

Alta Sierra Elementary

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Alta Sierra Elementary
Street	16607 Annie Drive
City, State, Zip	Grass Valley, CA 95949
Phone Number	(530) 272-2319
Principal	Thomas Bivens
E-mail Address	tbivens@prsd.us
Web Site	altasierra.prsd.us
CDS Code	29663736105811

District Contact Information	
District Name	Pleasant Ridge Union School District
Phone Number	(530) 268-2800
Superintendent	Rusty Clark
E-mail Address	rclark@prsd.us
Web Site	www.prsd.us

School Description and Mission Statement (School Year 2016-17)

Alta Sierra Elementary is one of three schools in the Pleasant Ridge Union School District. It is located in Nevada County between the communities of Auburn and Grass Valley. Alta Sierra Elementary is a K-5 school serving 325 students. The Principal is Thomas Bivens and the Superintendent is Rusty S. Clark. There are 13 teachers, two Resource Specialists(Learning Center), Speech Therapist, Classroom Music Teacher, Band Instructor (gr.5), Visiting Artists, a District Psychologist (1 day per week), District Nurse (.5 days per week), Health Aide (a.m.), LibraryAide, Technology Aide, and 9 classroom paraprofessionals.

Alta Sierra School has been named a California Distinguished School, an honor awarded annually to only four percent of California schools. It has also been recognized as a National Blue Ribbon School. This is the highest honor awarded to public or private schools in the United States.

Our mission focuses on providing all students with a strong academic foundation,which motivates them to reach their greatest potential. This safe, child-centered environment is best achieved with a positive working partnership among school, home, and community.We are dedicated to working together to ensure that our students are prepared for a changing future by equipping them with the skills and attitudes necessary to become productive, responsible, and creative members of society.

Our high level of student achievement directly reflects the quality of our school’s instructional program. Instruction in our classrooms is guided by a highly trained leadership/instructional team. Staff continually reviews assessment data to ensure that all instruction is providing students with outstanding learning opportunities. This assessment data includes STAR reports (district, school, grade level and individual) as well as benchmark and end-of-unit unit content assessments. Our current API score is878. Each teacher provides accommodations and modifications for students with special needs as well as enrichment opportunities for advanced students.

We offer an after school cross country running program in the fall,a band program, and an after school recreation program(2:00-5:30.) These activities provide balance,motivation, and support for students. In addition, we provide leadership activities for our students with an active Student Council and our on-going cross-age Buddy Class program.We also provide an After School Enrichment Program,which offers classes such as art, science, dance, cooking, disc golf, Lacrosse, “Lego Science,” drama and physical fitness.We continually promote the use of our school facilities with local youth organizations to foster and encourage a broad range of experiences for our children.'

Students receive personal recognition in each class, on the playground, in the cafeteria, as well as before and after school.We have a school wide “Caught Ya’ Being Good” program, a school Honor Code,monthly Student Recognition Assemblies, and a multitude of classroom and grade level incentive programs to motivate students and reward hard work and responsible behavior.

We continually educate ourselves, teach with passion, and consistently include parents in the education of their children. We believe that a strong working relationship between home and school fosters a true sense of belonging and ownership that enhances the overall learning environment. Our students are known for their positive behavior and their outstanding academic achievement.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	81
Grade 1	48
Grade 2	42
Grade 3	61
Grade 4	49
Grade 5	44
Total Enrollment	325

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	.3%
Asian	.9%
Hispanic or Latino	5.5%
Native Hawaiian or Pacific Islander	.6%
White	91%
Two or More Races	2.2%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	15	18	17	56
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 2016/09

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reach For Reading - National Geographic	Yes	0
Mathematics	GO Math! - Houghton Mifflin Harcourt © 2012	Yes	0
Science	CA Science Implementation Network, CSIN, K-3, Adopted in 2000 Harcourt Publishing Co., Harcourt Science, Gr. 4, Adopted in 2008 Macmillan McGraw Hill, California Science, Gr. 5, Adopted in 2008	Yes	0
History-Social Science	Harcourt, Reflections-California, Gr. 4, Adopted in 2007 Macmillan Publishing Co., Making a New Nation, Gr. 5, Adopted in 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Alta Sierra School was first opened in 1985. There are currently 21 classrooms, 2 special education classrooms, library, technology center, office and a kitchen equipped multipurpose room. Due to declining enrollment, some classrooms are being used for music, enrichment programs and small group instruction. School facilities also include a multipurpose grass athletic field, upper and lower playgrounds and playground equipment. All facilities are exceptionally maintained and the landscaping provides the school with a park like setting.

Alta Sierra School provides a safe, clean environment for all students, staff and public use. All facilities are in “good repair” as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California Office of Public School Construction. The school is also maintained by the standards established by the District Board of Trustees.

The maintenance and custodial staff consists of a full time maintenance worker and a full time school custodian. The Assistant Director of Maintenance also provides services to the site. The school is cleaned and maintained on a regular basis. Kitchen facilities are subject to inspection by the county health department. No Williams Act complaints regarding the condition of the school facilities have been filed.

The District is committed to provide an attractive, safe, clean environment that enhances the instructional program and provides for a positive school experience for all students. For more information about the condition of the school facilities, please contact the school principal.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	64	55	54	55	44	48
Mathematics	51	45	50	48	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	58	57	98.3	52.6
	4	49	45	91.8	55.6
	5	42	41	97.6	56.1
Male	3	32	31	96.9	48.4
	4	22	20	90.9	45.0
	5	22	22	100.0	50.0
Female	3	26	26	100.0	57.7
	4	27	25	92.6	64.0
	5	20	19	95.0	63.2
White	3	56	55	98.2	52.7
	4	44	41	93.2	58.5
	5	35	34	97.1	55.9
Socioeconomically Disadvantaged	3	21	21	100.0	42.9
	4	17	15	88.2	13.3
	5	12	11	91.7	36.4

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	58	57	98.3	56.1
	4	49	45	91.8	40.0
	5	42	41	97.6	34.1
Male	3	32	31	96.9	58.1
	4	22	20	90.9	45.0
	5	22	22	100.0	31.8
Female	3	26	26	100.0	53.9
	4	27	25	92.6	36.0
	5	20	19	95.0	36.8
White	3	56	55	98.2	54.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	44	41	93.2	41.5
	5	35	34	97.1	32.4
Socioeconomically Disadvantaged	3	21	21	100.0	42.9
	4	17	15	88.2	6.7
	5	12	11	91.7	9.1

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	81	84	85	79	79	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	42	41	97.6	85.4
Male	22	22	100.0	90.9
Female	20	19	95.0	79.0
White	35	34	97.1	88.2
Socioeconomically Disadvantaged	12	11	91.7	72.7

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

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

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

The entire staff focuses on consistent communication with parents, including them as partners in the education of their children. Holding students accountable for their learning and their behavior is a team effort. Parents play very important roles at Alta Sierra Elementary School through their active participation and involvement in School Site Council, Parents Club, and the Art Docent Program. We are proud of our volunteer program which actively recruits parents and community members, including senior citizens, to work in all of our classrooms. Alta Sierra Elementary school is in its 30th year of operation and has become a community focal point and center for students and their families.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate									
Graduation Rate									

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.8	4.1	2.6	3.1	3.0	2.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Pleasant Ridge Union School District has developed a comprehensive districtwide safety plan that identifies major safety concerns as well as specific prevention and action strategies involving community and local law enforcement agencies. In conjunction with district goals and priorities, Alta Sierra's safety plan ensures a safe and secure campus by maintaining a positive learning environment that uses prevention strategies and emphasizes high expectations for student conduct. We have a Comprehensive School Safety Plan in place at our school which is regularly reviewed and updated as new information becomes available. The date of the last review/update was December, 2016.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100%

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	15	3			20	1	2		24		2	
1	18	3			25		1		22		2	
2	22	1	1		22		3		18	1	1	
3	26		2		20	1	1		19	3		
4	17	1	2		25		2		23		2	
5	17	1	2		16	1	2		21	1	1	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	N/A
Other	0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,603.23	\$1929.27	\$8673.96	\$74,564.43
District	N/A	N/A	\$7667.52	\$72,769.47
Percent Difference: School Site and District	N/A	N/A	13.1	2.5
State	N/A	N/A	\$5,677	\$69,086.0
Percent Difference: School Site and State	N/A	N/A	52.8	7.9

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

Types of Services Funded (Fiscal Year 2015-16)

The estimated expenditures for students attending Alta Sierra Elementary School is \$11,138 per student per year. This provides for all educational services, transportation, instructional material, food and health services through the General Fund, Lottery, Categorical Programs, special state and federal funded programs and grants.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,558	
Mid-Range Teacher Salary	\$63,987	
Highest Teacher Salary	\$82,566	
Average Principal Salary (Elementary)	\$94,704	
Average Principal Salary (Middle)	\$98,430	
Average Principal Salary (High)		
Superintendent Salary	\$132,012	
Percent of Budget for Teacher Salaries	42%	
Percent of Budget for Administrative Salaries	5%	

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The Pleasant Ridge Union School District offers three Professional Development days per year. Curriculum improvement goals and programs are directly correlated to identified needs and are based on student assessment data and input from staff, administration and the Peer Assistance and Review/Professional Development and Assistance program Committee. Areas of professional development may include new curricular adoptions, technology updates, behavior management practices, student health needs, as well as strategies and techniques to effectively implement the curriculum. Specific focus will continue to be placed on student application of the California State Content Standards. Methods include districtwide and site level activities, as well as a "mini conference" style format with outside consultants who provide professional development training. Throughout the year, staff attends on site trainings, conferences, workshops and school visitation. Support for staff is provided by curriculum specialists, Beginning Teacher Support Program (BTSA) coaches, mentor teachers, the district psychologist, district nurse, district counselor, and administration.