

# Alta Vista Community Charter School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Alta Vista Community Charter School
<b>Street</b>	173 Oak St.
<b>City, State, Zip</b>	Auburn CA, 95603
<b>Phone Number</b>	(530) 745-1220
<b>Principal</b>	Camille Taylor
<b>E-mail Address</b>	ctaylor@auburn.k12.ca.us
<b>Web Site</b>	<a href="http://www.altavista.auburn.k12.ca.us">www.altavista.auburn.k12.ca.us</a>
<b>CDS Code</b>	31-66787-0126664

<b>District Contact Information</b>	
<b>District Name</b>	Auburn Union Elementary School District
<b>Phone Number</b>	(530) 885-7242
<b>Superintendent</b>	Wendy Frederickson
<b>E-mail Address</b>	wfrederickson@auburn.k12.ca.us
<b>Web Site</b>	www.auburn.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

As Auburn Union School District's only elementary charter school, Alta Vista Community Charter School serves TK through fifth grade students residing in Placer, Nevada, Sacramento, Sutter, Yuba and El Dorado counties. Alta Vista students learn in a small school environment where every student is known by name. Through experiential project-based learning, aligned with California Common Core State Standards and Next Generation Science Standards, Alta Vista supports each student in reaching their potential in a nurturing, developmentally appropriate environment. Beyond core instruction, Alta Vista students participate in enrichment classes, including Art, Theater, Band, and our unique Culinary Arts/Garden Science program which brings students into our state-of-the-art culinary lab and life lab garden, learning from visiting expert restaurant owners, chefs and farmers. After school, we offer tutoring for students who need a little extra support in mastering academic concepts, Spanish enrichment classes for grades 3 through 5, and the Auburn Recreation Department Discovery Club at Alta Vista, where students engage in fun indoor and outdoor activities and receive academic support. Alta Vista fosters a culture of positive behavior and appreciation of diversity, embracing each student as a valuable member of our learning community.

**MISSION STATEMENT:** Alta Vista Community Charter School provides students with a rigorous, relevant and comprehensive curriculum, challenging students to use critical thinking, problem solving and 21st Century skills to become responsible citizens.

**VISION:** A nurturing community inspires confidence, engages critical thinking and encourages collaboration, developing our students' life-long love of learning.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	23
<b>Grade 1</b>	21
<b>Grade 2</b>	24
<b>Grade 3</b>	22
<b>Grade 4</b>	13
<b>Grade 5</b>	11
<b>Total Enrollment</b>	114

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

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.9
Asian	0
Filipino	0.9
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	0.9
White	76.3
Two or More Races	5.3
Socioeconomically Disadvantaged	48.2
English Learners	5.3
Students with Disabilities	9.6
Foster Youth	2.6

## 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.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	7	9	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	98.3	1.8
<b>High-Poverty Schools in District</b>	98.3	1.8
<b>Low-Poverty Schools in District</b>	0.0	0.0

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** 10/2016

Pursuant to the settlement of Williams vs. the State of California, all students, including English Language Learners (ELL), are provided with their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Curriculum (including teacher-designed lessons, online textbook licenses, print textbooks and supplementary materials) used in the school are most current available. Curricula used are reviewed by teachers and administration. All recommended materials are available for parent examination at the school administrative office. The table displays information (as of October 2016) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Teacher-Designed, Project-Based Instructional Materials; Great Books;		0.0%
<b>Mathematics</b>	Go Math 2014		0.0%
<b>Science</b>	Delta Science Learning Modules		0.0%
<b>History-Social Science</b>	Teacher-Designed, Project-Based Instructional Materials; TCI History Alive!		0.0%
<b>Foreign Language</b>	Teacher-Designed, Project-Based Instructional Materials		0.0
<b>Health</b>	Sparks 2012		0.0
<b>Visual and Performing Arts</b>	Teacher-Designed, Project-Based Instructional Materials		0.0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Alta Vista Community Charter School is comprised of 9 classrooms, a multipurpose room, staff work room, computer lab/maker space, and a playground. Room 7 was recently converted to a science/culinary sciences lab. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of October 2016.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/1/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/1/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces	X			COMPUTER RM: NEEDS PAINT AND POSSIBLE POST REMOVAL.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			CR 6: CARPET NEEDS TO BE REPLACED. CEILING TILES STAINED. CR 9:
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Roof leaks in Multi Purpose Room, CR10 and CR11.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GROUNDS: TRIM OAK NEAR FRONT OF CAMPUS. REMOVE DEAD TREES. REPAIR ASPHALT. REPAIR FENCE. REPAIR STONE WALL.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/1/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	52	52	38	39	44	48
Mathematics	37	35	34	34	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	25	24	96.0	41.7
	4	13	12	92.3	75.0
	5	--	--	--	--
Male	3	14	14	100.0	35.7
	4	--	--	--	--
	5	--	--	--	--
Female	3	11	10	90.9	50.0
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	5	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	19	18	94.7	44.4
	4	12	11	91.7	81.8
	5	--	--	--	--
Two or More Races	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	13	13	100.0	38.5
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	25	24	96.0	45.8
	4	13	12	92.3	41.7
	5	--	--	--	--
Male	3	14	14	100.0	50.0
	4	--	--	--	--
	5	--	--	--	--
Female	3	11	10	90.9	40.0
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	5	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	19	18	94.7	38.9
	4	12	11	91.7	45.5
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	13	13	100.0	38.5
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	41	77	--	70	62	55	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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.

### Opportunities for Parental Involvement (School Year 2016-17)

Alta Vista Community Charter School greatly benefits from its supportive parents. Parents participate in the Buck's Boosters Club (PTC), Sight Word Busters (a group that goes into classrooms and help with reading fluency and word recognition), as art and music docents, and in every classroom. Alta Vista Community Charter School is a family-friendly campus where parents are encouraged to stop in at anytime to participate or observe, after registering at the office.

Contact Information: Parents or community members who wish to participate in school planning improvement committees (budget, strategic planning, grants & fundraising, site safety, etc.), or to 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.7	6.6	3.2	3.3	4.4	6.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

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

The safety of students and staff is a primary concern of Alta Vista Community Charter School. The school is in compliance with state, federal and local laws and regulations regarding 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, evacuation 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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		1						18	1		
1	24		1		21		1		20	1		
2	19	1							24		1	
3	16	1			19	1			24		1	
4	21		1		12	1			13	1		
5	19	1							10	1		
Other					2	1			4	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,836	\$3,611	\$5,225	\$50,962
District	N/A	N/A	\$6,990	\$60,812
Percent Difference: School Site and District	N/A	N/A	-25.3	-14.1%
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-2.3%	-26.2%

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2015-16)

In addition to general state funding, Alta Vista Community Charter School receives state and federal funding for the following categorical funds and other support programs:

- Limited English Proficient Programs
- Lottery
- Economic Impact Aid (EIA)
- Peer Assistance and Review (PAR)
- State Block Grants
- Instructional Materials
- Safe and Drug-Free Schools and Communities (SDFSC)

Alta Vista Community Charter School currently participates in grant opportunities with such organizations as the Bucks Booster Club, Mandarin Festival, United Auburn Indian Community, and the Auburn Boys and Girls Club (to provide after school academic and recreational opportunities for students).

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,424	\$44,507
Mid-Range Teacher Salary	\$61,333	\$68,910
Highest Teacher Salary	\$76,054	\$88,330
Average Principal Salary (Elementary)	\$86,427	\$111,481
Average Principal Salary (Middle)	\$95,102	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$136,000	\$169,821
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

In addition to the three district-hosted staff development “buy-back” days annually where staff members are offered professional growth opportunities (curriculum, teaching strategies, and methodologies) and push-in coaching on integrated ELD strategies, Alta Vista has allocated portions of its general funding toward ongoing professional development for its teachers, para-professional and classified-confidential staff to support the charter school’s experiential project-based learning approach, positive discipline and school culture development, and capacities in supporting its exceptional learners in the general education classroom. These trainings take place through in-class coaching, on-site workshops and off-site offerings. Budgetary and professional development choices are guided by student achievement data from NWEA MAP and CAASPP, as well as LCAP goals and activities, with direct input from stakeholder groups.