



Alta Vista Elementary School

2015-2016 School Accountability Report Card

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year.

The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Principal's Message

Here at Alta Vista Elementary School we strive to promote an environment where children are encouraged to take risks as they experience diverse and challenging intellectual opportunities, and where they are nurtured both as individuals and as members of a community. During their years with us at Alta Vista, we hope to foster their independence, their love of learning and their sense of community. In our classrooms and on our campus, we work daily to encourage behavior and interaction that is safe and respectful.

The culture of Alta Vista Elementary School reflects a commitment that all students can learn and encourages all students to be academically successful. Efforts are ongoing to maintain a schoolwide focus on standards-based education. The staff and parents work together to create a positive learning environment and to improve student achievement. To promote and enhance the learning environment and process, students are recognized for citizenship, responsibility, self-improvement, academic achievement, and attendance. Education requires teamwork. The Alta Vista staff, teachers, parents, students, and PTO will continue to communicate clearly and

work effectively to enable our students to meet the standards and to achieve our schoolwide site plan goals and objectives.

This year we had 572 students in twenty-six classrooms. A flower garden planted by students brightens our entrance. Murals designed by the students and graduates of Alta Vista grace our buildings. Classrooms are filled with artwork, science projects and rich samples of student work. Our Kindergarten playground provides opportunities for exercise as well as creative play for our youngest students.

School Profile (School Year 2016-17)

Alta Vista Elementary is a single school K-8 elementary district located in an unincorporated region east of Porterville in Tulare County. Snug against the Sierra foothills, this six-square mile district served 572 students in grades K-8 during 2015-16.

Mission Statement

Alta Vista puts forth its personal best to foster community-wide literacy, academic

success, character development, community involvement and life-long learning.

School Enrollment & Attendance (School Year 2015-16)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. The automated phone system makes daily calls to parents when children are absent. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Students who continue to exhibit excessive absences are directed to the appropriate authorities. In the event of habitual truancy, students may be referred to the District's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. This table illustrates the enrollment trend by grade level or student group.

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	-
American Indian or Alaska Native	0.7%
Asian	1.2%
Filipino	-
Hispanic or Latino	77.3%
Native Hawaiian or Pacific Islander	4.0%
White	16.3%
Two or More Races	0.5%
EL Students	60.7%
Socioeconomically Disadvantaged	92.1%
Students with Disabilities	2.4%
Foster Youth	1.6%

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	83	65	70
1st	50	68	58
2nd	66	54	69
3rd	71	68	59
4th	59	72	63
5th	65	53	68
6th	68	64	55
7th	68	68	62
8th	46	61	68

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	28	0	29	29
Without Full Credentials	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

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

Misassignments/Vacancies			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2015-16)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

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

Instructional Materials (School Year 2016-17)

Alta Vista Elementary School District held a public hearing on September ___th, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	ELD	MacMillan/ McGraw Hill	2010	Yes	0.0%
6th-8th	ELD	National Geographic / Hampton Brown	2009	Yes	0.0%
6th-8th	English/Language Arts	Holt, Rinehart & Winston	2011	Yes	0.0%
K-5	English/Language Arts	MacMillan/ McGraw Hill	2011	Yes	0.0%
6th-8th	History/Social Science	Glencoe/McGraw Hill	2006	Yes	0.0%
K-5	History/Social Science	Pearson Scott Foresman	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2009	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2009	Yes	0.0%
4th-8th	Reading Intervention	Hampton Brown	2009	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2006	Yes	0.0%

School Facilities (School Year 2016-17)

Alta Vista Elementary was originally constructed in 1956 and is comprised of 25 permanent classrooms, five portable classrooms, a multipurpose room, a library, a staff lounge, a computer lab, three playgrounds, a family support center, and two preschools.

Cleaning Process

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

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation. The table displays information collected in September 2016.

School Facility Conditions				
Date of Last Inspection: 08/30/2016				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Area 2 RR: Leak in boys restroom, girl's toilet not flushing properly.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the 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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities)

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	6	8	--	6	8	--	44	48
Mathematics (Grades 3-8 and 11)	--	4	5	--	4	5	--	34	36
Science (Grades 5, 8, and 10)	21	10	17	21	10	17	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grades five, eight, and and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	140	138	98.57	16.67
Male	73	72	98.63	20.83
Female	67	66	98.51	12.12
Hispanic or Latino	113	112	99.12	15.18
White	19	19	100	26.32
Socioeconomically Disadvantaged	130	128	98.46	17.19
English Learners	84	84	100	4.76
Migrant Education	12	12	100	16.67

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	57	57	100	8.77	57	100	12.28
Male	26	26	100	7.69	26	100	7.69
Female	31	31	100	9.68	31	100	16.13
Hispanic or Latino	46	46	100	10.87	46	100	13.04
Socioeconomically Disadvantaged	55	55	100	9.09	55	100	12.73
English Learners	38	38	100	10.53	38	100	10.53

California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	66	65	98.48	6.15	64	98.46	6.25
Male	35	34	97.14	5.88	34	97.14	5.88
Female	31	31	100	6.45	30	100	6.67
Hispanic or Latino	49	49	100	6.12	49	100	4.08
White	13	12	92.31	8.33	11	91.67	9.09
Socioeconomically Disadvantaged	61	60	98.36	5	59	98.33	5.08
English Learners	45	45	100	6.67	45	100	6.67

California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	75	75	100	10.67	75	100	1.33
Male	41	41	100	9.76	41	100	2.44
Female	34	34	100	11.76	34	100	--
Hispanic or Latino	62	62	100	11.29	62	100	1.61
Socioeconomically Disadvantaged	70	70	100	11.43	70	100	1.43
English Learners	53	53	100	13.21	53	100	1.89

California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	53	52	98.11	3.92	53	100	1.92
Male	22	22	100	--	22	100	--
Female	31	30	96.77	6.9	31	100	3.33
Hispanic or Latino	45	44	97.78	4.65	45	100	2.27
Socioeconomically Disadvantaged	48	47	97.92	4.35	48	100	2.13
English Learners	28	28	100	3.57	28	100	3.57

California Assessment of Student Performance and Progress - Grade 7

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	63	63	100	7.94	63	100	6.35
Male	34	34	100	5.88	34	100	11.76
Female	29	29	100	10.34	29	100	--
Hispanic or Latino	44	44	100	2.27	44	100	6.82
White	14	14	100	14.29	14	100	7.14
Socioeconomically Disadvantaged	58	58	100	6.9	58	100	6.9
English Learners	28	28	100	--	28	100	3.57

California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	67	65	97.01	10.77	66	98.51	3.03
Male	33	32	96.97	6.25	32	96.97	--
Female	34	33	97.06	15.15	34	100	5.88
Hispanic or Latino	52	51	98.08	13.73	52	100	3.85
White	11	11	100	--	11	100	--
Socioeconomically Disadvantaged	62	60	96.77	11.67	61	98.39	3.28
English Learners	31	31	100	--	31	100	--

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Performance Testing (School Year 2015-16)

In the spring of each year, Alta Vista is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). The percentage of students who met the standards is displayed in the chart.

Percentage of Students in Healthy Fitness Zone			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.6%	21.0%	21.0%
7	27.3%	15.9%	-

**Scores are not disclosed when fewer than 10 students are tested*

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Alta Vista Elementary at (559) 782-5700.

Parent & Community Involvement (School Year 2016-17)

Parents and the community are very supportive of the educational programs at Alta Vista Elementary. Parents are encouraged to volunteer at the school, chaperone field trips, and organize fundraisers. Additional opportunities for involvement include: Parent Club, School Site Council, Migrant Committee, and District English Learner Advisory Committee.

The school receives additional support from the local Rotary Club, which regularly donates books to the school library.

State Priority: School Climate

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

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

Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for Alta Vista's discipline program. Teachers develop their own individual classroom rules and expectations. School rules and policies are distributed to parents and students during orientation at the beginning of the year, and are reviewed throughout the year in the parent/student handbook, parent conferences, Back-to-School and school assemblies. An automated phone system keeps parents up-to-date on upcoming events.

The school has adopted the Character Counts! program, which emphasizes the six pillars of character: caring, responsibility, trustworthiness, citizenship, fairness, and respect.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state for the last three years. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	1.65	6.07	6.35	0.00	0.00	0.00
District	1.65	6.07	6.35	0.00	0.00	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

Student Recognition

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise and motivational incentives, ongoing recognition programs include:

- Participation in dances
- Participation in graduation ceremony
- Presidential Award
- Individual Classroom Recognition
- All American Student Classic

School Safety Plan (School Year 2016-17)

The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in June 2016. All revisions were communicated to the both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised throughout the day by certificated staff and classified staff. The parking lot is the designated area for student drop off and pick up. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure.

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.

Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Porterville, CA, which contain numerous computer workstations. For more information, please visit www.portervillelibrary.org.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2000-2001	-
Year in PI	Year 5	-
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	100.0%

Average Class Size and Class Size Distribution

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	21	16	26	2	4	-	2	-	3	-	-	-
1	25	23	20	3	-	2	-	3	1	1	-	-
2	30	44	17	1	3	3	4	-	0	1	1	-
3	26	25	25	-	1	-	3	2	3	1	1	-
4	28	24	25	-	-	-	3	3	2	1	-	-
5	27	35	21	-	-	-	3	3	3	1	1	-
6	31	29	25	1	2	-	1	0	3	6	-	-
By Subject Area												
English	23	24	26	4	3	-	2	3	7	2	3	-
Mathematics	27	25	26	1	2	-	2	2	7	2	2	-
Science	29	26	26	-	1	-	2	2	7	2	2	-
Social Science	29	26	26	-	1	-	2	2	7	2	2	-

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development days annually. During the staff development days staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for the 2015-16 school year included English Language Development and Guided Reading.

Counseling & Support Staff (School Year 2015-16)

It is the goal of Alta Vista to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The table lists the support service personnel available at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Technician	1	1.0
Library Technician	1	1.0
Nurse	1	0.8
Psychologist	1	0.3
Speech and Language Specialist	1	0.2

Alta Vista Elementary School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). Students may receive additional assistance from the Resource Specialist Teacher, the Speech & Language Specialist, or the Psychologist.

Students are identified as English Learners (EL) during the enrollment process and through the California English Language Development Test (CELDT). Alta Vista Elementary provides English Language Development (ELD) through language development grouping. During the day students are divided into groups based on their language development in order to provide services appropriate to different levels.

School Leadership

Leadership at Alta Vista is a responsibility shared among district administration, the superintendent, principal, instructional staff, students, and parents. Primary leadership duties were assumed by Lora Haston in 2009-10. Prior to this position, Ms. Haston served for three years as a superintendent/principal for other schools in Northern California. She has also been a principal of an elementary school and spent seven years as an elementary school teacher. Superintendent Haston is aided by Principal Cliff Cantrell. Mr. Cantrell brings with him ten years of experience including experience as Alta Vista's Academic Coach and a classroom teacher.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- Academic Coach
- School Site Council
- Parent Club
- Leadership Team
- English Learner Advisory Council (ELAC)
- Migrant Committee

School Site Teacher Salaries (Fiscal Year 2014-15)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having less than 1,000 Average Daily Attendance (ADA). The table illustrates the average teacher salary at the school and district and compares it to the average teacher salary at the state level.

Average Teacher Salaries	
School & District	
School & District	\$66,312
School & State	
All Elementary School Districts	\$60,985
Percentage of Variation	8.7%

District Revenue Sources (Fiscal Year 2015-16)

In addition to general state funding, Alta Vista Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Title I
- Title II
- Title III
- Title IV

District Expenditures (Fiscal Year 2014-15)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School & District	
Total Expenditures Per Pupil	\$9,173
From Supplemental/Restricted Sources	\$954
From Basic/Unrestricted Sources	\$8,219
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	44.8%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Teacher & Administrative Salaries (Fiscal Year 2014-15)

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

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$42,997	\$41,085
Mid-Range Teachers	\$66,183	\$59,415
Highest Teachers	\$87,620	\$75,998
Elementary School Principals	\$123,783	\$100,438
Superintendent	\$144,264	\$116,069
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.0%	33.0%
Administrative Salaries	5.0%	7.0%