

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2015–16 School Year**

## *For Altus Academy Hesperia*

**Address:** 8500 Escondido Avenue, Hesperia, CA 92344 **Phone:** 760-947-7553  
**Principal:** Velia Person **Grade Span:** K- 12 /age 22

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

**Throughout this document, the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.**

## About This School

### District Contact Information (School Year 2016–17)

<b>District Name</b>	Hesperia Unified School District
<b>Phone Number</b>	760-244-4411
<b>Superintendent</b>	David McLaughlin
<b>E-mail Address</b>	David.Mclaughlin@hesperiausd.org
<b>Web Site</b>	Hesperiausd.org

### School Contact Information (School Year 2016–17)

<b>School Name</b>	Altus Academy Hesperia
<b>Street</b>	8500 Escondido Ave
<b>City, State, Zip</b>	Hesperia, CA 92344
<b>Phone Number</b>	760-947-7553
<b>Principal</b>	Lori Mayer
<b>E-mail Address</b>	LMayer@altusacademy.com
<b>Web Site</b>	altusacademy.com
<b>County-District-School (CDS) Code</b>	36-75044-0133348

### School Description and Mission Statement (School Year 2016–17)

#### Program Description

Altus Academy offers a variety of educational options and opportunities for our students by providing individualized core based curriculum geared toward a High School Diploma or Certificate of Participation. Altus Academy aligns the school curriculum with the LEA in which Altus Academy is located, and coordinates with the student's district of residence to ensure successful matriculation. Students have opportunities to participate in inter-scholastic sports. Our extensive California Standards Based Alternative Life Skills Program offers students, who have difficulty accessing traditional classroom environments, a program designed to develop student skills in the following domains: Functional Academic, Community, Vocational, Domestic and Lifetime Leisure Activities. The program utilizes designated areas on campus, where students can participate in all aspects of independent daily living. The Functional Inventory of Critical Skills (FICS) and Brigance Inventories assist in determining the goals and objectives for students. A vocational/transitional center assists students in job preparation and long range goal development. 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.

### Student Enrollment by Grade Level (School Year 2015–16)

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

<b>Total Enrollment</b>	31
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### Student Enrollment by Student Group (School Year 2015–16)

Student Group	Percent of Total Enrollment
Black or African American	15
American Indian or Alaska Native	1
Asian	0
Filipino	0
Hispanic or Latino	4
Native Hawaiian or Pacific Islander	1
White	5
Two or More Races	3
Socioeconomically Disadvantaged	31
English Learners	0
Students with Disabilities	31
Foster Youth	7

## 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 2014–15	School 2015–16	School 2016–17	District 2016–17
With Full Credential	N/A	3	3	0
Without Full Credential	N/A	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	N/A	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments	N/A	0	0
Vacant Teacher Positions	N/A	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 2015–16)**

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
<b>This School</b>	100%	0%
<b>All Schools in District</b>	DPC	DPC
<b>High-Poverty Schools in District</b>	DPC	DPC
<b>Low-Poverty Schools in District</b>	DPC	DPC

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials  
(School Year 2016–17)**

Year and month in which the data were collected: 12/2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5:Houghton Mifflin, 2002 7-8: McDougal/ Littell, 2002 9-12: McDougal/Littell, 2002	Yes	0
<b>Mathematics</b>	K-5: Pearson Education, 2016 6-8: College Board, 2016 9-12: College Board, 2016, D.C. Health, 2001, Prentice Hall, 2008, Prentice Hall 2001	Yes	0
<b>Science</b>	K-5: Houghton Mifflin, 2007 6-8: Holt, 2007 9-12: Glencoe, 2007, Prentice Hall, 2007, Holt, 2007	Yes	0
<b>History-Social Science</b>	K-5 :Houghton Mifflin 2006 6-8: Holt Rinehart &-Wilson, 2006 7: 9-12: Glencoe 2006, Pearson 2006, Person 2006, Houghton Mifflin 2006	Yes	0
<b>Foreign Language</b>	7-8: McDougall Littell, 2005 9-12:Pearson/ Prentice Hall, 2013	Yes	0

	McDougall Littell, 2006, Glencoe, 2010		
<b>Health</b>	K-5: American Guidance Service, 2005 6-8:Globe Fearon, 2005 9-12 Meeks-Heit, 2005	Yes	0
<b>Visual and Performing Arts</b>	9-12: Kamien, 2004, Goodheart Wilcox, 2015, Davis Publications, 2015	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

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

### School Facility Conditions and Planned Improvements

*Altus Academy- Hesperia facility is in excellent condition and the school building and grounds are immaculately maintained. Facility improvements are underway in order to facilitate the school's growing Life Skills Program.*

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

*All students at Altus Academy-Hesperia have daily access to technology through the use of Tablets and PC's.*

### 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 overall rating

**Year and month of the most recent FIT report:** 9/2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			
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## Overall Facility Rate

Year and month of the most recent FIT report: 9/2016

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

### Career Technical Education Programs (School Year 2015–16)

*Altus Academy 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, 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 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 2015–16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015–16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

category is too small for statistical accuracy or to protect student privacy.

## 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 schoolsite

### Opportunities for Parental Involvement (School Year 2016–17)

*Altus Academy welcomes parent participation in their child's education. 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 760-947-7553. Altus Academy's Enrichment Program has parent and family meetings to discuss issues and concerns regarding current issues in education.*

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	N/A	N/A	N/A	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	N/A	N/A	N/A	DPC	DPC	DPC	DPC	DPC	DPC

## Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	2	DPC	DPC
Black or African American	0	DPC	DPC
American Indian or Alaska Native	0	DPC	DPC
Asian	0	DPC	DPC
Filipino	0	DPC	DPC
Hispanic or Latino	0	DPC	DPC
Native Hawaiian or Pacific Islander	0	DPC	DPC
White	2	DPC	DPC
Two or More Races	0	DPC	DPC
Socioeconomically Disadvantaged	2	DPC	DPC
English Learners	0	DPC	DPC
Students with Disabilities	2	DPC	DPC
Foster Youth	1	DPC	DPC

### 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			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Suspensions	N/A	N/A	0	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	N/A	N/A	0	DPC	DPC	DPC	DPC	DPC	DPC

### School Safety Plan (School Year 2016–17)

*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.*



## 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.

### Federal Intervention Program (School Year 2016–17)

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 with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	DPC	DPC	DPC	DPC			DPC	DPC			DPC	DPC
1	DPC	DPC	DPC	DPC			DPC	DPC			DPC	DPC
2	DPC	DPC	DPC	DPC			DPC	DPC			DPC	DPC
3	DPC	DPC	DPC	DPC			DPC	DPC			DPC	DPC
4	DPC	DPC	DPC	DPC			DPC	DPC			DPC	DPC
5	DPC	DPC	DPC	DPC			DPC	DPC			DPC	DPC
6	DPC	DPC	DPC	DPC			DPC	DPC			DPC	DPC
Other	DPC	DPC	DPC	DPC	10	1	DPC	DPC	10	1	DPC	DPC

\* 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	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	DPC	DPC	DPC	DPC	10	1	DPC	DPC	10	1	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	10	1	DPC	DPC	10	1	DPC	DPC
Science	DPC	DPC	DPC	DPC	10	1	DPC	DPC	10	1	DPC	DPC
Social Science	DPC	DPC	DPC	DPC	10	1	DPC	DPC	10	1	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.

### Academic Counselors and Other Support Staff (School Year 2015–16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	31
Counselor (Social/Behavioral or Career Development)	1	31
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff	0	N/A

<b>(paraprofessional)</b>		
<b>Psychologist</b>	0	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	1	5
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	0	N/A

Note: Cells 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.

## Types of Services Funded (Fiscal Year 2015–16)

### Supportive Services Provided

Altus Academy-Hesperia provides a variety of Designated Instructional Services which include: clinical therapeutic counseling, individual and group behavioral counseling, career guidance and counseling, and temporary behavior support. In addition, Altus has licensed Marriage, Family Therapists, 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 through the day by staff, through direction of our Clinical Team.

## Teacher and Administrative Salaries (Fiscal Year 2014–15)

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

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

## Advanced Placement (AP) Courses (School Year 2015–16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
<b>Computer Science</b>	1	0
<b>English</b>	1	0
<b>Fine and Performing Arts</b>	1	0
<b>Foreign Language</b>	0	0
<b>Mathematics</b>	1	0
<b>Science</b>	1	0
<b>Social Science</b>	1	0
<b>All Courses</b>	6	0

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

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

## **Professional Development**

*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.*

