

Altamont AES Elementary School



2014-2015 School Accountability Report Card

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CDS: 39-76760-0129312
Serving grades
Kindergarten through Eight



Superintendent
Dr. Kirk Nicholas
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Board of Education
Mr. Matthew Balzarini
Ms. Sharon Lampel
Mr. Shane Nielson
Mr. David Pombo
Mr. Colin Clements

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- View this SARC online at the school and/or LEA websites.

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, the county, and the state. 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).

Community Profile (School Year 2015-16)

Lammersville Unified School District is located in the northwest corner of San Joaquin County in the city of Tracy. Lammersville Unified School District consists of Lammersville Elementary School (K-8th), Wicklund Elementary School (K-8th), Sebastian Questa Elementary School (K-8th), Bethany Elementary School (K-8th), Altamont Elementary School (K-8th) and Mountain House High (9th-12th).

Enrollment By Grade

This chart illustrates the enrollment trend by grade level.

Enrollment Trend by Grade Level	
2014-15	
K	102
1st	67
2nd	79
3rd	76
4th	61
5th	70
6th	63
7th	59
8th	46

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

In the 2014-15 school year, Altamont Elementary School served 623 students in grades kindergarten through eight. This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	6.1%
American Indian or Alaska Native	0.6%
Asian	25.7%
Filipino	12.9%
Hispanic or Latino	20.4%
Native Hawaiian or Pacific Islander	1.0%
White	27.0%
Two or More Races	6.1%
English Learners	12.0%
Socioeconomically Disadvantaged	7.9%
Students with Disabilities	9.1%
Foster Youth	-

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 Assignment

Lammersville Joint Unified recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status		
	School		District
	14-15	15-16	15-16
Fully Credentialed	26	31	188
Without Full Credentials	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies	
	14-15	15-16
Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0
Total Misassignments of Teachers	0	0
Vacant Teacher Positions	0	0

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified”. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0%	0.0%

Instructional Materials (School Year 2015-16)

Lammersville Joint Unified held a public hearing on September 22, 2015, 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. The table displays information collected in October 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2009	Yes	0.0%
6th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
K-5	History/Social Science	McGraw-Hill	2007	Yes	0.0%
6th-8th	History/Social Science	Teacher's Curriculum Institute/ History Alive	2006	Yes	0.0%
K-5	Mathematics	Harcourt	2009	Yes	0.0%
6th-8th	Mathematics	Holt	2009	Yes	0.0%
3rd-5th	Science	FOSS	2007	Yes	0.0%
6th-8th	Science	Glencoe	2008	Yes	0.0%
K-2	Science	Houghton Mifflin	2007	Yes	0.0%

School Facilities (School Year 2015-16)

Altamont Elementary School facilities were completed in 2014. There are 36 permanent classrooms, a library, computer lab, staff room, a multipurpose room, and three playgrounds for primary and upper-grade students.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance & Repair

District maintenance staff ensures that work orders and the repairs necessary to keep the school in good repair 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 table shows the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 06/01/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests)

California Assessment of Student Performance and Progress (CAASPP) (School Year 2014-15)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts (ELA) and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of Mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	58	57	44
Mathematics (Grades 3-8 and 11)	48	48	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts								Mathematics					
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level				
				One	Two	Three	Four			One	Two	Three	Four	
All Students	87	83	95.4	20	35	20	24	84	96.6	25	29	31	14	
Male	87	45	51.7	20	42	13	24	45	51.7	29	27	24	20	
Female	87	38	43.7	21	26	29	24	39	44.8	21	31	38	8	
Black or African American	87	4	4.6	--	--	--	--	4	4.6	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--	
Asian	87	26	29.9	15	46	15	23	27	31	26	22	30	19	
Filipino	87	13	14.9	15	38	31	15	13	14.9	8	31	38	23	
Hispanic or Latino	87	19	21.8	37	26	21	16	19	21.8	37	32	32	0	
Native Hawaiian or Pacific Islander	87	1	1.1	--	--	--	--	1	1.1	--	--	--	--	
White	87	14	16.1	14	14	29	43	14	16.1	14	21	36	29	
Two or More Races	87	6	6.9	--	--	--	--	6	6.9	--	--	--	--	
Socioeconomically Disadvantaged	87	11	12.6	36	18	27	18	11	12.6	27	36	36	0	
English Learners	87	12	13.8	25	58	8	8	13	14.9	38	31	15	8	
Students with Disabilities	87	5	5.7	--	--	--	--	5	5.7	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--	
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--	

California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts								Mathematics					
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level				
				One	Two	Three	Four			One	Two	Three	Four	
All Students	63	63	100	33	16	32	19	63	100	11	33	38	17	
Male	63	38	60.3	42	18	26	13	38	60.3	11	45	32	13	
Female	63	25	39.7	20	12	40	28	25	39.7	12	16	48	24	
Black or African American	63	4	6.3	--	--	--	--	4	6.3	--	--	--	--	
American Indian or Alaska Native	63	1	1.6	--	--	--	--	1	1.6	--	--	--	--	
Asian	63	13	20.6	15	0	38	46	13	20.6	0	23	38	38	
Filipino	63	7	11.1	--	--	--	--	7	11.1	--	--	--	--	
Hispanic or Latino	63	17	27	35	29	35	0	17	27	6	53	24	18	
Native Hawaiian or Pacific Islander	63	1	1.6	--	--	--	--	1	1.6	--	--	--	--	
White	63	14	22.2	36	36	21	7	14	22.2	21	14	64	0	
Two or More Races	63	5	7.9	--	--	--	--	5	7.9	--	--	--	--	
Socioeconomically Disadvantaged	63	10	15.9	--	--	--	--	10	15.9	--	--	--	--	
English Learners	63	9	14.3	--	--	--	--	9	14.3	--	--	--	--	
Students with Disabilities	63	12	19	83	17	0	0	12	19	42	42	17	0	
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--	
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--	

California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts								Mathematics					
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level				
				One	Two	Three	Four			One	Two	Three	Four	
All Students	75	74	98.7	12	22	35	31	73	97.3	21	29	21	30	
Male	75	33	44	21	27	36	15	33	44	21	33	18	27	
Female	75	41	54.7	5	17	34	44	40	53.3	20	25	23	33	
Black or African American	75	1	1.3	--	--	--	--	1	1.3	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--	
Asian	75	28	37.3	4	18	29	50	27	36	11	11	19	59	
Filipino	75	9	12	--	--	--	--	9	12	--	--	--	--	
Hispanic or Latino	75	12	16	33	17	25	25	12	16	33	50	8	8	
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	
White	75	19	25.3	16	21	53	11	19	25.3	26	32	26	16	
Two or More Races	75	5	6.7	--	--	--	--	5	6.7	--	--	--	--	
Socioeconomically Disadvantaged	75	6	8	--	--	--	--	6	8	--	--	--	--	
English Learners	75	9	12	--	--	--	--	9	12	--	--	--	--	
Students with Disabilities	75	12	16	42	17	33	8	12	16	58	33	0	8	
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--	
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--	

California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts								Mathematics					
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level				
				One	Two	Three	Four			One	Two	Three	Four	
All Students	65	64	98.5	6	22	50	22	64	98.5	14	36	17	33	
Male	65	38	58.5	8	18	61	13	38	58.5	16	42	11	32	
Female	65	26	40	4	27	35	35	26	40	12	27	27	35	
Black or African American	65	4	6.2	--	--	--	--	4	6.2	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--	
Asian	65	19	29.2	0	32	42	26	19	29.2	16	37	11	37	
Filipino	65	10	15.4	--	--	--	--	10	15.4	--	--	--	--	
Hispanic or Latino	65	13	20	8	31	62	0	13	20	15	46	15	23	
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	
White	65	15	23.1	20	7	47	27	15	23.1	27	20	13	40	
Two or More Races	65	2	3.1	--	--	--	--	2	3.1	--	--	--	--	
Socioeconomically Disadvantaged	65	10	15.4	--	--	--	--	10	15.4	--	--	--	--	
English Learners	65	4	6.2	--	--	--	--	4	6.2	--	--	--	--	
Students with Disabilities	65	5	7.7	--	--	--	--	5	7.7	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--	
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--	

California Assessment of Student Performance and Progress - Grade 7

Student Groups	English-Language Arts								Mathematics					
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level				
				One	Two	Three	Four			One	Two	Three	Four	
All Students	61	60	98.4	20	23	42	15	60	98.4	20	33	25	22	
Male	61	34	55.7	18	32	35	15	34	55.7	12	41	32	15	
Female	61	26	42.6	23	12	50	15	26	42.6	31	23	15	31	
Black or African American	61	5	8.2	--	--	--	--	5	8.2	--	--	--	--	
American Indian or Alaska Native	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--	
Asian	61	14	23	14	7	57	21	14	23	7	21	36	36	
Filipino	61	7	11.5	--	--	--	--	7	11.5	--	--	--	--	
Hispanic or Latino	61	8	13.1	--	--	--	--	8	13.1	--	--	--	--	
Native Hawaiian or Pacific Islander	61	1	1.6	--	--	--	--	1	1.6	--	--	--	--	
White	61	21	34.4	19	29	33	19	21	34.4	24	29	24	24	
Two or More Races	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--	
Socioeconomically Disadvantaged	61	9	14.8	--	--	--	--	9	14.8	--	--	--	--	
English Learners	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--	
Students with Disabilities	61	1	1.6	--	--	--	--	1	1.6	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--	
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--	

California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts								Mathematics					
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level				
				One	Two	Three	Four			One	Two	Three	Four	
All Students	50	48	96	13	23	46	19	48	96	25	33	25	17	
Male	50	26	52	15	31	46	8	26	52	31	38	27	4	
Female	50	22	44	9	14	45	32	22	44	18	27	23	32	
Black or African American	50	5	10	--	--	--	--	5	10	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--	
Asian	50	13	26	15	23	38	23	13	26	15	23	31	31	
Filipino	50	8	16	--	--	--	--	8	16	--	--	--	--	
Hispanic or Latino	50	8	16	--	--	--	--	8	16	--	--	--	--	
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	
White	50	12	24	0	17	58	25	12	24	8	50	33	8	
Two or More Races	50	2	4	--	--	--	--	2	4	--	--	--	--	
Socioeconomically Disadvantaged	50	11	22	9	18	55	18	11	22	27	45	27	0	
English Learners	50	1	2	--	--	--	--	1	2	--	--	--	--	
Students with Disabilities	50	5	10	--	--	--	--	5	10	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--	
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--	

California Standards Test (CST) (School Year 2014-15)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	*	*	74	73	72	70	59	60	56

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	70
School	74
African American/Black	*
American Indian or Alaska Native	*
Asian	80
Filipino	*
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	*
White	86
Males	67
Females	80
Socioeconomically Disadvantaged	90
English Learners	*
Students with Disabilities	25
Migrant Education	*
Two or More Races	*
Foster Youth	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

Physical Performance Testing (School Year 2014-15)

In the spring of each year, the schools of Lammersville Unified School District are required by the State to administer a physical fitness test to students in grades five, seven and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). The percentage of students who met the standards is displayed in the chart.

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.9%	44.4%	15.3%
7	19.0%	32.8%	17.2%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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 school site.

Parent Involvement (School Year 2015-16)

Parents and the community are very supportive of the educational program at Altamont Elementary School. Opportunities for involvement and active participation include: Altamont Parent Teacher Association, volunteering in the classroom, referees, coaches, chaperones, School Site Council, and ELAC (English Language Advisory Committee).

Our dynamic PTA has taken the lead with Altamont's fundraising efforts. They have been responsible for creating, organizing and running various successful fundraisers for us such as the "Panther Fun Run", "Winter Carnival", "Family Movie Night", "Read Across America Week Pancake Dinner", dinner nights out, and after school healthy food sales. The money raised from these and other events has been used to fund the purchase of instructional materials, field trip, and art education for our students. In addition to these efforts our wonderful PTA does many, many things to support our school, staff, and the success of our students.

Contact Information

Parents who wish to participate in Altamont Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 836-7240, or visit the district's website at <http://www.lammersvilleschooldistrict.net>.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Altamont Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of Altamont Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the parent-student handbook, and during the year through the Panthers Newsletter, email, and the district's website.

The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as the Character Counts! program and conflict resolution tools to further develop personal growth.

The table displays the suspensions and expulsions figures for the school, district, and state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	-	-	1.4%	-	-	0.0%
District	3.1%	0.0%	1.2%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Student Recognition

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Student of the Month
- Trimester Awards
- Accelerated Reader Awards
- Caught Eating Veggies
- Panther Pride Tickets

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Science Olympiad
- Math Olympiad
- Academic Pentathlon
- Family Movie Night, Family Science Night
- Boys and Girls Basketball
- Boys and Girls Volleyball

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Altamont Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in Spring by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by instructional aides, teachers, and noon supervisors. The designated drop off and pick up area is at the front of the school. Visitors to the campus must sign in at the office, receive identification badges that must be displayed at all times, and sign out upon leaving.

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.

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the last three years the district offered three staff development days. Staff development days offer teachers a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies. During the 2014-15 school year, staff focused on Common Core, professional learning communities and engagement strategies.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Tracy and Mountain House, which contain numerous computer workstations.

Adequate Yearly Progress (AYP) (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/language arts (ELA). Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the graduation rate indicator. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2013-14
Year in PI (2015-16)	-	Year 1
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	100.00%

Average Class Size and Class Size Distribution

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15			
By Grade Level												
K	-	-	21	-	-	1	-	-	4	-	-	-
1	-	-	23	-	-	-	-	-	4	-	-	-
2	-	-	35	-	-	-	-	-	3	-	-	-
3	-	-	28	-	-	-	-	-	3	-	-	-
4	-	-	37	-	-	-	-	-	3	-	-	1
5	-	-	25	-	-	1	-	-	4	-	-	-
6	-	-	32	-	-	2	-	-	7	-	-	2
By Subject Area												
English	-	-	22	-	-	2	-	-	3	-	-	-
Science	-	-	30	-	-	-	-	-	2	-	-	-
Social Science	-	-	26	-	-	1	-	-	3	-	-	-

Counseling & Support Staff (School Year 2015-16)

In addition to academics, the staff at Altamont Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The Speech/Language Specialist is shared with the other schools in the district.

Altamont Elementary School offers English Language Learner (ELL) students additional classroom help with instructional aides and Cross-cultural Language Academic Development (CLAD) certified teachers during our Direct Instruction Group (DIG) time. Instructional strategies focus on academic English and accessing the core curriculum.

Altamont Elementary School offers several programs for students with special needs, including on-site SDC, RSP and Speech programs. Students needing more restrictive classroom settings are referred to county SELPA operated programs.

The table indicates the resources available to all students at Altamont Elementary School. The school does not currently have an academic counselor. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Instructional Aides	1	0.5
Library Media Aide	1	0.8
Psychologist	1	0.5
Resource Specialist Aides	3	3.0
Resource Specialist Program (RSP) Teacher	2	2.0
Speech and Language Specialist	1	1.0

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Lammersville Unified School District receives state and federal funding for the following categorical, special education and support programs:

- Home-to-School Transportation
- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Federal, ECIA/ESEA/IASA
- Gifted and Talented Pupils
- Class Size Reduction
- School Improvement Program (SIP)
- Tobacco Use Prevention Education (TUPE)
- Federal, Special Education, Entitlement per UDC
- Federal Drug/Alcohol/Tobacco Funds

Teacher & Administrative Salaries (School Year 2013-14)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$39,660	\$40,379
Mid-Range Teachers	\$60,159	\$62,323
Highest Teachers	\$74,163	\$81,127
Elementary School Principals	\$97,806	\$99,192
Middle School Principals	-	\$91,287
High School Principals	\$111,916	\$112,088
Superintendent	\$165,000	\$159,821
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.0%	36.0%
Administrative Salaries	7.0%	6.0%