

Alta Loma School District Alta Loma Elementary School

Grades TK through 6
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2016-17 School Accountability Report Card *Published November 2017*

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Principal's Message

The staff at Alta Loma Elementary is fully committed to implementing, utilizing, and overseeing an intensive, balanced, standards-based curriculum to ensure the success of each child. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A particular emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency in state standards and curriculum. Staff and parents work together to create a learning environment that has high academic expectations, promotes students' social, emotional, and physical development, teaches responsibility and pride, and models learning as a lifelong endeavor. We are excited about our school, its regular program, as well as our intervention programs, and welcome all to support our efforts.

Mission Statement

"At ALE our students will become respectful, responsible, and resourceful citizens while demonstrating a passion for doing their best in a caring manner and contributing positively to society. The ALE community will read and learn everyday while striving to be lifelong learners."

School Profile

Alta Loma Elementary School is located in the central region of Alta Loma and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2016-17 school year, 502 students were enrolled, including 7.8% in special education, 12.7% qualifying for English Language Learner support, and 53.6% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	7.60%	Transitional Kindergarten	78
Amer. Indian or Alaskan Native	0.60%	Kindergarten	98
Asian	3.80%	Grade 1	62
Filipino	1.00%	Grade 2	44
Hisp. or Latino	57.60%	Grade 3	44
Pacific Islander	0.80%	Grade 4	56
Caucasian	28.50%	Grade 5	58
Multi-Racial	0.20%	Grade 6	62
Students with Disabilities	7.80%	Ungraded	0
Socioeconomically Disadvantaged	53.60%		
English Learners	12.70%		
Foster Youth	0.80%		
Total Enrollment			502

Student Achievement

Physical Fitness

In the spring of each year, Alta Loma Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	18.2	32.7	18.2

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Alta Loma Elementary School qualified for Title I Targeted Assistance funding and is subject to comply with Title I program requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program Status 2017-18		
	ALES	ALSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2012-2013
Year in Program Improvement	Year 4	Year 2
No. of Schools Currently in Program Improvement	2	
% of Schools Currently in Program Improvement	20.0%	

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Alta Loma Elementary School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	49	52	62	65	48	48
Mathematics (grades 3-8 and 11)	37	42	48	50	36	37

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

CAASPP Test Results in ELA by Student Group (2016-17)

Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	222	214	96.40	51.87
Male	114	110	96.49	49.09
Female	108	104	96.30	54.81
African-Amer.	19	17	89.47	35.29
Amer. Indian or Alaskan Native	--	--	--	--
Asian	11	9	81.82	66.67
Filipino	--	--	--	--
Hisp. or Latino	132	132	100.00	48.48
Pacific Islander	--	--	--	--
Caucasian	53	49	92.45	61.22
Multi-Racial	--	--	--	--
English Learners	44	40	90.91	50.00
Socioeconomically Disadvantaged	141	137	97.16	45.99
Students with Disabilities	31	31	100.00	12.90

CAASPP Test Results in Mathematics by Student Group (2016-17)

Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	222	215	96.85	42.33
Male	114	111	97.37	45.95
Female	108	104	96.30	38.46
African-Amer.	19	17	89.47	29.41
Amer. Indian or Alaskan Native	--	--	--	--
Asian	11	10	90.91	60.00
Filipino	--	--	--	--
Hisp. or Latino	132	132	100.00	39.39
Pacific Islander	--	--	--	--
Caucasian	53	49	92.45	46.94
Multi-Racial	--	--	--	--
English Learners	44	41	93.18	41.46
Socioeconomically Disadvantaged	141	137	97.16	35.77
Students with Disabilities	31	31	100.00	9.68

CAASPP Test Results in Science for All Students

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Alta Loma Elementary School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (grades 5, 8, and 10)	74	75	80	78	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropouts*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, the school marquee, school newsletters, classroom newsletters, district and school websites, teacher websites, and 6th grade newsletters. Contact the school office at (909) 484-5000 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Library Assistant
Office Helper
Student Picture Day
Reading to Students
Evening Events
Charitable Causes for Students
Sugar Plum Giving Tree
PTA Events
Hearing/Vision Screenings
After School GATE Activities
Family Fun Nights
School Projects Preparation
Thanksgiving Basket Program
Assisting the Volunteer Liaison
Assemblies
Book Fairs
Field Trips

Committees

English Learner Advisory Council
District English Learner Advisory Council
GATE Advisory Council
Parent Teacher Association
School Site Council
Positive Behavior Intervention & Support (PBIS) Committee

School Activities

Back to School Night
Open House
Student Performances
Awards Assemblies
GATE Programs
Family Dine-Out Night
Family Fun Nights
Guest Speakers
Book Talks
Educational & Enrichment Assemblies
Pennies for Patients
After School Intervention Programs
Student Council
Veteran's Day Honor
After School Book Club
Reading Buddy Program

Lions Club International
School Garden Program
Kiwanas Adopted School
Annual Jog-A-Thon
Learning Lab Open House
Field Trips
Author Talks
Noontime Sports
After School Track Team
After School Martial Arts
Lunch Bunch Social Group
After School Chess Masters
Evening Girls Scouts / Boy Scouts Clubs

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Alta Loma Elementary School's original facilities were built in 1952; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Reconfigure library/computer lab
- Painting of the ball wall
- Painting of the childcare room #29
- Painting of and repairs to TAP's office

2017-18 Planned Improvements / Improvements in Process:

- Repairs to concrete where needed
- Removal of the bench in the library
- Repairs to carpet in two areas
- Installation of a Salto locking system (bond project)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Alta Loma Elementary School. The day custodian is responsible for:

- General maintenance
- Groundskeeping
- Restroom cleaning
- Trash removal

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Special events setup/clean up
- Outside clean up

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1952
Acreage	8.10
Square Footage	42,941
Quantity	
Permanent Classrooms	19
Portable Classrooms	4
Restrooms (sets)	6
Multipurpose Room(s)	1
Library	1
Band Room(s)	1
Child Care Room(s)	2
Learning Labs	2
Playground(s)	2
Speech Room(s)	1
Staff Room(s)	2
Tutoring Room(s)	1

Facilities Inspection

The district's maintenance department inspects Alta Loma Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Alta Loma Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, June 08, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Thursday, June 08, 2017			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Room 10 - Loose ceiling tile by entrance door; Room 13 - Stained ceiling tile by front of classroom; Room 19 - Three ceiling tiles stained; Portable 29 - Loose ceiling tile
(E)	Room 8 - Faucet needs to be adjusted; Girls RR by Custodian's Office - Faucet close to door has no water flow; Room 16 - Adjust drinking fountain

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, proctors, and teachers are strategically assigned to designated entrance areas and the playground. During recess, proctors supervise playground activity. Administrators and proctors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators and proctors monitor student behavior to ensure a safe and orderly departure.

Alta Loma Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Alta Loma Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in June 2017. Staff responsibilities and safety plan updates were discussed with staff in August 2017.

Classroom Environment

Discipline & Climate for Learning

Alta Loma Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	14-15	15-16	16-17
	ALES		
% Students Suspended	0.4	0.4	1.3
% Students Expelled	0.0	0.0	0.0
	ALSD		
% Students Suspended	1.6	2.0	2.4
% Students Expelled	0.0	0.0	0.0
	California		
% Students Suspended	33.0	32.5	30.7
% Students Expelled	0.1	0.1	0.1

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.0		4	
1	22.0		1	
2	27.0		3	
3	27.0		2	
4	30.0		2	
5	31.0		2	
6	32.0		2	
2015-16				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.0		5	
1	22.0		2	
2	22.0		2	
3	28.0		2	
4	28.0		2	
5	27.0		2	
6	33.0		1	1
2016-17				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	14.0	10	4	
1	22.0	1	2	
2	22.0	1	1	
3	22.0		2	
4	22.0		2	
5	30.0		2	
6	31.0		2	

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Alta Loma Elementary School revolve around the California State Standards. During the 2016-17 school year, Alta Loma Elementary School held staff development training devoted to:

- ELA Adoption
- Math Focus Standards
- Interim Assessments
- Interactive/Engagement Strategies
- Close Reading Lessons
- Data Analysis
- English Language Arts Adoption
- Professional Learning Communities
- Technology Enrichment
- Common Core State Standards

- Illuminate Data & Assessment Training
- Structure & Standards
- Thinking Maps
- Write from the Beginning
- Positive Behavior Intervention & Support Training
- LCAP Training
- Problem-Based Learning

Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Alta Loma Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Alta Loma Elementary School's teachers attended the following events hosted by the Alta Loma School District:

- English Language Arts/English Language Development Adopted Materials
- Cultural Proficiency
- Positive Behavioral Intervention Support (PBIS)
- QUEST: Engaged Visible Learning
- 21st Century Skill Development
- Footsteps to Brilliance
- Technology Training
- Thinking Maps
- STEM (Science, Technology, Engineering, Math)
- Social Studies Adoption Training
- Document Based Questioning
- Next Generation Science Standards (NGSS)
- Write from the Beginning and Beyond
- Math Training

Alta Loma Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Alta Loma Elementary School are aligned to the California State Standards. Instructional materials are selected from the

state's most recent list of standards-based materials and adopted by the State Board of Education.

On Wednesday, September 06, 2017, the Alta Loma School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #09-06-17 (b) which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2017-18 school year, Alta Loma School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2016	Houghton Mifflin, <i>Journeys California</i>	0 %
History-Social Science		
2006	Glencoe, <i>Ancient Civilizations</i>	0 %
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
Mathematics		
2015	Pearson, <i>enVision Math CA Common Core</i>	0 %
Science		
2007	Macmillan/McGraw-Hill, <i>Macmillan/McGraw-Hill California Science</i>	0 %

Professional Staff

Counseling & Support Staff

Alta Loma Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Alta Loma Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE
Academic Counselor	0	0.0
Computer Aide	1	0.4
Counselor	1	*
Health Clerk	1	0.4
Library Clerk	1	0.4
Nurse	1	*
Psychologist	1	*
Speech & Language Specialist	1	0.4

* as needed

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

Teacher Assignment

During the 2016-17 school year, Alta Loma Elementary School had 21 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	ALES			ALSD
	15-16	16-17	17-18	17-18
Total Teachers	19	21	22	256
Teachers with full credentials	19	21	22	256
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	6
Teacher misassignments for English learners	0	0	0	8
Total teacher misassignments	0	0	0	8
Vacant teacher positions	0	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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	State Average of Districts in Same Category	
	ALSD	
Beginning Teacher Salary	\$39,859	\$48,678
Mid-Range Teacher Salary	\$71,548	\$78,254
Highest Teacher Salary	\$92,195	\$96,372
Superintendent Salary	\$197,884	\$212,818
Average Principal Salaries:		
Elementary School	\$118,888	\$122,364
Percentage of Budget:		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

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

Expenditures Per Student

For the 2015-16 school year, Alta Loma School District spent an average of \$8,661 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Alta Loma School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	ALES	ALSD			
Total**	\$6,324	N/A	N/A	N/A	N/A
Restricted	\$654	N/A	N/A	N/A	N/A
Unrestricted	\$5,670	\$7,195	78.80	\$6,574	86.24
Average Teacher Salary	\$69,248	\$76,346	90.70	\$78,363	88.37

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Alta Loma Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Alta Loma Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Alta Loma Elementary School is Archibald Library, a branch of Rancho Cucamonga Public Library.

Address: 7368 Archibald Avenue, Rancho Cucamonga
 Phone Number: (909) 477-2720
 WebSite: <http://www.rcpl.lib.ca.us/>
 Number of Computers Available: 22

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Alta Loma School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2017.