2013–14
School Accountability Report Card Template

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

Posted to the CDE Web:
September 4, 2013

ARCContact:
SARC Team
916-319-0406
sarc@cde.ca.gov

ALTUS ACADEMY

School Accountability Report Card, 2013-2014

ALTUS ACADEMY

Address: 205 N Maple Ave Rialto CA   **Phone: 909 829-9999**
Principal: Denise Yeomans   **Grade Span: K-12**

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Altus Academy is a Certified Non-Public School that provides Special Education and Related Services including Speech and Language, Occupational Therapy, Adaptive PE, as well as Mental Health Services, such as Wraparound and Counseling to students of local school districts and SELPAs. Altus Academy employs a high teacher to student ratio that enables students with severe behavioral and cognitive difficulties to learn and transition into a less restrictive educational setting at the local school district. This year, Altus Academy experienced great success in transitioning 11 students back into the public schools.   In addition, Altus Academy offers a variety of Mental Health programs designed to address students' mental health and behavioral issues that place them at risk of removal from the least restrictive educational and residential environments. Students and their families involved in transitioning from residential placements to home, and lower levels of care can benefit from the intensive enrichment during these programs, which have been successful in helping students access their education.

Student Enrollment

Group	Enrollment
Number of students	75
Black or African American	39 %
American Indian or Alaska Native	1 %
Asian	
Filipino	
Hispanic or Latino	35 %
Native Hawaiian or Pacific Islander	
White	8 %
Two or More Races	2 %
Socioeconomically Disadvantaged	98 %
English Learners	2 %
Students with Disabilities	100 %

Teachers

Indicator	Teachers
Teachers with full credential	14
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Miss- assignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR[1] Program Results
English-Language Arts	1 %
Mathematics	6%
Science	4 %
History-Social Science	<1%

Academic Progress[2]

Indicator	Result
2013 Growth API Score (from 2013 Growth API Report)	#
Statewide Rank (from 2012 Base API Report)	#
Met All 2013 AYP Requirements	Yes/no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met # of #
2013–14 Program Improvement Status (PI Year)	#

School Facilities

Summary of Most Recent Site Inspection

Altus Academy received an on site review by the California Department of Education in 2012 and was found to be in compliance and received full accreditation without any corrective actions. Additionally, Altus received praise for the outstanding relationships with our School Districts and the dedication and commitment to our students and employees. Altus Academy's facilities are inspected annually by the City Fire Marshal, County Department of Health and Corporate Offices. Our most recent inspections reported no corrective actions and certificates of clearance were issued from all agencies.

Repairs Needed

None

Corrective Actions Taken or Planned

None

---

[1] Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.
[2] The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Visual and Performing Arts	0 %
Science Laboratory Equipment (grades 9-12)	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$
District	$
State	$

School Completion

Indicator	Result
Graduation Rate (if applicable)	9 graduates
Transition to LRE	15

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0 %
Graduates Who Completed All Courses Required for University of California or California State University Admission	0 %

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013–14 School Year

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

➢ For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

➢ For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Throughout this document the letters DPL mean data provided by the local educational agency (LEA), and the letters DPC mean data provided by the CDE.

II. About This School

District Contact Information (School Year 2014–15)

District Name	Fontana Unified	
Phone Number	909-357-5000	
Web Site	fusd.net	
Superintendent	Cali L Olsen-Brinks	
E-mail Address	colsen@fsud.edu	
CDS Code	36 67710 6130710	

School Contact Information (School Year 2014–15)

School Name	Altus Academy	
Street	205 N Maple Ave	
City, State, Zip	Rialto CA 92377	
Phone Number	909-829-9999	
Principal	Denise Yeomans	
E-mail Address	dyeomans@altusacademy.com	
County-District-School (CDS) Code	36 67710 6130710	

School Description and Mission Statement (School Year 2013–14)

Altus Academy is a Non Public School that provides special education, related instructional and mental health services for those district students who cannot be served by the Local Education Agencies (LEA). Altus Academy specializes in the education of emotionally disturbed, severely disabled and autistic students, ages 5-22 years. Our goal is to mainstream students into less restrictive public school environments as quickly as possible. Students receive common core base curriculum that meets or exceeds curriculum and programs of the LEA. Altus also provides a comprehensive Independent Living Skills Program, using BASIC 2 Curriculum. In addition, Altus has a Career Choice Transition Program designed to meet the needs of transitional at risk youth from 16 to 22 years of age. Altus' educational programs focus on a high school diploma or certificate of completion as student goals. Altus also provides behavioral support, social emotional and academic counseling, functional life skills and vocational/career programs.

Altus Academy's afterschool Enrichment Program is designed to serve students who have previously had AB mental health services, who are pre-expulsion and suspension, are at risk of placement in a more restrictive environment, who are at risk of removal from home or are returning from residential placement. These services include an intensive Day Treatment Program, Wrap Around Program, Individual, Group and Family Counseling, Case Management, Behavior Modification, and Crisis Intervention.

Altus Academy has begun an interscholastic athletic program that enables students to participate in athletics and enrichment activities with other non-public schools. Elementary and Secondary students travel and compete in Basketball, Flag Football and Softball with other local Non-Public Schools.

Opportunities for Parental Involvement (School Year 2013–14)

Altus welcomes parent participation in their child's education. Altus' parents frequently accompany students on classroom field trips. In addition, parents can meet with our therapists and behavior case managers to develop at home and family interventions. Parents interested in becoming involved should contact the Campus Principal at 909 829-9999. Altus Academy's Enrichment Program has monthly parent meetings to discuss issues and concerns regarding current issues in education. Parent and family counseling are also offered through the IEP process.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

➢ **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

➢ **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in

grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

➢ **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
History-Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Note: 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	DPC	DPC	DPC	DPC
All Students at the School	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC

Two or More Races	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC

Note: 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
English-Language Arts	2	3	2	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	1	1	2	DPC	DPC	DPC	DPC	DPC	DPC

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	DPC	DPC	DPC	DPC	DPC	DPC
All Students at the School	29	2	DPC	29	2	DPC
Male	DPC	1	DPC	DPC	1	DPC
Female	DPC	1	DPC	DPC	1	DPC
Black or African American	DPC	2	DPC	DPC	2	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC

White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	29	2	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	29	2	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC

Note: 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.

California Physical Fitness Test Results (School Year 2013–14)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	50	10	DPC
7	50	10	DPC
9	50	10	DPC

Note: 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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.
Students at Altus Academy participate in all required assessments each year, driven by the Individual Education Plan student's participate in CAPA, CMA, STAR and CAHSEE assessments. Students at Altus Academy are also assessed annually using the Woodcock-Johnson and Birgance Quick Test. The tables below represent the academic performance in the areas tested.

During the 2013-2014 School Year the following represents the percentage of students who increased 1 or more grade levels, in each subject area.

WOOD-COCK JOHNSON

Increased grade levels	1	2	3	4	5	Overall %
Reading	42	36	20	1		98
Math	40	36	21			97
Writing	42	35	18			95

BRIGANCE INVENTORY

Reading	60	19	19	1		98
Writing	52	25	21			97
Math	62	17	10			89

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	DPC	DPC	DPC
Similar Schools	DPC	DPC	DPC

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2014 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2013–14)

AYP Criteria	School	District
Made AYP Overall	DPC	DPC
Met Participation Rate - English-Language Arts	DPC	DPC
Met Participation Rate - Mathematics	DPC	DPC
Met Percent Proficient - English-Language Arts	DPC	DPC
Met Percent Proficient - Mathematics	DPC	DPC
Met API Criteria	DPC	DPC
Met Graduation Rate	DPC	DPC

Federal Intervention Program (School Year 2014–15)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells shaded in black or with N/A values do not require data.

V. School Climate

Student Enrollment by Grade Level (School Year 2013–14)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	1
Grade 4	4
Grade 5	2
Grade 6	6
Grade 7	6
Grade 8	5
Ungraded Elementary	1
Grade 9	6
Grade 10	9
Grade 11	6
Grade 12	29
Ungraded Secondary	15
Total Enrollment	75

Student Enrollment by Student Group (School Year 2013–14)

Group	Percent of Total Enrollment
Black or African American	39
American Indian or Alaska Native	1
Asian	
Filipino	
Hispanic or Latino	47
Native Hawaiian or Pacific Islander	
White	10
Two or More Races	3
Socioeconomically Disadvantaged	98
English Learners	2
Students with Disabilities	100

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-3					12	2			10	3		
1												
2												
3	8	1										
4-6	8	1			12	1			10	3		
5	8	2										
6	8	2										
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	2			12	2			10	3		
Mathematics	12	2			12	2			10	3		
Science	12	2			12	2			10	3		
Social Science	12	2			12	2			10	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2013–14)

Altus has a current emergency evacuation, disaster and dismissal plan in place. In addition, there are plans for bomb, terrorist threats off and on campus, and in-classroom violence. All staff and students have participated in each aspect of the plans, and continuing ongoing monthly drills. Altus Academy participates in the Annual Great Shake Out Drill conducted by San Bernardino County Schools.

Suspensions and Expulsions

Rate	School 2011–12	School 2012–13	School 2013–14	District 2011–12	District 2012–13	District 2013–14
Suspensions	0	0	0	DPC	DPC	DPC
Expulsions	0	0	0	DPC	DPC	DPC

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2014–15)

Altus Academy has begun many facility improvements designed to increase campus safety. Improvements in fencing, concrete walkways and play areas have been accomplished.

Altus Academy completed the San Bernardino County Department of Health Department Certification for food distribution and has received an A rating

Altus Academy continues to increase our use of technology. Expansion from an on site server to a cloud system has improved our ability to access SBAS's as well as student information management systems.

School Facility Good Repair Status (School Year 2014–15)

Using the most recent 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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate (School Year 2014–15)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

VII. Teachers

Teacher Credentials

Teachers	School 2011–12	School 2012–13	School 2013–14	District 2013–14
With Full Credential	13	12	14	DPL
Without Full Credential	2	3	0	DPL
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	N/A	DPL

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011–12	2012–13	2013–14
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013–14)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	Data provided by the CDE
All Schools in District	Data provided by the CDE	Data provided by the CDE
High-Poverty Schools in District	Data provided by the CDE	Data provided by the CDE
Low-Poverty Schools in District	Data provided by the CDE	Data provided by the CDE

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

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2013–14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	20
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist/MFT	3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other Psych. Tech., CNA/LVN	4	N/A

Note: Cells shaded in black or with N/A values do not require data.

* 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: Data provided by the LEA

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2002,2003,2007	Yes	0
Mathematics	2004,2008	Yes	0
Science	2007	Yes	0
History-Social Science	2007	Yes	0
Foreign Language	2004	Yes	0
Health	2005	Yes	0
Visual and Performing Arts	2007	Yes	0
Science Laboratory Equipment (grades 9-12)	n/a	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

Note: Cells shaded in black or with N/A values do not require data.

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

Types of Services Funded (Fiscal Year 2013–14)

N/A

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	Data provided by the CDE	Data provided by the CDE
Mid-Range Teacher Salary	Data provided by the CDE	Data provided by the CDE
Highest Teacher Salary	Data provided by the CDE	Data provided by the CDE
Average Principal Salary (Elementary)	Data provided by the CDE	Data provided by the CDE
Average Principal Salary (Middle)	Data provided by the CDE	Data provided by the CDE
Average Principal Salary (High)	Data provided by the CDE	Data provided by the CDE
Superintendent Salary	Data provided by the CDE	Data provided by the CDE
Percent of Budget for Teacher Salaries	Data provided by the CDE	Data provided by the CDE
Percent of Budget for Administrative Salaries	Data provided by the CDE	Data provided by the CDE

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	2	3	6	DPC	DPC	DPC	DPC	DPC	DPC

Completion of High School Graduation Requirements
This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Graduating Class of 2014

Group	School	District	State
All Students	6	DPC	DPC
Black or African American	2	DPC	DPC
American Indian or Alaska Native		DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	4	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	6	DPC	DPC
English Learners	1	DPC	DPC
Students with Disabilities	6	DPC	DPC

Career Technical Education Programs (School Year 2013–14)

Altus Academy incorporates the Career Choice Transition Curriculum (Freshman Initiative from Georgetown Univ.) throughout school. California Core Standards are embedded in the Essentials Courses, which are transferable to all districts, and are required by all students. Essentials begin the process of transition planning for students to post secondary experiences. Students begin long-range academic, vocational, recreational plans for their future. These courses include Interest Inventories, Computer Based Vocation Assessment and Career Portfolio preparation. All Altus students participate in the Volunteers in the Community (VICs) Program. Each student selects an area of interest or need in the community and volunteers to be of service at the site weekly. These experiences begin as developing job skills, as well as job shadowing, and exploration of careers for our students. These sites often become competitive work experiences. Some of the work partners we have include local, pet stores, drug stores, hospitals, computer stores, fast food restaurants, and county offices. Altus collaborates with each of our local school districts for students to enroll in ROP classes and community college programs with many of our students successfully completing these programs.

Success is measured by pre and post testing, volunteer experiences, competitive work opportunities, course and program completion, graduation rates, post secondary educational, vocational program enrollment and meeting Individual Transition Plan Goals.

Career Technical Education Participation (School Year 2013–14)

Measure	CTE Program Participation
Number of pupils participating in CTE	Data provided by the LEA
Percent of pupils completing a CTE program and earning a high school diploma	Data provided by the LEA
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	Data provided by the LEA

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013–14 Students Enrolled in Courses Required for UC/CSU Admission	Data provided by the CDE
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	Data provided by the CDE

Advanced Placement Courses (School Year 2013–14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	2	N/A
All courses	Data provided by the CDE	Data provided by the CDE

Note: Cells shaded in black or with N/A values do not require data.

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Altus Academy's staff participates in many teaching and professional internship programs. Altus Academy has an Education Coordinator whose primary responsibility is to ensure our employees utilize the most current teaching methods and curriculum. The Education Coordinator meets with teachers and assistants weekly. In these trainings, the most current curriculum, common core standards, smarter balanced assessment and academic and behavioral interventions are implemented. This relationship encourages and ensures the districts that Altus Academy's professionals maintain the highest quality programs for our students.
Many teachers, paraprofessionals and administrative staff are currently participating in degree and post degree educational programs. All employees are trained in physical assault, intervention (Pro-Act), and formal psychosocial and behavior management systems. Altus partners with the local school districts and SELPAs attending their professional development workshops monthly. In addition, Altus provides monthly professional in-service trainings throughout the school year. Altus also provides a teacher-mentoring program with teachers of 15+ years of experience.