

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2016–17 School Year**

## *For Altus Academy*

**Address:** 205 N. Maple Ave.

P. O. Box 217

Rialto, CA 92377-0217

**Phone:** 909-829-9999

**Principal:** Lori Mayer

**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, 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 2017–18)

<b>District Name</b>	Fontana Unified School District
<b>Phone Number</b>	(909) 357-5000
<b>Superintendent</b>	Randall S. Bassett
<b>E-mail Address</b>	Randall.Bassett@fusd.net
<b>Web Site</b>	fusd.net

### School Contact Information (School Year 2017–18)

<b>School Name</b>	Altus Academy
<b>Street</b>	205 N. Maple Ave., P.O. Box 217
<b>City, State, Zip</b>	Rialto, CA 92377-0217
<b>Phone Number</b>	909-829-9999
<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 67710 6130710

### School Description and Mission Statement (School Year 2017–18)

*Altus Academy is a Non-Public School that provides special education, related instructional and mental health services to students who cannot be serviced by the Local Education Agencies (LEA). Altus Academy specializes in the education of students who are identified as mild to moderate and moderate to severe in the areas of Intellectual Disability, Emotionally Disabled, Specific Learning Disabled, and Autistic from ages five to twenty-two. Our primary goal is to mainstream students into less restrictive public schools as quickly as possible. Students receive COMMON CORE basic curriculum which meets or exceeds curriculum and programs of the LEA. Altus Academy also provides a comprehensive Independent Living Skills Program through teaching the Critical Life Skills through the domains of Community (Community-Based Education), Domestic, Functional Academics (Reading, Math and Writing), Recreation/Leisure and Vocations leading to transition through the BASICS-3 program (a Standards Based Curriculum connected with Common Core). In addition, Altus Academy has a Career "Choices" transition program designed to meet the needs of transitional transitional age students. Altus Academy's focus on a High School Diploma or a Certificate of Completion as student goals. Altus Academy also provides behavioral support, social-emotional and academic counseling, functional life skills and vocational /career programs.*

*Altus Academy's afterschool Day Treatment Program is designed to serve students who have previously had AB mental health services, who are pre-expulsion and suspension, are at the risk of placement in a more restrictive environment, who are at risk of removal from home or are returning from residential placement.*

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

**Student Enrollment by Grade Level (School Year 2016–17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	1
Grade 4	1
Grade 5	0
Grade 6	2
Grade 7	4
Grade 8	4
Ungraded Elementary	0
Grade 9	5
Grade 10	7
Grade 11	9
Grade 12	12
Ungraded Secondary	2
<b>Total Enrollment</b>	<b>47</b>

**Student Enrollment by Student Group (School Year 2016–17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	43%
American Indian or Alaska Native	0
Asian	<1%
Filipino	0
Hispanic or Latino	26%
Native Hawaiian or Pacific Islander	0
White	30%
Two or More Races	<1%
Socioeconomically Disadvantaged	98%
English Learners	3%
Students with Disabilities	100%
Foster Youth	10%

**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 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	12	6	6	DPL
Without Full Credential	0	0	0	DPL
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	DPL

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0%	0%	0
Total Teacher Misassignments*	0%	0%	0
Vacant Teacher Positions	0%	0%	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017–18)

Year and month in which the data were collected: 1/2017

Subject	Textbooks and 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 2017	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	Yes	0

	Houghton Mifflin 2007 7-8 Science Explorer Prentice Hall 2008 9 Biology Prentice Hall 2007 10- 12Chemistry/Physics: Glencoe 2007		
<b>History-Social Science</b>	K-5: Social Science Houghton Mifflin 2007 6-8 History Holt 2006 9 World Geography 10 Mod. World History 11 American Reconstruction McDougal Littell 2006 12 American Government Prentice Hall 2006	Yes	0
<b>Foreign Language</b>	9-12 McDougal Littell 2005	Yes	0
<b>Health</b>	K-5 Harcourt 2006 7-8 Human Kinetics 2005 9-12 Glencoe 2005	Yes	0
<b>Visual and Performing Arts</b>	K-5: SRA 2007 6-8 Davis 2001 9-12 Glencoe 2000	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	DPL

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

### School Facility Conditions and Planned Improvements

*Altus Academy has begun many facility improvements designed to increase campus safety. Improvements in fencing, HVAC and Roofing have been completed.*

*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. We have acquired several additional tablets and Netbooks for student use in the classroom. We have recently upgraded our internet and phone systems to increase our ability to communicate and provide students with technology based educational tools.*

### 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:**           DPL

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			

### Overall Facility Rate

Year and month of the most recent FIT report: \_\_\_\_\_

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/Literacy (grades 3-8 and 11)	--	--	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	--	--	DPC	DPC	DPC	DPC

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	DPC	DPC	DPC
Male	10	DPC	DPC	DPC
Female	11	DPC	DPC	DPC
Black or African American	12	DPC	DPC	DPC
American Indian or Alaska Native	0	DPC	DPC	DPC
Asian	0	DPC	DPC	DPC
Filipino	0	DPC	DPC	DPC
Hispanic or Latino	3	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	0	DPC	DPC	DPC
White	5	DPC	DPC	DPC
Two or More Races	1	DPC	DPC	DPC
Socioeconomically Disadvantaged	98%	DPC	DPC	DPC
English Learners	9	9	100	DPC
Students with	27	DPC	DPC	DPC



<b>Disabilities</b>				
<b>Students Receiving Migrant Education Services</b>	0	DPC	DPC	DPC
<b>Foster Youth</b>	11	11	100	DPC

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

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

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

### **CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	27	27	--	--
<b>Male</b>	10	10	--	--
<b>Female</b>	11	11	--	--
<b>Black or African American</b>	12	--	--	--
<b>American Indian or Alaska Native</b>	0	--	--	--
<b>Asian</b>	0			
<b>Filipino</b>	0			
<b>Hispanic or Latino</b>	3	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0			
<b>White</b>	5	--	--	--
<b>Two or More Races</b>	1	--	--	--
<b>Socioeconomically Disadvantaged</b>	98%	--	--	--
<b>English Learners</b>	DPC	--	--	--
<b>Students with Disabilities</b>	27	27	100	--
<b>Students Receiving</b>	0	DPC	DPC	DPC

<b>Migrant Education Services</b>				
<b>Foster Youth</b>	DPC	DPC	DPC	DPC

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

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

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

### **CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
<b>Science (grades 5, 8, and 10)</b>	0	0	DPC	DPC	DPC	DPC

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### **Career Technical Education Programs (School Year 2016–17)**

*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 2016–17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	34
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	100

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2015–16 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

### California Physical Fitness Test Results (School Year 2016–17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	--	--	--

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017–18)

*Altus Academy welcomes parent participation in their child's (children's) education. Altus's parents frequently accompany students on classroom field trips. In addition, parents can meet with out 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 monthl parent meetings to discuss issues and concerns regarding current issues in education. Parent and family counseling are also offered through the IEP process.*

### 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, Graduates, Transitioning to Public School

Indicator	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Dropout Rate	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	6	4	2	DPC	DPC	DPC	DPC	DPC	DPC
Transition	10	12	15						

### Completion of High School Graduation Requirements – Graduating Class of 2016 (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	0	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		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC

### School Safety Plan (School Year 2017–18)

*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.*

### 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.

#### Federal Intervention Program (School Year 2017–18)

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	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 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	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
K-8	10	3	0	0	10	1	0	0	7	1	0	0
Other	10	3	0	0	10	2	0	0	8	2	0	0

\* 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	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	3	0	0	10	2	0	0	11	2	0	0
Mathematics	10	3	0	0	10	2	0	0	11	2	0	0
Science	10	3	0	0	10	2	0	0	11	2	0	0
Social Science	10	3	0	0	10	2	0	0	11	2	0	0

\* 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 2016–17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	47
Counselor (Social/Behavioral or Career Development)	2	23
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	8
Resource Specialist (non-teaching)	0	N/A
APE/ OT	1/1	4/3

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.



### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

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

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

### Types of Services Funded (Fiscal Year 2016–17)

#### Supportive Services Provided

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 through the day by staff, through direction of our Clinical Team.

### Teacher and Administrative Salaries (Fiscal Year 2015–16)

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 <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016–17)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	1	0
<b>English</b>	1	0
<b>Fine and Performing Arts</b>	1	0
<b>Foreign Language</b>	1	0
<b>Mathematics</b>	1	0
<b>Science</b>	1	0
<b>Social Science</b>	1	0
<b>All Courses</b>	7	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.*