

Alta Sierra Elementary

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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 2018-19)

Alta Sierra Elementary is one of four 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 322 students. The Principal is Thomas Bivens and the Superintendent is Rusty S. Clark. There are 14 teachers, two Resource Specialists (Learning Center), Speech Therapist, Visiting Artists, a District Psychologist (2 days per week), District Nurse (.5 days per week), Health Aide (a.m.), Library Aide, Technology Aide, and 9 classroom paraprofessionals. Our Opportunity Center is focused on social instruction and school readiness staffed to provide support for students in need. We have a bus that takes band students and advanced students to enrichment opportunities four days a week.

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 CAASPP reports (district, school, grade level, and individual) NWEA-Measure of Academic Progress (MAP) assessment 3rd-5th, as well as benchmark and end-of-unit content assessments. 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 year-long 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 are a PBIS school. (Positive Behavior, Intervention and Supports) which explicitly teaches school-wide education. We incorporate the Character Counts! program throughout the year. Monthly student recognition assemblies are tied to behavior and academic achievement. We have 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 2017-18)

Grade Level	Number of Students
Kindergarten	71
Grade 1	58
Grade 2	47
Grade 3	45
Grade 4	38
Grade 5	45
Total Enrollment	304

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	0.7
Filipino	0.0
Hispanic or Latino	5.3
Native Hawaiian or Pacific Islander	0.3
White	90.5
Socioeconomically Disadvantaged	42.4
English Learners	1.0
Students with Disabilities	11.2
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	17	16	15	55
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	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: January 2019

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)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	55.0	61.0	54.0	52.0	48.0	50.0
Mathematics (grades 3-8 and 11)	41.0	48.0	48.0	42.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	129	126	97.67	61.11
Male	67	65	97.01	58.46
Female	62	61	98.39	63.93
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	115	112	97.39	58.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	56	94.92	44.64
English Learners	--	--	--	--
Students with Disabilities	18	18	100.00	22.22

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	128	124	96.88	48.39
Male	67	65	97.01	47.69
Female	61	59	96.72	49.15
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	115	111	96.52	45.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	56	94.92	37.5
English Learners	--	--	--	--
Students with Disabilities	18	18	100	27.78

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2	45.7	28.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.6	3.1	2.8	2.8	3.5	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 November 2018.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	2		18	3	1		18	4		
1	24		2		22		1		19	3		
2	21	1	1		15	1	2		24		2	
3	20	2	1		19	2			15	1	2	
4	24		2		26		2		25		1	
5	22		2		23		2		28		2	
Other	5	1			15	1	1		5	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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	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 (non-teaching)	3	N/A
Other	.49	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$11,613	\$2,399	\$9,214	\$73,051
District	N/A	N/A	\$8,210	\$74,732
Percent Difference: School Site and District	N/A	N/A	11.5	-2.3
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	25.6	-4.0

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

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

Types of Services Funded (Fiscal Year 2017-18)

The estimated expenditures for students attending Alta Sierra Elementary School is \$11,416 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,603	\$48,064
Mid-Range Teacher Salary	\$68,189	\$75,417
Highest Teacher Salary	\$84,590	\$94,006
Average Principal Salary (Elementary)	\$100,280	\$119,037
Average Principal Salary (Middle)	\$106,335	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$136,812	\$183,692
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

The Pleasant Ridge Union School District offers four 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 attend 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.