

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

For Altus Academy

Address: 205 N Maple Ave, Rialto, CA

Principal: Ruth Heger, Ed. D.

Phone: 909-829-9999

Grade Span: K-12+

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

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

DataQuest

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

California School Dashboard

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

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.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2022–23)

Entity	Contact Information
District Name	Fontana Unified School District
Phone Number	909-357-5000
Superintendent	Juan Lopez
Email Address	Juan.Lopez@fusd.net
Website	https://www.fusd.net

Table 2: School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	Altus Academy
Street	205 N. Maple Ave.
City, State, Zip	Rialto, CA 92377
Phone Number	909-829-9999
Principal	Ruth Heger, Ed. D.
Email Address	rheger@altusacademy.com
Website	www.altusacademy.com
County-District-School (CDS) Code	36-67710-6130710

Table 3: School Description and Mission Statement (School Year 2022–23)

Altus Academy provides most appropriate special education services to identified special education students ages 5-22 years of age whose IEP identifies their specific needs. Students must display a need for early intervention services, qualify for special education services, have an Individualized Education Plan (IEP) and be funded through their Local Education Agency (LEA). Local School Districts (LEA) refer a student to Altus when a student requires a more restrictive environment to meet and/or have access to his/her educational needs. The student demonstrates a need for interventions or preventions to assist in his or her educational and behavioral goals.

Students who demonstrate the ability to function academically and meet their social/emotional behavior goals are recommended to return to a school in their district of residence. An IEP meeting is scheduled to discuss a plan of return if the student is ready to return to public school full time or part time. In addition, Altus coordinates with the student's district of residence to ensure the student is successfully transitioned and matriculated.

Students are offered a variety of educational options and opportunities by providing them individualized core-based curriculum geared toward a high school diploma or a certificate of completion. Altus aligns its curriculum with the state standards and with the school curriculum of the LEA where Altus is located.

Our extensive California Standards Based Alternative Life Skill Programs, BASIC's, offers students who have difficulty accessing traditional classroom environments a program designed to develop student skills in the following domains: Functional Academics, Community, Vocational, Domestic and Lifetime Leisure activities. Altus students participating in the BASIC's program have access to a cottage

equipped with a kitchen and laundry facilities to help them develop functional domestic skills.

Altus students are provided the opportunity to participate in physical fitness where they can engage in inter-scholastic sports, planned physical education lessons, and organized psychical fitness type games within the school day.

Students have access to a computer lab with websites used for academic lesson delivery and to research a variety of skills inventories to determine the student's strengths, interests, and career goals and objectives. These platforms help students structure and develop a self-paced personal plan for their future. The students complete the Brigance Employability Skills Inventory and the COIN: Career Targets, a career exploration and educational planning guide by Rod Durgi, Ph. D and Kelli Michael.

Altus students learn how to complete resumes, job applications, and understand the importance of grooming which is taught during classroom activities and by use of CA Career Zone located on the California Department of Education website. Students also use the Career Choices textbook and workbook. Students participate in activities and experiences inside and outside the classrooms for social, service, and vocational endeavors. Non-verbal and Autistic students experience classroom and social activities that are facilitated through PECS and TEACCH philosophies.

Altus Academy provides a variety of Designated Instructional Services (DIS) which include Clinical Therapeutic Counseling, Speech and Language Therapy, and works with the districts to provide Occupational Therapy for their students. In addition, Altus has a variety of licensed therapists to provide the necessary behavior, social emotional and career/ transition guidance vital to our students' success.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	2
Grade 4	3
Grade 5	5
Grade 6	6
Grade 7	2
Grade 8	5
Grade 9	7
Grade 10	4
Grade 11	5
Grade 12	12
Total Enrollment	51

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	23.5
Male	76.5
Non-Binary	0
American Indian or Alaska Native	0
Asian	0
Black or African American	35.3
Filipino	0
Hispanic or Latino	43.1
Native Hawaiian or Pacific Islander	0
Two or More Races	1.9
White	19.6
English Learners	0
Foster Youth	15.7
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	100
Students with Disabilities	100

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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	62.5	DPC	DPC	DPC	DPC
Intern Credential Holders Properly Assigned	0	0	DPC	DPC	DPC	DPC
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	25	DPC	DPC	DPC	DPC
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	12.5	DPC	DPC	DPC	DPC
Unknown	0	0	DPC	DPC	DPC	DPC
Total Teaching Positions	8	100	DPC	DPC	DPC	DPC

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	100	DPC	DPC	DPC	DPC
Intern Credential Holders Properly Assigned	0	0	DPC	DPC	DPC	DPC
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	DPC	DPC	DPC	DPC
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	DPC	DPC	DPC	DPC
Unknown	0	0	DPC	DPC	DPC	DPC
Total Teaching Positions	6	100	DPC	DPC	DPC	DPC

Note: The data in this table is based on FTE status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on

setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: [January 2023]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Reading Wonders CCSS McGraw Hill 2017 7-8 StudySync CCSS McGraw Hill 2016 HS SpringBoard Eng. College Board 2017DPL	Yes	0
Mathematics	K-5: My Math CCSS McGraw Hill 2013 6-8 Big Ideas CCSS Houghton Mifflin 2015 9-12 Integrated Math Houghton Mifflin 2015	Yes	0
Science	K-6 California Science Houghton Mifflin 2007 7-8 Science Explorer Prentice Hall 2008 9 Biology Prentice Hall 2007 10-12 Chemistry/Physics Glencoe 2007	Yes	0
History-Social Science	K-5: Social Science Houghton Mifflin 2007 6-8 History Holt 2006 9 World Geography 10 Mod. World History 11 American History 12 American Government McGraw Hill 2019	Yes	0
Foreign Language	9-12 McDougal Littell 2005	Yes	0
Health	K-5 Harcourt 2006 7-8 Human Kinetics 2005 9-12 Glencoe 2005	Yes	0

Visual and Performing Arts	K-5: SRA 2007 6-8 Davis 2001 9-12 Glencoe 2000	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	DPL

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

Table 12: School Facility Conditions and Planned Improvements

Most recently collected Facility Inspection Tool (FIT) data (or equivalent... as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]

Altus Academy has completed many improvements including HVAC, building and transportation facility updates. Ongoing projects continue to address upkeep and long-term maintenance and improvements of the facility.

Altus Academy received an A rating by the San Bernardino County Department of Health Department for food distribution. All employees who distribute food receive a San Bernardino County current Food Handlers Certification.

Altus Academy continues to acquire new technology and upgrade our communications systems to provide students with technology-based education tools. Recent updates have been made to increase the bandwidth and clarity of the wireless internet connection in support of increased use of technology in the classroom and computer lab. Altus has purchased a student information system to assist with quick access of student demographic, attendance, behavior, and health documentation for the purpose of safety monitoring throughout the school day.

Altus Academy is currently continuing to ensure that health related safety measures and CDC recommended guidelines are implemented on the campus. Examples of this include plexiglass barriers in high traffic areas, ground markers to visually assist staff and students in maintaining social distancing protocols, and regular COVID-19 testing of staff, as needed.

Altus Academy meets annually with professional safety inspectors who provide administration and the school's maintenance staff recommendations of campus related safety improvement needs.

Table 13: School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None
Electrical: Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Table 14: Overall Rating

Exemplary	Good	Fair	Poor
	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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** 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.

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	DPC	DPC	N/A	DPC
Mathematics (grades 3-8 and 11)	N/A	N/A	DCL	DPC	N/A	DPC

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Table 16: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	21	41	59	N/A
Female	12	2	16.6	83.3	N/A
Male	39	19	48.7	51.3	N/A
American Indian or Alaska Native	0	0	0	0	N/A
Asian	0	0	0	0	N/A
Black or African American	18	8	44.4	56	N/A
Filipino	0	0	0	0	N/A
Hispanic or Latino	22	9	40.9	59.1	N/A
Native Hawaiian or Pacific Islander	0	0	0	0	N/A
Two or More Races	1	0	0	0	N/A
White	10	4	40	60	N/A
English Learners	0	0	0	0	N/A
Foster Youth	8	3	37.5	62.5	N/A
Homeless	0	0	0	0	N/A
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	51	21	41	59	N/A
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	51	21	41	59	N/A

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.

Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	21	41	59	N/A
Female	12	2	16.6	83.3	N/A
Male	39	19	48.7	51.3	N/A
American Indian or Alaska Native	0	0	0	0	N/A
Asian	0	0	0	0	N/A
Black or African American	18	8	44.4	56	N/A
Filipino	0	0	0	0	N/A
Hispanic or Latino	22	9	40.9	59.1	N/A
Native Hawaiian or Pacific Islander	0	0	0	0	N/A
Two or More Races	1	0	0	0	N/A
White	10	4	40	60	N/A
English Learners	0	0	0	0	N/A
Foster Youth	8	3	37.5	62.5	N/A
Homeless	0	0	0	0	N/A
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	51	21	41	59	N/A
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	51	21	41	59	N/A

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.

**Table 18: CAASPP Test Results in Science for All Students
 Grades Five, Eight, and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	N/A	0	DPC	DPC	DPC	DPC

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	4	7.8	92.2	N/A
Female	12	0	0	0	N/A
Male	39	4	7.8	92.2	N/A
American Indian or Alaska Native	0	0	0	0	N/A
Asian	0	0	0	0	N/A
Black or African American	18	1	5.5	94.4	N/A
Filipino	0	0	0	0	N/A
Hispanic or Latino	22	2	9.1	90.1	N/A
Native Hawaiian or Pacific Islander	0	0	0	0	N/A
Two or More Races	1	0	0	0	N/A
White	10	1	10	90	N/A
English Learners	0	0	0	0	N/A
Foster Youth	8	0	0	0	N/A
Homeless	0	0	0	0	N/A
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	51	4	7.8	92.2	N/A
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	51	4	7.8	92.2	N/A

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.

Table 20: Career Technical Education Programs (School Year 2021–22)

Altus Academy, as mandated by the State Department of Education Code and Federal Regulations (IDEA) regarding student transition services, develops an annually implemented Individualized Transition Plan (ITP) for each student to be active by the student’s fourteenth birth date. Altus incorporates the Career Choice Transition Curriculum (Freshman Initiative from Georgetown Univ.) throughout the 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, and Computer Based Vocation Assessment and Career Portfolio preparation.

Altus collaborates with each school district for students to take the appropriate district approved courses towards graduation with a diploma or with a certificate of completion. Students also receive guidance from Altus’ Vocation Education teacher on how and when to enroll in technical career classes and community college programs.

Success is measured by pre and post testing, course and program completion, graduation rates, post- secondary educational, and vocational program enrollment that meet Individual Transition Plan Goals.

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	17
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	17
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 area of physical education

**Table 23: California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 regarding the school district and at each school site

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

Altus Academy welcomes parent support and participation in their child's (children's) education. Teachers are encouraged to promote parent involvement through the IEP process and to seek parent input in making decisions with regards to their student's specific needs. Annually scheduled IEP meetings and IEP meetings requested by parents, allow parents to express the educational needs and concerns they may have for their students.

Parents are contacted by the classroom teacher on a weekly basis, via phone calls and email, as a support listed in each student's IEP. In addition, parents can meet with teachers, therapists, and site administration for purposes of developing academic and behavior interventions for school and home.

Parents interested in becoming involved should contact the Campus Administrative Director at (909) 829-9999

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;

- High school graduation rates; and
- Chronic Absenteeism.

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	81.8	18.2	58.3	DPC	DPC	DPC	DPC	DPC	DPC

Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	12	7	58
Female	0	0	0
Male	7	7	58
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	12	3	25
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	12	4	33
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	12	7	58
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	12	7	58

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	51	51	31	60.7
Female	12	12	8	66.6
Male	39	39	23	58.9
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	18	18	1	5.622
Filipino	0	0	0	0
Hispanic or Latino	22	22	5	22.7
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	1	1	0	0
White	10	10	6	60.0
English Learners	0	0	0	0
Foster Youth	8	8	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	51	51	31	60.7
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	51	51	31	60.7

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.

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	2.3	DPC	DPC
Expulsions	0	DPC	DPC

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.4	7.8	DPC]	DPC	DPC	DPC
Expulsions	0	0	DPC]	DPC	DPC	DPC

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.8	0
Female	0	0
Male	3.9	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.9	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.9	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.8	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.8	0

Table 31: School Safety Plan (School Year 2022–23)

Altus Academy has an annual emergency evacuation, disaster, and dismissal plan in place that was last reviewed in August 2022. The site safety review team and administration meet to ensure that new safety procedures are established, in place, and updated to current safety protocol. The site Safety Plan has been developed to ensure a safe and consistent learning and working environment. Safety protocol include plans for bomb, terrorist threats (off and on campus), and in-classroom violence. All staff and students participate in each aspect of the plan and continue review of plan during monthly drills. Altus Academy participates in the Annual Great Shake Out Drill conducted by San Bernardino County Schools. The plan is evaluated each August and is continually updated each school year.

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.

**Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–20)**

Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	12	1	DPC	DPC

*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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	12	6	DPC	DPC

*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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	12	6	DPC	DPC

*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.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	6	DPC	DPC
Mathematics	11	6	DPC	DPC
Science	11	6	DPC	DPC
Social Science	11	6	DPC	DPC

*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	2	DPC	DPC
Mathematics	11	2	DPC	DPC
Science	11	2	DPC	DPC
Social Science	11	2	DPC	DPC

*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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	2	DPC	DPC
Mathematics	11	2	DPC	DPC
Science	11	2	DPC	DPC
Social Science	11	2	DPC	DPC

*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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	37

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

Table 39: Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	21
Psychologist	0
Social Worker	0
Nurse/Medication Liaison	1
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Other - Vocational Education Teacher	1

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

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	DPC	DPC	DPC	DPC
District	DPC	DPC	DPC	DPC
Percent Difference – School Site and District	DPC	DPC	DPC	DPC
State	DPC	DPC	DPC	DPC
Percent Difference – School Site and State	DPC	DPC	DPC	DPC

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

Table 41: Types of Services Funded (Fiscal Year 2021–22)

Altus Academy provides a variety of Designated Instructional Services which include clinical therapeutic counseling, individual and group behavioral counseling, career guidance and counseling, family counseling, case management and temporary behavior support. In addition, Altus has licensed Counselors and Pupil Personnel Counselors providing educationally related mental health services and the necessary behavior, social, emotional and career/transition guidance vital to our students' success. All students participate in a school wide positive behavior program, individualized behavior support plans and classroom specific plans. Social Skills are embedded in our program and are modeled, taught, and reinforced, throughout the school day, with the direction of the Altus Program Coordinator team.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

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

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

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses: 0

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18