	30.8	23.1

Note: 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.



## 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 2019-20)

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 PBIS team (Positive Behavioral Interventions & Supports) includes parent representation. In an effort to improve our social culture on the campus, our PBIS team ensures that there is staff support and fidelity in our ongoing implementation and sustainability of PBIS. Our Parent Teacher Organization (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 succeed. The contact people for parent involvement are Beckie Lewis, 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.0	6.5	4.4	9.7	12.1	11.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	1.0	0.4	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Teachers, staff, administration, and maintenance complete a variety of school safety training modules through Public School Works. They also 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. The installation of new fencing and a locked gate was installed at east side of the campus in the fall of 2019. 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	2016-17			2017-18			2018-19			
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
K	27	4	2	22	4	2	25	4	1	1
1	29		26	24		27	21	11	15	1
2	20	26		19	38		22		27	
3	21	3	19	18	30		20	25		1
4	31		18	22	7	23	21	12	17	1
5	21	16	15	18	19	18	22	5	26	1
Other**	30	1	10				20	9		1

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

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

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6161	483	5678	54152
District	N/A	N/A	9268	56057
Percent Difference - School Site and District	N/A	N/A	-48.0	-3.5
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	-27.7	-17.8

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 2018-19)

**Specialized Resource Staff:** Modoc Joint Unified School District and Modoc County Office of Education and other Modoc County agencies work together to provide social-workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists work on an as-needed basis at Alturas Elementary School and other schools in our district. We are concentrating on improving students’ achievement through a variety of programs, including AVID, Accelerated Reader, small group instruction, Instructional aide support, and tutoring opportunities. These programs are offered during the school day and after school. Our staff welcomes parent input and communicates with parents regularly via the web-based app, phone, email, student planners, and school newsletters.

**Academic Guidance Counselors:** A district counselor is available at the request of teachers or parents. In all schools, classroom teachers may counsel students. A school site, district, or county counselor is also available, and the school principal may serve as a counselor also.

**Gifted and Talented Education:** Teachers accommodate gifted and talented students in their classroom by increasing the pace of their learning. Sometimes students move up a grade in their academic area of strength but stay with their own grade for other subjects. Teachers may frequently work with the individual student.

**Special Education Program:** A Modoc County Office of Education Specialist is available daily for special needs students through the Modoc County Office of Education. The county provides special education resource aide hours as needed. Students with Individualized Education Programs (IEPs) receive accommodations in the classroom according to their needs. The Modoc County Office of Education provides psychological and speech services as needed.

**English Learner Program:** All our teachers are certified to teach English learners and these strategies are embedded into all classes. We offer a small group ELD pullout model during the school day to help any student in need of language acquisition. Staff members use appropriate strategies in all their classes to ensure the English learners have full access to the curriculum. AES encourages the parents of English learners to join our School Site Council, where they can have English translated into Spanish.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,011	\$43,574
Mid-Range Teacher Salary	\$54,102	\$63,243

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$81,473	\$86,896
Average Principal Salary (Elementary)	\$82,751	\$103,506
Average Principal Salary (Middle)	\$79,384	\$108,961
Average Principal Salary (High)	\$94,941	\$108,954
Superintendent Salary	\$122,500	\$136,125
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	26	26	25

Each school year, 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; Eureka Math, BER Guided Reading Instruction, Capturing Kids Hearts, PBIS, Trauma Informed Instruction / Care, RESULTS, SIPPS, AVID, Benchmark 1.5, Interventions, and Online Tools, and NWEA MAP Data Uses and Intervention Planning.