

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

## *For Altus Academy – Yucaipa School*

**Address: 10776 Fremont Street**  
**Principal: Catherine Miranda**

**Phone: 909-790-9474**  
**Grade Span: K-12 22(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.

## About This School

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

District Name	Yucaipa-Calimesa Unified School District
Phone Number	909-797-0174
Superintendent	Cali Binks
E-mail Address	<a href="http://www.yucaipaschools.com">http://www.yucaipaschools.com</a>
Web Site	Ycjud.us

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

School Name	Altus Academy-Yucaipa
Street	10776 Fremont St.
City, State, Zip	Yucaipa, Ca. 92399
Phone Number	909-790.9474
Principal	Catherine Miranda
E-mail Address	cmiranda@altusacademy.com
Web Site	altusacademy.com
County-District-School (CDS) Code	36-67959-0133330

### 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 (LEA). Altus Academy specializes in the education of students from ages five to twenty-two who are identified as mild to moderate and moderate to severe in the areas of Intellectual Disability, Emotionally Disabled, Specific Learning Disabled, and Autistic. 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 Skill through domains of Community( Community-Based Education)Domestics, 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 “Choice” transition program designed to meet the needs of transitional at-risk youth from 16-22 years of age. Altus Academy’s focus is 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 has continued an interscholastic athletic program which enables students to participate in athletics and enrichment activities with other non-public schools. It also provides students the opportunity to utilize their Social Skills under direct supervision of staff. Elementary students travel and compete in Basketball, Flag Football and Softball with local Non-Public Schools. Altus Academy successfully completed an On-Site Review in February of 2016 and received no corrective actions, as well as numerous commendations from the California Department of Education.***

### Student Enrollment by Grade Level (School Year 2016-2017)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	1
Grade 4	1

Grade 5	2
Grade 6	1
Grade 7	0
Grade 8	3
Ungraded Elementary	
Grade 9	0
Grade 10	2
Grade 11	2
Grade 12	9
Ungraded Secondary	
<b>Total Enrollment</b>	<b>21</b>

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	21 %
American Indian or Alaska Native	0 %
Asian	0 %
Filipino	0 %
Hispanic or Latino	37 %
Native Hawaiian or Pacific Islander	0 %
White	42%
Two or More Races	0%
Socioeconomically Disadvantaged	16%
English Learners	10 %
Students with Disabilities	100%
Foster Youth	0%

## 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	2	2	N/A
Without Full Credential	N/A	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	N/A	0	0	N/A

## 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	2

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 2016–17)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	Data Provided by the CDE	Data Provided by the CDE
High-Poverty Schools in District	Data Provided by the CDE	Data Provided by the CDE
Low-Poverty Schools in District	Data Provided by the CDE	Data Provided by the CDE

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

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

Year and month in which the data were collected August 2017 \_\_\_\_\_

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K -5 Reach for Reading CCSS National Geographic 2017 6,7,8 California Collections CCSS Houghton Mifflin 2017 9-12 California Collections Houghton Mifflin Harcourt 2017	Yes	0
Mathematics	K-5 Zearn Math Eureka Math 2017 6-8 Go Math CCSS Houghton Mifflin Harcourt Harcourt 2015	Yes	0

	9-12 Integrated Math CCSS Houghton Mifflin 2014		
<b>Science</b>	K-6 California Science MacMillian/McGraw-Hill 2008 7-8 Science Focus Glencoe 2005 9-12 Earth Science Pearson Prentice Hall 2006 Biology McGraw Hill Glencoe 2009 Chemistry Holt, Reinhart, Winston 2007	Yes	0
<b>History-Social Science</b>	K-5 Social Studies Series MacMillian/McGraw-Hill 2007 6-8 Social Studies Series McDougal Littell 2006 9-12 Social Studies Series McDougal-Little 2006 Social Studies Series Glencoe/McGraw Hill 2007	Yes	0
<b>Foreign Language</b>	9-12 Realidades Pearson	Yes	0
<b>Health</b>	K-5 7-8 9-12 Health Glencoe 2009	Yes	0
<b>Visual and Performing Arts</b>	K-5 6-8 9-12	Yes	0

<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	DPL
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Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements

- *Altus continues to work with maintenance to ensure the air conditioner and heater system is working in proper order for extreme weather climates. Classroom assignments are updated to maintain proper amount of space for students to learn in a safe moveable environment.*
- *Maintenance has updated portions of classrooms to ensure each student feels safe and part of the classroom.*
- *Maintenance constantly maintains a clean and safe environment. Classrooms are painted as needed as well as any items that become broken or damaged in the course of the year fixed and maintained.*
- *Currently there are no immediate plans to expand or work on any major projects.*

### 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:** March 2017

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:** March 2017

Overall Rating	Exemplary	Good	Fair	Poor
		X		

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

- *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.*

### Career Technical Education Participation (School Year 2016–17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	10
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	55 %

### 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	55 %
2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission	55 %

## 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 continues to hold the philosophy it takes a village to raise a child. Altus staff and parents of Altus students are in constant dialogue in order to create consistency and focus on the need of the student. Parents are encouraged to call and/or drop by to speak with staff. Working as a team ensures the students', parents', and school goals are being discussed and met.

## 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 Number of Graduates (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013–14	2014–15	2016–17	2013–14	2014–15	2016–17	2013–14	2014–15	2016–17
Dropout Rate	N/A	N/A	N/A	N/A			N/A		
Graduation Rate		2	4						

### Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	4	DPC	DPC
Black or African American	1	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	2	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	1	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	2	DPC	DPC
Students with Disabilities	4	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	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	N/A	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 crisis. 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, in October, Altus Academy participates in the Annual Great American Shake Out Drill in association with 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 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	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	N/A				N/A							
1												
2												
3												
4												
5												
6												
Other					10	1			10	1		

\* 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	N/A				12	1			12	1		
Mathematics					12	1			12	1		
Science					12	1			12	1		
Social Science					12	1			12	1		

\* 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	12
Counselor (Social/Behavioral or Career Development)	1	19
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	2
Resource Specialist (non-teaching)	0	0
OT/APE	1	1

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 2016–17)

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	0
English	1	0
Fine and Performing Arts	1	0
Foreign Language	1	0
Mathematics	1	0
Science	1	0
Social Science	1	0
All Courses	1	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 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 instructors and staff. During that time these concepts as mentioned above are discussed and reviewed to ensure a productive and safe learning environment.

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