



Alta Vista Community Charter School

2013-2014 School Accountability Report Card

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

District & School Profile (School Year 2014-15)

Auburn Union School District serves the foothill community of Auburn, located 40 miles northeast of Sacramento on the western slope of the California High Sierra. AUSD educates students in grades kindergarten through eighth at three elementary schools, a charter school, and an education center.

The Alta Vista Community Charter School is not a typical neighborhood school. Instead, it is an alternative education hybrid program which means parents have choices in their children's educational program. Some of these choices include:

- Five day in-class program
- Five day home-school program
- Home School program but with the student attending class for enrichment and extracurricular activities
- A combination of in-class and home-school program. For example,
 - 4 days a week in class, 1 day of home school
 - Partial day in class, partial day of home school
 - 3 days a week in class, 2 days of home school

Mission Statement

Each child in the Auburn Union School District will think analytically, solve problems, work cooperatively, explore creatively, and master common core standards. No matter their ability and background, students will be challenged and engaged, and obtain college and career readiness skills for a globally connected society.

173 Oak Street • Auburn, CA 95603 • (530) 745-1220

Vision Statement

We stand together to place each child at the heart of every decision.

School Enrollment & Attendance (School Year 2013-14)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Regular daily attendance is a priority at the school and student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Auburn Union School District utilizes the ARIES Attendance Program and the Attendance Clerk to follow-up on student absences. After three unexcused absences/tardies, the principal sends letters home. Students with excessive absences are referred to the School Attendance and Review Board (SARB).

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	-	28	22
1st	-	9	24
2nd	-	16	19
3rd	-	13	16
4th	-	18	21
5th	-	13	19

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	2.5%
American Indian	0.8%
Asian	-
Filipino	-
Hispanic or Latino	14.9%
Pacific Islander	-
White	75.2%
Two or More	4.1%
None Reported	2.5%
English Learners	7.4%
Socioeconomically Disadvantaged	46.3%
Students with Disabilities	14.0%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.5%	0.5%
High-Poverty Schools in District	99.5%	0.5%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	8	8	8	112
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	1	0

Instructional Materials (School Year 2014-15)

Auburn Union Elementary School District held a Public Hearing on September 3, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information (as of October 2014) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-5	Mathematics	Saxon	2009	Yes	0.0%
K-5	Science	Houghton Mifflin	2008	Yes	0.0%

School Facilities (School Year 2014-15)

Alta Vista Community Charter School is comprised of 9 classrooms, a multipurpose room, staff lounge, computer lab, and a playground. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of September 2014.

Cleaning Process

The principal works with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 08/27/2014				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)			X	K-1, K-2, Room 3, Room 4 and Cafeteria: HVAC are over 20 years old. Room 5: Replace ceiling tiles as many are water stained. Room 8: Shows signs of water damage in the ceilings tile roof has been checked for water damage. Room 10: Needs new ceiling tile water stained, roof does not leak. Room 11: Replace ceiling tile many are water stained. Downstairs Boys Restroom: Sewer lines are old iron pipes has drain problems. Restroom Girls Downstairs, Staff Restroom, Outside Restroom Boys, Outside Restroom Girls and Staff Work Room: Water pipes are very old and made of iron which is corroded.
Interior		X		Room 6: Needs new carpet. Room 8: Shows signs of water damage in the ceiling tile. Room 10: Needs new ceiling tile water stained, roof does not leak. Downstairs Boys Restroom: Boys restroom needs to be repainted. Room 9: Need new rail for drapes.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 5: Needs GFI outlet. Special Ed Office and Service: Lighting is very outdated and needs to be replaced with more energy efficient T-8s.
Restrooms/Fountains	X			Room 5, Room 6, Room 7, Room 9 and Room 11: Water pipes very old and made of iron which are corroded. Room 7: Low water pressure. Room 9: Needs new counter top by water faucet.
Safety (Fire Safety, Hazardous Materials)	X			HVAC are very old and need to be changed.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)		X		Playground: Slide and balance beam need to be replaced both are broken.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	-	-	41	74	70	70	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	70
School	41
American Indian or Alaska Native	*
Asian	*
Black or African American	*
Filipino	*
Hispanic or Latino	*
Native Hawaiian or Pacific Islander	*
White	*
Males	*
Females	*
Socioeconomically Disadvantaged	*
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	-	-	34	58	59	58	54	56	55
Mathematics	-	-	34	60	57	59	49	50	50
History/Social Science	-	-	-	51	60	65	48	49	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years. "B" means the school did not have a valid 2012 Base API and will not have any growth or target information.

API School Results			
	2011	2012	2013
Statewide	-	-	1
Similar Schools	-	-	-
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-	-	B

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

In the spring of each year, Alta Vista Community Charter School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ).

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.3%	26.3%	10.5%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

C. Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2014-15)

Alta Vista Community Charter School greatly benefits from its supportive parents. Parents participate in the Buck's Boosters and Sight Word Busters (a group that goes into classrooms and help with reading fluency and word recognition). Parents also volunteer as art and music docents.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Alta Vista Community Charter School at (530) 745-1220.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Students at Alta Vista Community Charter School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Alta Vista Community Charter School follows a progressive discipline model. Parents and students are informed of school rules and discipline policies through the Code of Conduct in the Student Handbook and through weekly notifications/e-mails.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	0	7	13	154	92	97
Suspension Rate	0.0%	7.2%	10.7%	7.3%	4.3%	4.7%
Expulsions	0	0	0	1	0	1
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2014-15)

The safety of students and staff is a primary concern of Auburn Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in fall and went to Board March 2014. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. During school hours all visitors and volunteers sign in at the office and wear identification while on campus. All staff members wear picture-ID cards. Staff provides supervision before, during and after school to assist with the safety of our students.

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 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2013-14)	-	Year 3
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	100%

For detailed information about PI identification, see the CDE PI Status Determinations web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
12	13	14	12	13	14	12	13	14	12	13	14	
By Grade Level												
K	-	14	22	-	2	-	-	-	1	-	-	-
1	-	9	13	-	1	1	-	-	1	-	-	-
2	-	16	19	-	1	1	-	-	-	-	-	-
3	-	7	16	-	2	1	-	-	-	-	-	-
4	-	9	21	-	2	-	-	-	1	-	-	-
5	-	7	18	-	2	1	-	-	-	-	-	-

School Leadership

Leadership at Alta Vista Community Charter School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties were assumed by Principal Patricia Leftridge. Principal Leftridge has 25 years of experience in education.

Counseling and Support Staff (School Year 2013-14)

It is the goal of Alta Vista Community Charter School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support services offered at Alta Vista.

	Number of Staff	Full Time Equivalent
Nurse	1	0.25
Occupational Therapist	1	As Needed
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	0.6
Speech and Language Specialist	1	0.1

Note: 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.

Alta Vista Community Charter School provides programs and services to meet student's needs that are identified in the Individualized Education Plan (IEP). English language personnel available at Alta Vista Community Charter School.

Additional Internet Access/Public Libraries

For additional research materials and internet availability, students are encouraged to visit the public libraries in Placer County, which contain numerous computer workstations. For more information on locations and hours please visit: www.placer.ca.gov/Departments/Library.aspx.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development day topics included training on Common Core, Depth of Knowledge, PLCs, RTI, literacy, SDAIE strategies, Differentiated Instruction, Language Acquisition, Renaissance Learning, and 21st Century Skills.

Data Sources

Data within the SARC was provided by Auburn Union School District, retrieved from the 2013-14 SARC template, Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state.

Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

District Revenue Sources (Fiscal Year 2013-14)

In addition to general state funding, Auburn Union Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- No Child Left Behind/Title I, part A
- Limited English Proficient Programs
- Lottery
- Economic Impact Aid (EIA)
- Peer Assistance and Review (PAR)
- Student Transportation
- State Block Grants
- Instructional Materials
- Safe and Drug-Free Schools and Communities (SDFSC)

Auburn Union Elementary School District currently participates in grant opportunities with such community organizations as the Auburn Police Department and Placer County Sheriff Department (to place a full-time police officer on school campuses) and the Auburn Boys and Girls Club (to provide after school academic and recreational opportunities for students).

District Expenditures (Fiscal Year 2012-13)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending web page at <http://www.cde.ca.gov/ds/fd/ec/>.

For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,965
From Supplemental/Restricted Sources	\$2,769
From Basic/Unrestricted Sources	\$6,196
District	
From Basic/Unrestricted Sources	\$5,682
Percentage of Variation between School & District	9.0%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	32.1%

School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$47,653
District	\$59,525
Percentage of Variation	-20%
School & State	
All Elementary School Districts	\$67,289
Percentage of Variation	-29.2%

Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	\$40,837	\$41,535
Mid-Range Teachers	\$57,679	\$64,101
Highest Teachers	\$71,523	\$82,044
Elementary School Principals	\$85,499	\$104,336
Middle School Principals	\$93,430	\$107,911
High School Principals	-	\$102,488
Superintendent	\$110,895	\$155,309
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	41.0%
Administrative Salaries	5.0%	6.0%