



# Alturas Elementary School

School Accountability Report Card, 2006–2007

Modoc Joint Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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Modoc Joint Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

[http://www.schoolwisepress.com/sarc/links\\_2007\\_en.html](http://www.schoolwisepress.com/sarc/links_2007_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

## How to Contact Our School

809 West 8th St.  
Alturas, CA 96101  
Principal: Diane Janssen  
Phone: (530) 233-7201x201

## How to Contact Our District

906 West Fourth St.  
Alturas, CA 96101  
Phone: (530) 233-7201  
<http://www.modoc.k12.ca.us>



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# Alturas Elementary School

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Modoc Joint Unified School District

## » Principal's Message

Alturas Elementary School is proud to be a California Distinguished School. 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. Since 1995 we have used the Reading Recovery program to tutor first grade children who need extra help with reading. In the last few years we have been working toward developing other types of support for students who are not meeting grade-level goals. Two programs implemented this year were REACH for fourth and fifth grade students and Bonus Time for students in kindergarten through fifth grade.

Diane Janssen, PRINCIPAL

### Grade range and calendar

**K-5**

TRADITIONAL

### Academic Performance Index

**785**

County Average: 772

State Average: 763

### Student enrollment

**349**

County Average: 134

State Average: 531

### Teachers

**20**

County Average: 8

State Average: 26

### Students per teacher

**17**

County Average: 17

State Average: 20

### Students per computer

**4**

County Average: 4

State Average: 5

**Major Achievements**

- Each year, Cindy Culp, our library aide, helps us celebrate Dr. Seuss's birthday on March 2. She organizes our celebration with "Read Across America" by having guest readers come into each classroom and read their favorite Dr. Seuss book. The students observed his 100th birthday by wearing crazy hats and socks.
- Students participate in a Miler's Club. The program is supported through our lottery funds. Last year, all totaled, our students walked 4,385 miles!
- Students and community members jumped to great lengths to support the American Heart Association last April by participating in the Jump Rope for Heart program.
- Alturas Elementary School works cooperatively with the Central Modoc River Center to provide environment enrichment activities and field trips throughout the school year for all students. Program director Lauro VanAcker organizes and teaches environmental lessons for students in kindergarten through fifth grade. One of the main emphases this year was wetland restoration.
- Our music instructor, Mrs. Siegel, directed a fourth and fifth grade winter musical, Melton the Warm Hearted Snowman, with performances for students and the community. They also presented a fourth through twelfth grade Spring Music Festival at Modoc High School.

**Focus for Improvement**

- Our goal is to have 100 percent of our students achieve academic proficiency in English/language arts and mathematics by 2014.
- By 2007–2008, increase the number of students scoring at the Proficient level or above on standardized tests for English/language arts by 32.5 percent.
- By 2007–2008, increase the number of students scoring at the Proficient level or above on standardized tests for mathematics by 35.5 percent.
- By 2007–2008, increase the number of English learners scoring at the Proficient level or above on standardized tests in English/language arts and mathematics by 25 percent. This improvement would keep our English learners progressing at a rate comparable to our native speakers.
- We are implementing the science curriculum provided by Foss for kindergarten through third grade and MacMillan-McGraw Hill for fourth and fifth grades. We are providing new teachers with staff development for the Step Up to Writing program. We are looking into adopting a new math curriculum, which will align with the state content standards.
- Throughout the school year staff will be trained and will implement the arts curriculum under the district's Visual and Performing Arts (VAPA) grant.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

AES’s API was 785 (out of 1000). This is a decline of 7 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 792. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 7 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 4 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

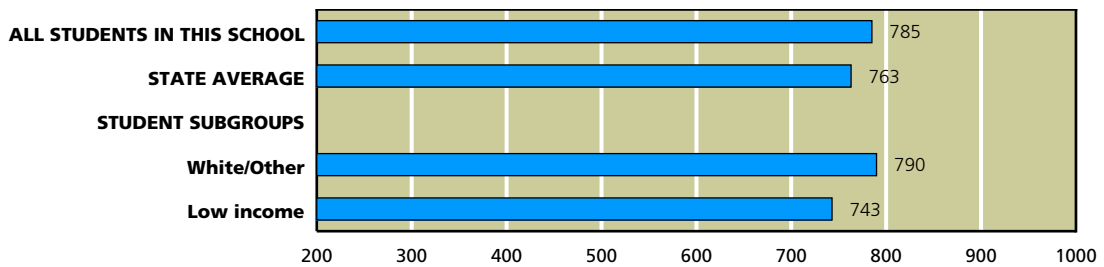
We did not meet some or all of our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>No</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>785</b>
<b>Growth attained from prior year</b>	<b>-7</b>
<b>Met subgroup* growth targets</b>	<b>No</b>
<b>Underperforming school</b>	<b>No</b>

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

**API, Spring 2007**



SOURCE: API based on spring 2007 test cycle. State average represents elementary schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School in 2007</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>White/Other</b>	●	●	●	●

SOURCE: AYP release of March 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

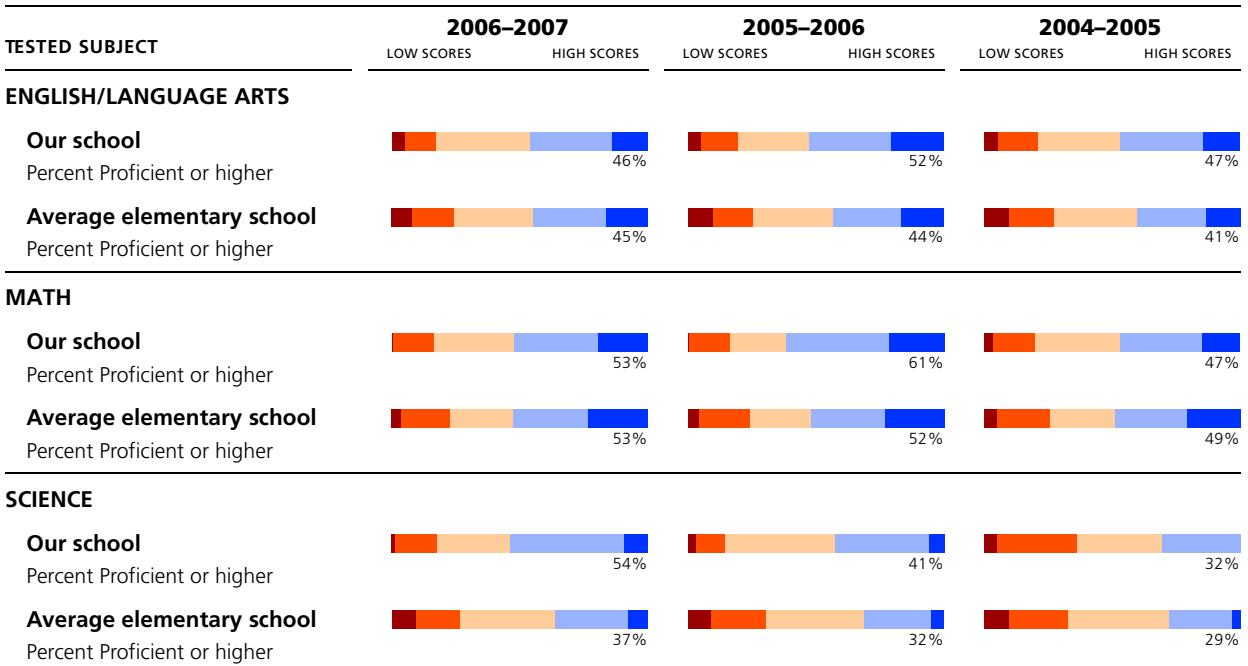
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY?** When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS’ SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			46%	100%	<b>SCHOOLWIDE AVERAGE:</b> About one percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			43%	100%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

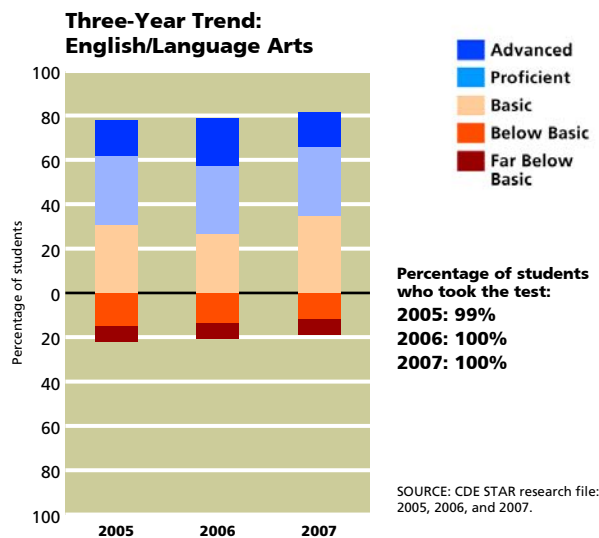
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			41%	130	<b>GENDER:</b> About 12 percent more girls than boys at our school scored Proficient or Advanced.
Girls			53%	106	
English proficient			46%	238	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income			37%	125	<b>INCOME:</b> About 20 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			57%	113	
Learning disabled	NO DATA AVAILABLE		N/A	24	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			50%	213	
Hispanic/Latino			38%	38	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			49%	170	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



**Math**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			53%	99%	<b>SCHOOLWIDE AVERAGE:</b> The same percentage of students at our school scored Proficient or Advanced as did students at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			41%	93%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			53%	96%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

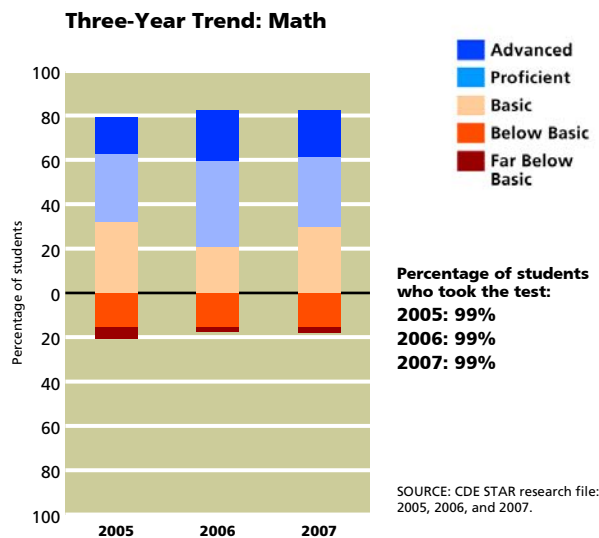
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			52%	130	<b>GENDER:</b> About the same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			53%	105	
<b>English proficient</b>			53%	237	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
<b>English learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>			50%	124	<b>INCOME:</b> About five percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			55%	113	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	24	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			55%	212	
<b>Hispanic/Latino</b>			54%	38	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>			54%	169	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE’s Web site.



**Science**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			54%	97%	<b>SCHOOLWIDE AVERAGE:</b> About 17 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			36%	99%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			37%	99%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

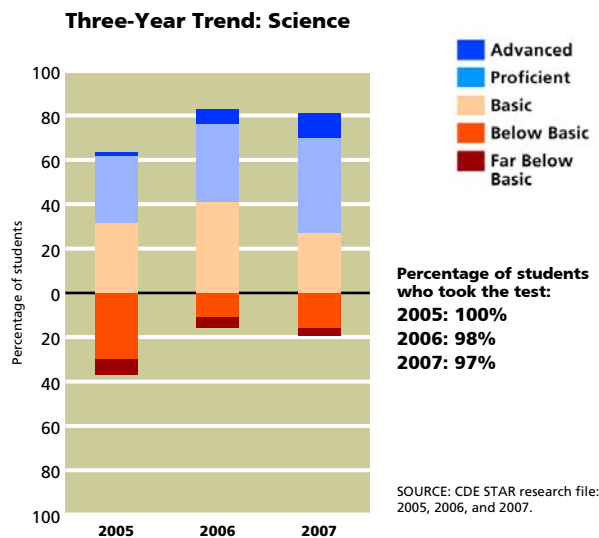
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			56%	43	<b>GENDER:</b> The number of girls who took this test is too small to be counted in this analysis.
<b>Girls</b>	DATA STATISTICALLY UNRELIABLE		N/S	20	
<b>English proficient</b>			54%	63	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
<b>English learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>			52%	33	<b>INCOME:</b> About five percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			57%	30	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	6	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			54%	57	
<b>White/Other</b>			57%	46	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE’s Web site.



### California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	22%	27%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	48%	54%	39%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	26%	29%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	57%	56%	46%
<b>MATH</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	33%	30%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	56%	60%	56%

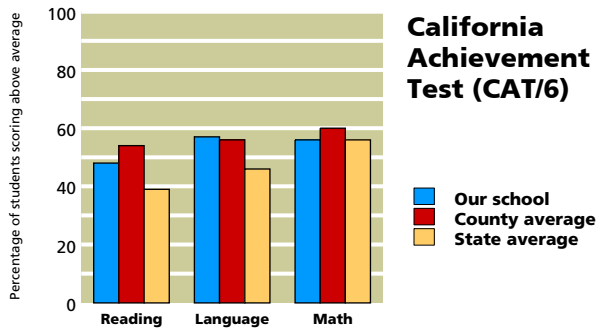
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At AES, 48 percent of students scored at or above average in reading (compared to 39 percent statewide); 57 percent scored at or above average in language (compared to 46 percent statewide); and 56 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was language.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At AES, 22 percent of students scored at the top in reading (compared to 15 percent statewide); 26 percent scored at the top in language (compared to 19 percent statewide); and 33 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

### Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent elementary schools only.

**Other Measures of Student Achievement**

Our staff uses a variety of assessment tools in addition to the state testing system. Teachers evaluate student progress through traditional testing with state-adopted textbooks, oral questioning, and project-based evaluations. In some classrooms, students practice self-assessment. We also use computer-based programs to monitor student progress. Teachers use RESULTS, Dynamic Indicators of Basic Early Literacy Skills, San Diego Quick/Slosson, the Basic Phonic Skills Test, Reading Recovery levels, and STAR Reading assessment programs to determine student progress.

We hold parent conferences after the first trimester's report cards and throughout the school year as needed. The Datawise system is being implemented to assess students' progress toward the California Content Standards for each grade.

**STUDENTS**

**Students’ English Language Skills**

At AES, 91 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	91%	82%	68%
English learners	9%	18%	32%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 31 students classified as English learners. At AES, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	100%	85%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	0%
All other	0%	0%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Ethnicity**

Most students at AES identify themselves as White/European American/Other. In fact, there are about six times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at AES. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	1%	7%
Asian American/Pacific Islander	2%	2%	11%
Latino/Hispanic	13%	24%	50%
White/European American/Other	84%	73%	32%

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At AES, 55 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	55%	69%	56%
Parents with some college	73%	66%	54%
Parents with college degree	28%	27%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 73 percent of the students at AES have attended college, and 28 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 63 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grades.

The average class size at AES varies across grade levels from a low of 17 students to a high of 26. Our average class size schoolwide is 20 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	15	20
First grade	17	13	19
Second grade	19	15	19
Third grade	19	13	20
Fourth grade	24	17	29
Fifth grade	26	17	29

SOURCE: CBEDS census, October 2006. County and state averages represent elementary schools only.

**Safety**

We review our school and district safety and emergency procedures on a regular basis. The district has a comprehensive safety plan that includes practicing safe behavior on school buses as well as drills for fire, earthquake, and intruder alerts. This year the district is updating the district safety manual and the emergency exit plans for each classroom. In our district we have adopted picture identification badges for all staff. We also provide badges for volunteers and guests. All visitors must check in at the school office.

New parking lot regulations have been implemented. We posted two stop signs, visitor parking signs, and speed limit signs. We also marked areas for handicap parking, loading zones, and no parking.

**Discipline**

We urge students to resolve conflicts using a conflict resolution model. All adults try to be positive role models as they interact in positive, respectful ways with students both in school and on the playground. Because students subject to suspension often lack home supervision during the day, we use in-school suspension as often as possible instead of out-of-school suspension. Our administrative assistant supports the principal and staff members with any discipline referrals and numerous other student-related issues.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2006–2007	4	4	5
2005–2006	0	0	5
2004–2005	3	3	5
<b>Expulsions per 100 students</b>			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2006–2007 school year, we had 15 suspension incidents. We had one expulsion incident. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

**Homework**

All teachers distribute weekly homework packets. We ask parents to review and sign the packets and have their children read for 15–30 minutes per night. We have afterschool programs for tutoring and homework assistance.

**Schedule**

Our 180-day school year begins in August and ends in June. School begins at 8:23 a.m. School ends at 2:10 p.m. for primary students and at 2:45 p.m. for fourth and fifth graders. In the fall, kindergarten students are dismissed at noon, and the day is extended in November to a full day.

**Physical Fitness**

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	2%	6%	25%
<b>Girls in Fitness Zone</b>	10%	17%	30%
<b>Fifth graders in Fitness Zone</b>	5%	10%	27%
<b>Seventh graders in Fitness Zone</b>	N/A	0%	29%
<b>Ninth graders in Fitness Zone</b>	N/A	0%	23%
<b>All students in Fitness Zone</b>	5%	8%	27%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

## LEADERSHIP, TEACHERS, AND STAFF

### Leadership

Principal Diane Janssen has 18 years of experience as a teacher and nine years of experience as a principal. She spent a majority of her years teaching kindergarten and the remaining time teaching first, fourth, and fifth grades and technology. As an administrator she has been an elementary principal for five years with one year at this site and four years as an assistant high school principal. Diane has also served as president of the Minnesota Kindergarten Association and vice president of the Minnesota Reading Association along with numerous other local, state, and regional committee assignments.

We use a shared decision-making model. The School Site Council (SSC) involves teachers, parent members, and staff in choosing school goals based upon standardized test data. There are monthly grade-level and staff meetings. Discussions about program and school operations are frequent, with group decisions made by consensus or vote. There are several committees that assist the decision-making process, such as a budget committee, a staff development committee, and a safety committee. There are district committees for technology and curriculum. The District English Language Advisory Committee includes parents of English learners, our administrator, and bilingual teachers and aides.

### Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	17	15	13
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	5%	7%	11%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master's degree or higher from a graduate school	5%	17%	33%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	95%	83%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About five percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 17 years of experience. About 95 percent of our teachers hold only a bachelor's degree from a four-year college or university. About five percent have completed a master's degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	95%	99%	97%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	0%	2%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	5%	1%	3%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 95 percent of the faculty at AES hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at AES holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. About five percent of our faculty hold an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). About 95 percent of the faculty at AES hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	6%	N/A	0%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	5%	1%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About five percent of our teachers were working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2007–2008 school year.

**Districtwide Distribution of Teachers Who Are Not “Highly Qualified”**

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is one percent, compared to five percent statewide. For schools with the highest percentage of low-income students, this factor is zero percent, compared to five percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	1%	5%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	5%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	3%

SOURCE: Data is from the California Department of Education, SARC research file.

**Staff Development**

The emphasis this year has been on embedding state standards into the curriculum. By choosing appropriate testing intervals throughout the year, we can determine if students are meeting the standards. In addition, we have been looking at the Response to Intervention model for supporting students who are not meeting the standards. This model uses levels, or tiers, of student support. Staff continues to work on improving student writing with the Step Up to Writing program. Staff meets on monthly minimum, or shortened, days to learn the new art curriculum. Teachers work together at grade-level meetings to discuss curriculum, standards, student progress, and other educational needs.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

**Evaluating and Improving Teachers**

We evaluate teachers in accordance with state mandates and the Modoc Teacher’s Association collective bargaining agreement. Teachers who have had successful evaluations and have taught in the district for the last ten years may propose an alternative plan. This plan includes a focus or essential question and an action plan for improving teaching skills or student achievement. It may also include a plan for launching new programs. We evaluate probationary teachers once per year and tenured teachers at least once every other school year. Teachers in need of improvement may be referred to a Peer Assistance Review colleague. We may also provide additional training opportunities.

**Substitute Teachers**

Alturas Elementary School has been very fortunate to find qualified substitutes to cover classes for absent teachers. Previously, we have experienced a significant shortage of substitutes. If necessary, we use some of our part-time staff, our lead teacher, or the principal as substitutes.

**Specialized Resource Staff**

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

## Specialized Programs and Staff

We offer a music program based on state standards and taught by a full-time music teacher in a new music room filled with Orff instruments (xylophones, glockenspiels, and others). We schedule all classes for music at least twice a week. We offer band instruction to fifth graders and choir to fourth and fifth graders. Our upper grades participated in a yearly performance at the town theater. All grade levels participate in performances for our community throughout the school year.

Each classroom at Alturas Elementary School has an instructional assistant to assist students with classroom instruction and support. We are also fortunate to have three nonprofit organizations to support our school: Resources for Indian Student Education (RISE), Strong Family Health, and Student Enrichment Actively Leading to Success (SEALS). Another agency that works with our school is the Modoc Mental Health Department, which provides counseling services for our students and their families.

**GIFTED AND TALENTED EDUCATION (GATE):** We identify GATE students from fourth and fifth grades using a rating scale that includes state standardized test scores, the Slosson Intelligence Test, grade point average, the Test of Cognitive Skills 2, and a teacher recommendation/rating scale. The students are engaged in challenging projects guided by a part-time teacher in groups outside of the regular classroom. Students develop in-depth knowledge of a particular subject, research and study skills relevant to that subject, and real world applications of their new training.

**SPECIAL EDUCATION PROGRAM:** Through the auspices of the Modoc County Special Education Local Plan Area, we have a resource specialist, a Special Day Class (SDC), services for the severely handicapped, speech therapy, and adaptive PE. We identify special education students based on academic and ability testing, which also determines their individual needs. Our SDC teacher works with our resource students in a classroom reserved for special education. We place SDC students in the regular classroom for as much of the day as possible. Our special education program is part of our school-based coordinated play program, which enables us to give students extra help even if they do not officially qualify for special services.

**ENGLISH LEARNER PROGRAM:** A majority of our classroom teachers have credentials in Cross-cultural Language and Academic Development, or hold an authorization from the state. Our English learners receive additional support from one teacher and a bilingual aide. We encourage the parents of our English learners to participate in our parent organizations, especially our English Language Advisory Committee (ELAC). At this time the only other language spoken by our students besides English is Spanish. This year our library has promoted our recent acquisition of more than 200 books in Spanish by allowing students to check out an additional book if it is in Spanish. We have also encouraged our Spanish-speaking parents to check these books out to read to their children.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

### Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for [English/language arts](#) on the CDE's Web site.

### Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the [math standards](#) on the CDE's Web site.

### Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the [science standards](#) on the CDE's Web site.

### Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the [social studies standards](#), see the CDE's Web site.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

## RESOURCES

### Buildings

Everyone takes pride in our well maintained and well kept campus and facilities. District maintenance and custodial crews are outstanding in their success at keeping the site in excellent condition. Many of the buildings are older, but have been improved recently using state renovation funds. Permanent walls and new lighting, doors, windows, and carpeting have been added. The music and computer labs are in new portable buildings designed to maximize their effectiveness for student learning. The district has removed and replaced sidewalks with new ones and installed new paver blocks in front of the kindergarten building. Trees were removed from the front of the east and west buildings. The parking lots were torn out and replaced with new pavement.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

### Library

The library is housed in a separate, triple-wide building and contains approximately 13,000 volumes. The library is the hub of the Accelerated Reader program. A full-time media specialist staffs our library. The library is open before and after school for students and parents. Students in the afterschool program often use the library for checking out books and taking reading tests. Classrooms visit the library at least once a week. The library hosts a Family Night one night a week during the school year. It is also open during the summer months for students to check out books and take Accelerated Reader tests. This year the library received five new student computers and one computer for the library management program.

### Computers

We have 85 computers available for student use, which means that, on average, there is one computer for every four students. There are 28 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	4	5
Internet-connected classrooms	28	13	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

We have computers in a lab and in each classroom. All computers are connected to the school server. A full-time computer lab aide administers the lab. She works closely with teachers to find appropriate software that reinforces and improves student learning. Students use computers to take Accelerated Reader quizzes on books they have read or to complete written assignments. They also use them as independent workstations to reinforce standards-based skills.

Most of the Alturas Elementary School teachers have designed a class Web site for students and parents to access from their computers at home. They have also made available access for parents to view their child's academic progress on the school Web site.

### Parent Involvement

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. Our PTO supports and sponsors fund-raising events, such as our Jog-a-Thon, a school staff appreciation breakfast, and year-end field days. Parents play a vital role in the classroom, volunteering for special events or for daily classroom support. We encourage parents to become involved in their child's education. We believe that working together will help their child to succeed. We invite parents to attend awards assemblies when their child is receiving an award.

The contact person for parent involvement is Diane Janssen. Her phone number is (530) 233-7101, extension 201.

**DISTRICT EXPENDITURES**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2005–2006</b>			
Total expenses	\$8,040,964	N/A	N/A
Expenses per student	\$8,895	\$7,583	\$7,521
<b>FISCAL YEAR 2004–2005</b>			
Total expenses	\$8,067,632	N/A	N/A
Expenses per student	\$8,703	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$8,895 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$8,040,964. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

**District Salaries, 2005–2006**

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher’s salary</b>	\$34,680	\$34,363
<b>Midrange teacher’s salary</b>	\$47,326	\$50,814
<b>Highest-paid teacher’s salary</b>	\$62,354	\$65,731
<b>Average principal’s salary (elementary school)</b>	\$65,722	\$78,437
<b>Superintendent’s salary</b>	\$117,033	\$103,105
<b>Percentage of budget for teachers’ salaries</b>	32%	36%
<b>Percentage of budget for administrators’ salaries</b>	6%	7%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

## SCHOOL EXPENDITURES

Our PTO held fund-raisers to enrich the classrooms with various educational activities and needs. We used GATE and federal Title I grant funds to buy software that would facilitate learning several languages and provide a new language-learning lab. Community fund-raisers and box office ticket sales provided financial support for our musical productions. Title I funds are used to support the Reading Recovery Program at our school. Various state and federal funds are used to supplement the cost of utilizing instructional assistants to provide students with more individualized instruction. Our library funding from the state helps to purchase new books, technology, and other instructional material for our school library.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



**STUDENT AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	349
African American	1%
American Indian or Alaska Native	9%
Asian	1%
Filipino	1%
Hispanic or Latino	13%
Pacific Islander	0%
White (not Hispanic)	76%
Multiple or no response	0%
Socioeconomically disadvantaged	52%
English learners	N/A
Students with disabilities	10%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	59
Grade 1	52
Grade 2	67
Grade 3	48
Grade 4	58
Grade 5	65
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

### Average Class Size by Grade Level

GRADE LEVEL	2004–2005	2005–2006	2006–2007
Kindergarten	16	19	20
Grade 1	17	19	17
Grade 2	18	16	19
Grade 3	16	15	19
Grade 4	23	21	24
Grade 5	20	22	26
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	19
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	25
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

### Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2004–2005			2005–2006			2006–2007		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	3	0	0	3	0	0	3	0	0
Grade 1	3	0	0	3	0	0	3	0	0
Grade 2	4	1	0	4	0	0	4	0	0
Grade 3	4	0	0	4	0	0	2	0	0
Grade 4	1	2	0	1	2	0	0	2	0
Grade 5	1	2	0	1	2	0	0	2	0
Grade 6	0	0	0	0	0	0	0	0	0
Combined K–3	0	0	0	0	0	0	1	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2006.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	22	21	19	N/A
Without Full Credential	0	1	1	N/A

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

**STUDENT PERFORMANCE**

**California Standards Tests (CST)**

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

**CST Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	47%	52%	46%	42%	42%	43%	40%	42%	43%
Mathematics	47%	61%	53%	33%	34%	30%	38%	40%	40%
Science	32%	42%	54%	25%	29%	39%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**CST Results by Student Group: Most Recent Year**

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

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A
American Indian or Alaska Native	40%	45%	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	39%	47%	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	49%	54%	57%
Boys	41%	52%	56%
Girls	53%	53%	50%
Economically disadvantaged	37%	50%	52%
English Learners	N/A	N/A	N/A
Students with disabilities	12%	38%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

#### CAT/6 Test Results for Third Grade Students: Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	59%	47%	48%	58%	55%	53%	41%	42%	42%
Mathematics	48%	58%	56%	53%	56%	51%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

#### CAT/6 Test Results for Third Grade Students by Group: Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	49%	56%
Boys	32%	48%
Girls	62%	62%
Economically disadvantaged	29%	40%
English learners	N/A	N/A
Students with disabilities	N/A	N/A
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

## ACCOUNTABILITY

### California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

#### API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
<b>Statewide rank</b>	6	6	7
<b>Similar-schools rank</b>	5	3	4

SOURCE: The API Base Report from July 2007.

#### API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
<b>All students at the school</b>	+35	+25	-7	785
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+34	+31	-10	790
Economically disadvantaged	+45	+6	+3	743
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

#### Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.