

# **Mt. Baldy Joint Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

#### **Internet Access**

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

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Mt. Baldy Joint Elementary School
<b>Street</b>	1 Mt. Baldy Road
<b>City, State, Zip</b>	Mt. Baldy, CA 91759
<b>Phone Number</b>	909.985.0991
<b>Principal</b>	Nancy Sirski
<b>Email Address</b>	Nancy_Sirski@mtbaldy.k12.ca.us
<b>Website</b>	www.mtbaldy.k12.ca.us
<b>County-District-School (CDS) Code</b>	36-67793-6036065

Entity	Contact Information
<b>District Name</b>	Mt. Baldy Joint Elementary School District
<b>Phone Number</b>	909.985.0991
<b>Superintendent</b>	Nancy Sirski
<b>Email Address</b>	nancy_sirski@mtbaldy.k12.ca.us
<b>Website</b>	www.mtbaldy.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

Mt Baldy School District is a single-school district located in the village of Mt Baldy. The village is part of the San Gabriel Mountain range approximately 50 miles northeast of Los Angeles, California. The school has a stable enrollment of about 100 students from kindergarten to 8th grade.

Vision: The mission of Mt Baldy School, a nurturing and unique mountain community, is to ensure our students a dynamic educational experience by fostering creativity and critical thinking we equip the whole child to lead and thrive in an ever-changing world.

#### Goals:

Mt. Baldy School creates a positive school culture that promotes wellness, appreciation of differences, empathy, service learning, and an optimal social-emotional environment. We use our natural resources to enhance student understanding and stewardship of our environment both local and global. The Mt. Baldy School Community (all) practice clear and positive communication to promote trusting relationships throughout the school and community.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	13
<b>Grade 1</b>	8
<b>Grade 2</b>	13
<b>Grade 3</b>	10
<b>Grade 4</b>	11
<b>Grade 5</b>	7
<b>Grade 6</b>	13
<b>Grade 7</b>	9
<b>Grade 8</b>	10
<b>Total Enrollment</b>	94

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	2.1
Asian	5.3
Hispanic or Latino	36.2
White	44.7
Two or More Races	6.4
Socioeconomically Disadvantaged	29.8
English Learners	4.3
Students with Disabilities	10.6
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	6	7	7
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: February 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017/2018	Yes	0
Mathematics	2016/2017	Yes	0
Science	NGSS in progress	Yes	0
History-Social Science	Upcoming	Yes	0
Health	In Progress	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Mt Baldy School has regular inspections conducted by staff as well as outside agencies, i.e. pest control operators, HVAC engineers and Fire Inspectors to ensure a safe, clean environment for students, staff and volunteers. Scheduled maintenance to heating systems, pest control for the school and Fire Inspections are scheduled during school breaks as a precautionary measure for students. The school is cleaned on a daily basis, which provides another source for reporting any necessary repairs. All restrooms, classrooms, common areas and grounds are in good condition. 100% of restrooms are in good working condition. The district replaced 100% of the heating systems in the 2005-06 and 2006-07 school years.

Modernization completed in 2012. Proposition 39 monies were utilized to update all interior and exterior lighting. As well, energy saving thermostats were installed, and a wireless energy management system is being used to monitor and conserve energy.

## School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: June, 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	63	68	63	68	50	50
<b>Mathematics (grades 3-8 and 11)</b>	55	52	55	52	38	39

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	62	98.41	1.59	67.74
Male	41	41	100.00	0.00	65.85
Female	22	21	95.45	4.55	71.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	26	26	100.00	0.00	65.38
Native Hawaiian or Pacific Islander					
White	26	26	100.00	0.00	65.38
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00	0.00	50.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	62	98.41	1.59	51.61
Male	41	41	100.00	0.00	51.22
Female	22	21	95.45	4.55	52.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	26	26	100.00	0.00	50.00
Native Hawaiian or Pacific Islander					
White	26	26	100.00	0.00	50.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00	0.00	38.89
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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.

## 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 2019-20)

Mt Baldy School encourages and welcomes involvement from parents of all students at our school. We are committed to encouraging an open, cooperative relationship between parents and school and feel this relationship is directly related to the success of our students. Parents are encouraged to volunteer in classrooms, on field trips and by joining our P.T.A. Parents participate in providing Junior High Elective events throughout the school year.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.8	0.0	0.0	1.8	0.0	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Student safety is a primary concern at Mt Baldy School. Many people visit the campus to volunteer in classrooms and participate in school events. Parents and visitors must first sign in at the office and be given a visitor or volunteer pass. During lunch, recesses and before and after school, students are supervised by designated staff members. The playgrounds and lunch areas are supervised to ensure an orderly and safe environment. The school has posted exits, regular fire drills and emergency provisions on site. A School Safety Committee comprised of San Bernardino County Superintendent of Schools risk management team members, local law enforcement, fire prevention personnel, staff, parents, and community members meets on a periodic basis throughout the school year to review various aspects of the school safety plan.



## 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	8	2			10	1			13	1		
2	19	1							21		1	
4	23		1		21		1		21		1	
6	23		1		22		1		20	1		
Other**					19	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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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	1.0

\*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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,514	\$2,454	\$7,060	\$60,044
District	N/A	N/A	\$7,264	
Percent Difference - School Site and District	N/A	N/A	-2.8	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	7.1	-3.1

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

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

## Types of Services Funded (Fiscal Year 2018-19)

Supplemental services include all funding from restricted categorical resources such as Special Education AB602, Forest Reserve, ESSA-Title programs and Lottery monies.

LCFF unrestricted funds provide the students with a range of services including pupil transportation, school safety and violence prevention, K-3 class size reduction, Target Instructional Improvement block grant, deferred maintenance, and the Fund Re-alignment Program.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	12%	7%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Mt. Baldy Joint Elementary School District continues implementation of Common Core Standards in math and English-Language Arts. The district is working with math and English-Language Arts consultants from the San Bernardino County Superintendent of Schools (SBCSS). SBAC and district writing benchmark data were used to determine the district focus upon improving student writing. The teachers have been trained in the use of Thinking Maps. We have five full staff development days throughout the school year, and continuous professional growth occurs every Thursday early release day.

The teachers have trained in Thinking Maps, Envision Math and Houghton Mifflin Journeys and Collections and receive ongoing support during weekly minimum days. Ongoing use of formative assessment data analysis is used to inform instruction and provide learning that meets the needs of all students.