

Alturas Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

ALTURAS ELEMENTARY SCHOOL MISSION STATEMENT

The mission of Alturas Elementary School is to use shared decision-making by teachers, students, administrators, parents, and community members to provide a clean, caring, safe, and stimulating learning environment, and to develop the potential of every child so that each child can become a successful citizen with self-respect, critical thinking skills, and an understanding of democratic ideals.

Our school's purpose is to develop the potential of every child so that each child can become a successful citizen with self-respect, critical thinking skills, and an understanding of democratic ideals. To fulfill this purpose, our staff provides an academic program with high standards of student achievement within a comfortable and inviting learning environment. Student work is on display in classrooms and hallways of all the buildings. Teachers use many strategies to reach students with different styles of learning. In the last few years, we have worked toward developing several types of support for students who are not meeting grade-level goals. The adoption of a current, rigorous, state adopted ELA curriculum with professional development support is the beginning to improving student performance. Each grade level is also conducting intense intervention at designated times of the day to address the needs of those students that are considerably below grade level. Many teachers are also opening their doors to students after school for additional assistance and a quiet place to work.

Alturas Elementary School (AES), in conjunction with Modoc County Office of Education, are designing a 5-year plan for implementing the Positive Behavior Interventions and Supports (PBIS) system, a system to guide students toward positive strategies to assist them in having successful experiences at school and in life. There are monthly assemblies celebrating student success and positive behaviors. AES is also being trained in Trauma Informed Care, a system dedicated to understanding and adopting behaviors supportive to students that have, or are, experiencing various forms of trauma.

Buildings: Everyone takes pride in our well-maintained campus and facilities. District maintenance and custodial crews are outstanding in their success at keeping the site in excellent condition. The initial building, constructed in the 1960s, houses six classrooms, a faculty workroom/lounge, and the administrative complex. The second main building, built in the 1980s, holds eight classrooms, two teacher work areas and a multipurpose room. Portable buildings house the library, the speech room, the music room, and additional classrooms. There are adequate restroom facilities for students and staff. Classrooms have telephones, teacher and student computers, and the majority of classrooms contain active boards.

Library: The library is housed in a separate building and contains approximately 13,000 volumes. Staffed by a media specialist, the library is the hub of the Accelerated Reader program. Classrooms visit the library at least once a week. The library also remains open during the summer months for students to check out books and take Accelerated Reader tests. The library houses several student computers also.

Technology: Alturas Elementary School has 180 Chromebooks available for student use. This year, the three 5th grade classes became the first grade level to have 1 to 1 Chromebooks to use, daily. Chromebooks are either housed in classrooms or on mobile carts. In addition to the Chromebooks, student desktop computers (one to three) are available in classrooms for student use if available. All computers are connected to the school/district server and to the internet. Students are utilizing technology to reinforce or expand on the standards-based lessons being taught in the classroom. All staff members have a desktop computer that they utilize for educational software, recording/reporting of grades, lesson planning, materials production, and communication with peers/parents. Staff members are incorporating technology skills in either ELA or math lessons that are appropriate to the age level and following approved California Department of Education guidelines.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	79
Grade 1	64
Grade 2	60
Grade 3	75
Grade 4	71
Grade 5	58
Total Enrollment	407

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	6.1
Asian	0.5
Filipino	0.7
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0.2
White	71.3
Two or More Races	5.2
Socioeconomically Disadvantaged	64.4
English Learners	3.9
Students with Disabilities	8.1
Foster Youth	2.2
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	16	15	17	
Without Full Credential	5	6	4	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

We choose our textbooks from lists that have already been approved by state education officials. We use a district-wide adoption process that includes teachers, parents, students and administrators. We have also reported about our textbooks called for by the Williams legislation of 2004. We report to the board in September about the sufficiency of our textbooks as well as any complaints. This online report shows whether we had a textbook for each student in each core course during the 2020-21 school year and whether those textbooks covered the California Content Standards.

After piloting during the Fall and Winter of 2019/2020, AES chose to adopt Eureka Math for TK-5. It was board approved in the spring of 2020 and implemented in the fall of 2020/21.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK - 5th - Benchmark Advance	Yes	0
Mathematics	TK - 5th - Eureka Math	Yes	0
Science	K - 3 - Delta Science, Full Option Science Series; Grades 4-5 - McMillan McGraw Hill, CA Science	Yes	0
History-Social Science	K - - Houghton Mifflin, California Studies	Yes	0
Visual and Performing Arts	K - 5 - SRA, SRA Connections	Yes	0

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

School Facility Conditions and Planned Improvements

Alturas Elementary School and its grounds are clean and in excellent condition. Deferred maintenance is practiced. New ramps, concrete, and blacktop have provided increased safety. Wood chip fill is regularly installed under the playground equipment. Interior and exterior lighting retrofits have been completed at various locations. Blacktop replacement was completed during the 2019 summer at various locations. Geothermal heating retrofit at the campus was completed in 2018/2019.

The facilities inspections occurred in October of 2019. There were no major repairs needed. Monthly local inspection is conducted by staff and all safety features are addressed immediately. The next inspections and rating of facilities will occur in 2021 by Northern California Schools Insurance Group Risk Control Consultant.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	32	N/A	35	N/A	50	N/A
Mathematics (grades 3-8 and 11)	23	N/A	23	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	16	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents are an integral part of our success. Parent participation on the School Site Council is crucial for the development of our School Site Plan and for overseeing the use of state and federal funding. With all of the changes with Local Control Accountability Plans (LCAP) and Local Control Funding Formula (LCFF), it is more important than ever to have parents on our teams. Our PBIS team (Positive Behavioral Interventions & Supports) includes parent representation. In an effort to improve our social culture on the campus, our PBIS team ensures that there is staff support and fidelity in our ongoing implementation and sustainability of PBIS. Our Parent Teacher Organization (PTO) supports and sponsors fund-raising events, such as our Jog-a-Thon, a school staff appreciation week, Winter Blues Bingo, and year-end field days. Parents play a vital role in the classroom, volunteering for special events or for daily classroom support, and even on the playground. We encourage parents to become involved in their child's education. Parents are encouraged to monitor their child's progress on a regular basis through the district's grading and communication system or through the MJUSD app. We believe that parents and teachers working together will help their child succeed. The contact people for parent involvement are Beckie Lewis, Wendi Lowrey, and Ericka Hays. The phone number is (530) 233-7201.

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.5	4.4	12.1	11.4	3.5	3.5
Expulsions	0.0	0.0	0.4	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Teachers, staff, administration, and maintenance complete a variety of school safety training modules through Public School Works. They also review our school and district safety and emergency procedures regularly. Teachers evaluate their classrooms monthly and provide the maintenance department with a checklist of any needed repairs. The district's comprehensive safety plan includes drills for fire, earthquake, and intruder alerts, as well as practicing safe behavior on school buses. AES holds fire drills monthly and earthquake drills four times per year. We practice monthly intruder drills (soft or hard lockdowns) every month as well. Additionally, all staff have walkie-talkies, use the Remind app for emergency communication, and safety announcements can be made over the intercom from any school phone. The district has updated the district safety manual and the emergency exit plans for each classroom.

Badges are required for volunteers and guests. Guests check in at the main office to receive this badge. Two stop signs, visitor parking signs and speed limit signs are in the parking lot. Handicap parking, loading zones, and parking areas are marked. There is a telephone in every classroom. The grounds are checked by staff daily for cleanliness and safety. The district safety committee meets regularly and is active in looking at ways to increase the safety of our students. The installation of a buzzer and camera system at the main doors was completed prior to the start of the 2016/2017 school year. The installation of new fencing and a locked gate was installed at east side of the campus in the fall of 2019. All exterior doors have windows or peep holes through which staff members can assess the threat related to anyone knocking on the door. Each staff member has a radio, and the school conducts weekly communication checks to make sure the radios are operating and the staff members are using them correctly. At the beginning of the school year staff is given a refresher ALICE course dealing specifically with an active shooter situation.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	4	2	1	25	4	1	1	19	3	5	
1	24		27	1	21	11	15	1	21	1	29	
2	19	38		1	22		27		20	22	8	
3	18	30		1	20	25		1	19	32		
4	22	7	23	1	21	12	17	1	24		28	
5	18	19	18	1	22	5	26	1	19	28		
Other**					20	9		1	3	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

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

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,275	530	5,745	55,467
District	N/A	N/A	9,518	\$57,806
Percent Difference - School Site and District	N/A	N/A	-49.4	-4.1
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	-29.7	-21.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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

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

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,417	\$44,318
Mid-Range Teacher Salary	\$55,508	\$67,053
Highest Teacher Salary	\$82,879	\$90,163
Average Principal Salary (Elementary)	\$82,070	\$106,389
Average Principal Salary (Middle)	\$84,223	\$113,976
Average Principal Salary (High)	\$99,263	\$114,214
Superintendent Salary	\$125,000	\$141,066
Percent of Budget for Teacher Salaries	28.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	26	25	26

Each school year, MJUSD re-evaluates its annual focus items. All schools in the district plan teacher workshops accordingly to develop and implement their own focus, based on the district plan. A Professional Learning Committee has been implemented district-wide, with each school working in tandem to articulate goals and practices. The focus is on student learning and the Multi-Tiered System of Supports, including the three domains: 1) Academics, 2) Behavioral, and 3) Social Emotional. AES has an elected Professional Development Team that represents one member per two grade levels. This allows for representation in planning, and dissemination of plans to staff.

Throughout the district, and in each site, teachers meet either with other grade level teachers or by department. Meetings are held nearly weekly, and teachers analyze data, examine and assess student work, and plan goals and assessments. Conference attendance is still a part of professional development, as evidenced by teachers’ and administrators’ attendance at AVID Summer Institute and other conferences geared toward advancing teacher knowledge of how to help students meet or exceed state standards. Several conferences and trainings that have been attended by various Alturas Elementary staff members or are planned for this year include; Eureka Math, BER Guided Reading Instruction, Capturing Kids Hearts, PBIS, Trauma Informed Instruction / Care, RESULTS, SIPPS, AVID, Benchmark 1.5, Interventions, and Online Tools, and NWEA MAP Data Uses and Intervention Planning.