



Alta Vista Community Charter School

2014-2015 School Accountability Report Card Published in the 2015-2016 School Year

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Auburn Union School District

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Sandra Scott, President

Woody Hoffman, Clerk

JuLann Brown, Trustee

Debbie Goodrich, Trustee

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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 2015-16)

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 & Vision Statement

MISSION STATEMENT

We provide our students with a rigorous, relevant, and comprehensive curriculum that challenges students to use critical thinking, problem solving, and 21st century skills to become responsible citizens.

www.auburn.k12.ca.us

VISION STATEMENT

We believe in a nurturing community, which inspires confidence, engages critical thinking, and encourages collaboration in the goal of developing our children's life-long love of learning.

School Enrollment & Attendance (School Year 2014-15)

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			
	2012-13	2013-14	2014-15
K	28	22	24
1st	9	24	21
2nd	16	19	25
3rd	13	16	19
4th	18	21	13
5th	13	19	22

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

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

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	2.5%
American Indian or Alaska Native	0.8%
Asian	0.8%
Filipino	0.8%
Hispanic or Latino	13.2%
Native Hawaiian or Pacific Islander	0.8%
White	74.4%
Two or More Races	6.6%
English Learners	7.4%
Socioeconomically Disadvantaged	44.6%
Students with Disabilities	12.4%
Foster Youth	5.0%

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 2014-15)

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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

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

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			
	13-14	14-15	15-16
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	1	0	0

	Teacher Credential Status			District 15-16
	School			
	13-14	14-15	15-16	
Fully Credentialed	8	8	7	108
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

School Facilities (School Year 2015-16)

Alta Vista Community Charter School is comprised of 9 classrooms, a multipurpose room, staff lounge, computer lab, and a playground. Room 7 was recently converted to a science/culinary sciences room. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of December 2015.

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 ceiling 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.

Instructional Materials (School Year 2015-16)

Auburn Union Elementary School District held a Public Hearing on September 9, 2015, 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 December 2015) 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%

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); 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 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 Science, for the most recent three-year period.

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.

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>.

Subject	California Standards Test Percentage of Students Meeting or Exceeding State Standards								
	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	*	41	77	70	70	62	59	60	56

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	62
School	77
African American/Black	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	*
Native Hawaiian or Pacific Islander	*
White	*
Males	100
Females	*
Socioeconomically Disadvantaged	*
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*
Foster Youth	*

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

California Assessment of Student Performance and Progress

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	52	38	44
Mathematics (Grades 3-8 and 11)	35	33	33

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	20	19	95	42	5	32	21	18	90	28	11	44	11
Male	20	9	45	--	--	--	--	8	40	--	--	--	--
Female	20	10	50	--	--	--	--	10	50	--	--	--	--
Black or African American	20	1	5	--	--	--	--	0	0	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	20	2	10	--	--	--	--	2	10	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	20	14	70	29	0	43	29	14	70	29	0	57	7
Two or More Races	20	2	10	--	--	--	--	2	10	--	--	--	--
Socioeconomically Disadvantaged	20	10	50	--	--	--	--	9	45	--	--	--	--
English Learners	--	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	20	2	10	--	--	--	--	2	10	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	15	14	93.3	43	21	36	0	14	93.3	36	57	7	0
Male	15	6	40	--	--	--	--	6	40	--	--	--	--
Female	15	8	53.3	--	--	--	--	8	53.3	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	15	0	0	--	--	--	--	0	0	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	15	3	20	--	--	--	--	3	20	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	15	10	66.7	--	--	--	--	10	66.7	--	--	--	--
Two or More Races	15	1	6.7	--	--	--	--	1	6.7	--	--	--	--
Socioeconomically Disadvantaged	15	6	40	--	--	--	--	6	40	--	--	--	--
English Learners	15	1	6.7	--	--	--	--	1	6.7	--	--	--	--
Students with Disabilities	15	2	13.3	--	--	--	--	2	13.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	21	19	90.5	32	5	53	11	19	90.5	11	47	16	21
Male	21	11	52.4	36	0	55	9	11	52.4	18	45	9	27
Female	21	8	38.1	--	--	--	--	8	38.1	--	--	--	--
Black or African American	21	1	4.8	--	--	--	--	1	4.8	--	--	--	--
American Indian or Alaska Native	21	1	4.8	--	--	--	--	1	4.8	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	21	3	14.3	--	--	--	--	3	14.3	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	21	11	52.4	36	9	55	0	11	52.4	18	55	18	9
Two or More Races	21	2	9.5	--	--	--	--	2	9.5	--	--	--	--
Socioeconomically Disadvantaged	21	8	38.1	--	--	--	--	8	38.1	--	--	--	--
English Learners	--	--	--	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	21	5	23.8	--	--	--	--	5	23.8	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

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 2014-15)

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			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.8%	23.8%	14.3%

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

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 2015-16)

Alta Vista Community Charter School greatly benefits from its supportive parents. Parents participate in the Buck's Boosters (Parent Teacher Organization) 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. Alta Vista Community Charter School is a family friendly campus. Parents can stop in at anytime to participate or observe, after registering at the office.

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 understanding of others. Alta Vista Community Charter School follows a progressive discipline model. Families 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 table illustrates total suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	4.8%	4.7%	6.6%	0.0%	0.0%	0.0%
District	3.2%	3.3%	4.4%	0.0%	0.0%	0.2%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern of Alta Vista Community Charter 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 2015. 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.

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 2015-16)

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	0.0%

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

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. Alta Vista Community Charter School is lead by Principal Patricia Leftridge, who has 26 years of experience in education.

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				
13	14	15	13	14	15	13	14	15	13	14	15	
By Grade Level												
K	19	22	-	2	-	-	-	1	-	-	-	-
1	-	24	21	-	-	-	-	1	1	-	-	-
2	-	19	-	-	-	-	-	-	-	-	-	-
3	-	16	19	-	-	1	-	-	-	-	-	-
4	21	21	12	-	-	-	1	1	-	-	-	-
5	10	19	-	2	1	-	-	-	-	-	-	-
Other	20	-	2	1	-	1	-	-	-	-	-	-

Counseling and Support Staff (School Year 2014-15)

It is the goal of Alta Vista Community Charter School to assist students in their social and personal development as well as academics. Each week all students participate in Social Emotional Learning. 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 service personnel available at Alta Vista Community Charter School. 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.

Counseling & Support Services Staff		
	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

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

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.

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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

School Site Teacher Salaries (Fiscal Year 2013-14)

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	\$50,962
District	\$59,299
Percentage of Variation	-14.1%
School & State	
All Elementary School Districts	\$69,086
Percentage of Variation	-26.2%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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		
2013-14		
	District	State
Beginning Teachers	\$41,654	\$42,723
Mid-Range Teachers	\$58,833	\$65,936
Highest Teachers	\$72,954	\$84,545
Elementary School Principals	\$86,427	\$106,864
Middle School Principals	\$95,102	\$110,494
High School Principals	-	\$103,499
Superintendent	\$113,500	\$159,133
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	40.0%
Administrative Salaries	6.0%	6.0%

District Expenditures (Fiscal Year 2013-14)

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,836
From Supplemental/Restricted Sources	\$3,611
From Basic/Unrestricted Sources	\$5,225
District	
From Basic/Unrestricted Sources	\$6,990
Percentage of Variation between School & District	-25.3%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-2.3%

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>.

District Revenue Sources (Fiscal Year 2014-15)

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).