

2009–10
School Accountability Report Card Template
(Word Version)

Prepared by:
California Department of Education
Assessment and Accountability Division

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Contact:
SARC Team
916-319-0875
sarc@cde.ca.gov



Executive Summary School Accountability Report Card, 2009–10

For **ALTUS ACADEMY**

Address: 205 N Maple Ave, Rialto CA 92377
Principal: Denise Yeomans

Phone: 909 829-9999
Grade Span: PreSchool – 12 + (3yrs to 22 yrs.)

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About the School

Altus Academy is a Certified Non Public School that provides Special Education and Related Services to local school districts and SELPA's. Altus Academy employs a high teacher student ratio that enables students with severe behavioral and cognitive difficulties to learn and transition into a less restrictive educational setting at the local school district. In addition Altus Academy offers an after school Enrichment Program designed to address students' mental health and behavioral issues that place the students at risk of removal from the least restrictive educational and residential environments.

Student Enrollment

| Group | Enrollment |
|----------------------------------|------------|
| Number of students | 74 |
| Black or African American | 50 % |
| American Indian or Alaska Native | % |
| Asian | % |
| Filipino | % |
| Hispanic or Latino | 36 % |
| Native Hawaiian/Pacific Islander | % |
| White (not of Hispanic origin) | 14 % |
| Two or More Races | % |
| Socioeconomically Disadvantaged | 98 % |
| English Learners | 13 % |
| Students with Disabilities | 100 % |

Teachers

| Indicator | Teachers |
|--|----------|
| Teachers with full credential | 13 |
| Teachers without full credential | 0 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 0 |
| Total Teacher Misassignments | 0 |

Student Performance

| Subject | Students Proficient and Above on STAR ¹ Program Results |
|------------------------|--|
| English-Language Arts | 0 % |
| Mathematics | 0 % |
| Science | 0 % |
| History-Social Science | 0 % |

Academic Progress²

| Indicator | Result |
|---|------------|
| 2010 Growth API Score (from 2010 Growth API Report) | # |
| Statewide Rank (from 2009 Base API Report) | # |
| Met All 2010 AYP Requirements | Yes/no |
| Number of AYP Criteria Met Out of the Total Number of Criteria Possible | Met # of # |
| 2010–11 Program Improvement Status (PI Year) | # |

School Facilities

Summary of Most Recent Site Inspection

Altus Academy was reviewed by California Department of Education in 2010 and was found to be in compliance and received full accreditation without any corrective actions. Additionally, Altus received praise for the outstanding relationships with our School Districts and the dedication and commitment to our students and employees. Altus Academy facilities are inspected annually by the Fire Marshal and Corporate Offices. Altus Academy's most recent inspection reported no corrective actions and a certificate of clearance was issued.

Repairs Needed

Altus Academy has undergone a face lift with all buildings refurbished and painted. All parking and playground areas have been resurfaced and painted. A separate fully contained classroom and playground facility for Early Intervention Pre School Program was built.

Corrective Actions Taken or Planned

None necessary

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

| Core Curriculum Area | Pupils Who Lack Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts | 0 % |
| Mathematics | 0 % |
| Science | 0 % |
| History-Social Science | 0 % |
| Foreign Language | 0 % |
| Health | 0 % |
| Visual and Performing Arts | 0 % |
| Science Laboratory Equipment (grades 9-12) | 0 % |

School Completion

| Indicator | Result |
|---------------------------------|-------------|
| Graduation Rate (if applicable) | 4 Students |
| Transition to Public School | 10 Students |
| | |

Postsecondary Preparation

| Measure | Percent |
|--|---------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | NA % |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | N/A % |

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Altus Academy | District Name | Fontana Unified |
| Street | 205 N Maple Ave | Phone Number | 909-357-5000 |
| City, State, Zip | Rialto CA 92377 | Web Site | fusd@edu |
| Phone Number | 909-829-9999 | Superintendent | Cali L Olsen-Brinks |
| Principal | Denise Yeomans | E-mail Address | colsen@fsud.edu |
| E-mail Address | dyeomans@altusacademy.com | CDS Code | 36 67710 6130710 |

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Altus Academy is a Non Public School that provides special education and related instructional services for those district students who cannot be served by the LEA. Altus Academy specializes in the education of emotionally disturbed, severely disabled and autistic students, ages 3-22 years. Students receive standard core base curriculum that meets or exceeds curriculum and programs of the Local Education Agencies. Altus also provides a comprehensive Independent Living Skills Program, using BASIC 2 Curriculum. In addition, Altus has designed a Choice Career Transition Program designed to meet the needs of transitional at risk youth 17 to 22 years. Altus' educational programs focus on diploma and certificate of completion as student goals. Altus also provides behavioral support, social emotional and academic counseling, functional life skills and vocational/career programs. Beginning 2010 Altus Academy will also provide Early Childhood Education for children 3-5 years of age.

Altus Academy began an afterschool Enrichment Program designed to serve students who have previously had AB mental health services, who are pre-expulsion & suspension, are at risk of placement in a more restrictive environment, who are at risk of removal from home or are returning from residential placement.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Altus welcomes parent participation in their child's education. Altus currently has parents who work with our SH population and accompany students on classroom field trips. 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, 909 829-9999. Altus Academy's Enrichment Program has monthly parent meetings to discuss issues and concerns regarding current issues in education.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 0 | Grade 8 | 4 |
| Grade 1 | 4 | Ungraded Elementary | |
| Grade 2 | 2 | Grade 9 | 4 |
| Grade 3 | 1 | Grade 10 | 9 |
| Grade 4 | 8 | Grade 11 | 10 |
| Grade 5 | 3 | Grade 12 | 22 |
| Grade 6 | 1 | Ungraded Secondary | 2 |
| Grade 7 | 4 | Total Enrollment | 74 |

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 50 | White | 14 |
| American Indian or Alaska Native | | Two or More Races | |
| Asian | | Socioeconomically Disadvantaged | 98 |

| | | | |
|----------------------------------|----|----------------------------|-----|
| Filipino | | English Learners | 13 |
| Hispanic or Latino | 36 | Students with Disabilities | 100 |
| Native Hawaiian/Pacific Islander | | | |

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2007-08 | | | | 2008-09 | | | | 2009-10 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| K-3 | 8 | 1 | | | 7 | 2 | | | 8 | 1 | | |
| 3-4 | | | | | 7 | 2 | | | 8 | 1 | | |
| 4-8 | 8 | 1 | | | 7 | 2 | | | 8 | 2 | | |
| Other | 8 | 1 | | | | | | | 8 | 2 | | |

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2007-08 | | | | 2008-09 | | | | 2009-10 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 8 | 4 | | | 8 | 4 | | | 10 | 4 | | |
| Mathematics | 8 | 4 | | | 8 | 4 | | | 10 | 4 | | |
| Science | 8 | 4 | | | 8 | 4 | | | 10 | 4 | | |
| Social Science | 8 | 4 | | | 8 | 4 | | | 10 | 4 | | |

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

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 Great Shake Out Drill conducted by San Bernardino County Schools

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 0 | 0 | 0 | unknown | unknown | unknown |
| Expulsions | 0 | 0 | 0 | unknown | unknown | unknown |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Altus Academy has upgraded and added playground equipment for our Pre School Special Education Program. In addition, a classroom and restroom facilities has been completed to accommodate the added program. Basketball courts have been painted and backboards have been upgraded.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | x | | | |
| Interior: Interior Surfaces | | x | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | x | | | |
| Electrical: Electrical | | x | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | | x | | | |
| Safety: Fire Safety, Hazardous Materials | | x | | | |
| Structural: Structural Damage, Roofs | | x | | | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | | x | | | |
| Overall Rating | | x | | | |

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2007–08 | 2008–09 | 2009–10 | 2009–10 |
| With Full Credential | 10 | 13 | 13 | |
| Without Full Credential | 1 | 2 | 0 | |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | n/a |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

| Indicator | 2008–09 | 2009–10 | 2010–11 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic

counselor. 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.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 2 | 30 |
| Counselor (Social/Behavioral or Career Development) | 3 | 12 |
| 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 | 0 | n/a |
| Resource Specialist (non-teaching) | 1 | n/a |
| Other | | n/a |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials | Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials |
|--|--|--|--|
| Reading/Language Arts | yes | 0 | |
| Mathematics | yes | 0 | |
| Science | yes | 0 | |
| History-Social Science | yes | 0 | |
| Foreign Language | yes | 0 | |
| Health | yes | 0 | |
| Visual and Performing Arts | yes | 0 | |
| Science Laboratory Equipment (grades 9-12) | yes | n/a | |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | | | | 55000 |
| District | n/a | n/a | | 60300 |
| Percent Difference – School Site and District | n/a | n/a | | 5 |
| State | n/a | n/a | | |
| Percent Difference – School Site and State | n/a | n/a | | |

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Altus Academy provides individual and group therapy for Speech and Language, Occupational Therapy, and Adaptive Physical Education. Academic and counseling services include: Career Awareness, Vocational Preparation., Credit Recovery and Post Secondary school preparation. Transition Skills and Planning are also provided. Behavior Intervention, FAA, Behavior Support Plans, behavior modification are included in services. Additionally, an Intensive Day Treatment Program, Individual and Group Psychotherapy, Case Management, Temporary Behavior Support Services, Family Counseling, Mental Health Assessments and Parenting Classes are provided through Altus Academy Enrichment Program. Enrichment Groups include: Anger Management, Conflict Resolution, Drug and Alcohol, Gang Prevention, Bullying, Grief and Loss, PSDT.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be

found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 |
| English-Language Arts | | 10 | 10 | | | | | | |
| Mathematics | | 10 | 10 | | | | | | |
| Science | | 10 | 10 | | | | | | |
| History-Social Science | | 10 | 10 | | | | | | |

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

| Subject | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 |
| English-Language Arts | 5 | 30 | 10 | | | | | | |
| Mathematics | 10 | 15 | 20 | | | | | | |

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 75 | 75 | 60 |
| 7 | 50 | 45 | 40 |
| 9 | 50 | 10 | 0 |

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and number of graduates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2006–07 | 2007–08 | 2008–09 | 2006–07 | 2007–08 | 2008–09 | 2006–07 | 2007–08 | 2008–09 |
| Dropout Rate (1-year) | | | 0% | | | | | | |
| Graduation | | | 6 | | | | | | |

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group | Graduating Class of 2010 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 8 | | |
| Black or African American | 7 | | |
| American Indian or Alaska Native | | | |

| | | | |
|----------------------------------|---|--|--|
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 1 | | |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 8 | | |
| English Learners | 0 | | |
| Students with Disabilities | 8 | | |

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

All districts Altus Academy contracts with have ROP and Technical Education Programs. Altus Academy currently has students dually enrolled in district ROP classes as well as attending Altus Academy.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Altus participates in many teaching and professional internship programs. Altus Academy's host district, Fontana Unified, provides a Master Teacher who meets with Altus Academy's teachers weekly. In these trainings, the most current curriculum, pacing and interventions are reviewed. This unique relationship encourages and ensures district and NPS high 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 SELPA's and districts attending their professional development workshops monthly. In addition, Altus provides several professional in-service trainings annually. Altus also provides a teacher mentoring program with teachers of 15+ years of experience.