

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

## *For Altus Academy*

**Address:** 205 N. Maple Ave. Rialto, CA 92377    **Phone:** 909-829-9999  
**Principal:** Denise Yeomans    **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)

District Name	Fontana Unified School District
Phone Number	(909) 357-7600
Superintendent	Randal S. Bassett
E-mail Address	Randal.Bassett@fusd.net
Web Site	www.fusd.net

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

School Name	Altus Academy (Rialto)
Street	205 N. Maple Avenue
City, State, Zip	Rialto, CA 92377
Phone Number	(909) 829-9999
Principal	Denise Yeomans
E-mail Address	dyeomans@altusacademy.com
Web Site	altusacademy.com
County-District-School (CDS) Code	36677106130710

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

*Altus Academy is a Non-Public School that provides special education, related instructional services and mental health to students who have difficulties obtaining their education through 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 students 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 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 at-risk youth from 16 to 22 years of age. Altus Academy focuses 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 Enrichment Program is designed to serve students who have previously had AB mental health services, who are pre-expulsion and pre-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. These services include an Intensive Day Treatment Program, Individual, Group and Family Counseling, Case Management, Behavior Modification and Crisis Intervention.*

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

### 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	0
Grade 5	1
Grade 6	4
Grade 7	5
Grade 8	6
Ungraded Elementary	0
Grade 9	6
Grade 10	7
Grade 11	10
Grade 12	11
Ungraded Secondary	0
Total Enrollment	53

### Student Enrollment by Student Group (School Year 2015–16)

Student Group	Percent of Total Enrollment
Black or African American	28%
American Indian or Alaska Native	1%
Asian	0%
Filipino	2%
Hispanic or Latino	32%
Native Hawaiian or Pacific Islander	4%
White	33%
Two or More Races	9%
Socioeconomically Disadvantaged	98%
English Learners	DPC
Students with Disabilities	100%
Foster Youth	21%

## 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	14	12	10	DPL
Without Full Credential	0	3	0	DPL
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	DPL

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
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 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
This School	10	0
All Schools in District	DPC	DPC
High-Poverty Schools in District	DPC	DPC
Low-Poverty Schools in District	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: 12/16

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 SRA Open Court 2005 7-8 Hold, Rinehardt & Winston/Prentice Hall 2002	Yes	0%
Mathematics	K-5 McGraw Hill 2013 6-8 Big Ideas Learning 2015 9-12 Houghton Mifflin Harcourt 2015	Yes	0%

<b>Science</b>	K-6 Houghton Mifflin 2007 7-9 Prentice Hall 2008 9-11 McDougal Littell 2006 12 Prentice Hall 2007	Yes	0%
<b>History-Social Science</b>	K-5 Houghton Mifflin 2007 6-8 Prentice Hall 2008 9-11 McDougal Littell 2006 23 Prentice Hall 2007	Yes	0%
<b>Foreign Language</b>	9-12 McDougal Littell 2005	Yes	0%
<b>Health</b>	K-5 Harcourt 2006 6-12 Glencoe Health 2008	Yes	0%
<b>Visual and Performing Arts</b>	K-6 SRA 2007 7-9 Davis Publications 2001 9-12 Glencoe 2000 Publications 2001	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 made 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

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:** 12/2016

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			

## Overall Facility Rate

Year and month of the most recent FIT report: 12/2016

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## Pupil Outcomes

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

- *Altus Academy incorporates the Career Choice Transition Curriculum (Freshman Initiative from Georgetown University) throughout the school. California Core standards are embedded in the Essential 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 experience. Students begin long-range 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 have included the local bicycle shop and food companies coming to campus and teaching the art of set up and catering an event.*
- *Altus measures success by pre and post testing.*
- *When students turn 16, if their grades qualify and their parent-guardian consent, they may work as a paid intern or part-time work in accordance with child labor laws.*
- *For Elementary, Middle School and High School students, tablets and occasional field trips (including job fairs) are used to learn about different careers. These include the fields of Health Care Providers and Technical Careers, Food Preparation and Service Related, Art, Design, Entertainment and Sports, Office and Administration Support, Building & Grounds Cleaning and support, Sales, Personal Care & Services, Education, Libraries, Social Services, Transportation and Materials, Construction and Extraction and Health Care Practitioners and support services. This helps as far as the County wide vision in Community Cradle to career Roadmap as a journey to lifelong learning where all students have the “mindset and disposition” for college and career readiness.*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100%
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	4%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	16^

### 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	8%
2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission	4%

### 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 2015–16)

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	0	0	0
7	0	0	0
9	0	0	0

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.

### 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. Altus' parents frequently participate in 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 monthly 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 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	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC	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	5	DPC	DPC
Black or African American	3	DPC	DPC
American Indian or Alaska Native		DPC	DPC
Asian		DPC	DPC
Filipino		DPC	DPC
Hispanic or Latino	1	DPC	DPC
Native Hawaiian or Pacific Islander		DPC	DPC
White	1	DPC	DPC
Two or More Races	0	DPC	DPC
Socioeconomically Disadvantaged	5	DPC	DPC
English Learners	2	DPC	DPC
Students with Disabilities	5	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	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC



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

*Altus maintains an emergency evacuation, disaster, and dismissal plan in order to maintain safety and order in a time of crises. Additionally, bomb threats, terrorist threats both immediate and in the surrounding area, as well as campus violence have a safety plan to address such inherent threats. Yearly, Altus Academy participates in the Annual Great American Shake Out Drill in association with San Bernardino County Schools.*

### C. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	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												
1												
2												
3												
4												
5												
6												
Other	10	3				3			3			

\* 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	10	4			10	4			10	4		
Mathematics	10	4			10	4			10	4		
Science	10	4			10	4			10	4		
Social Science	10	4			10	4			10	4		

\* 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	20
Counselor (Social/Behavioral or Career Development)	3	20
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
Other	2	20

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 2014–15)

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	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 2015–16)

*Special education instruction is provided by Altus Academy. Other services included: Speech and Language, Occupational Therapy, Individual and Group Counseling, Behavior Intervention Plans (prepared and implemented).*

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

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 2015–16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	DPC

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 ensures employees have access to the most current methodologies in classroom management, behavior intervention and Common Core Curriculum. The job of the Education Coordinator is to meet on a weekly basis with both staff and instructors. During that time these concepts as mentioned above are discussed and reviewed to ensure a productive and safe learning environment.*

*The District can also be assured that Altus Academy's employees are receiving the highest quality of programs for the benefit of the students.*

*All employees receive training in physical assault, Intervention (Pro-Act), and formal psycho-social and behavior management systems. Altus partners with both local school districts and SELPSAs by attending their professional development workshops monthly. Altus also provides monthly in-services trainings during the school year.*

