

## Ken Larson, Principal

Principal, Alta Vista Public

### About Our School

In today's challenging educational environment it can be difficult for many students find their place in school and in the world. At Alta Vista we consider ourselves fortunate to be able to provide a school home for many students that have had a difficult time finding their place in school. With a combination of independent study, one to one instruction and tutoring we get to help many students succeed academically where they have been unsuccessful in the past. As a staff we appreciate these students and provide them with personalized academic plan and the guidance they need to be successful in fulfilling their dreams and aspirations. We look forward every day to helping seeing our students succeed.

Ken Larson

Principal

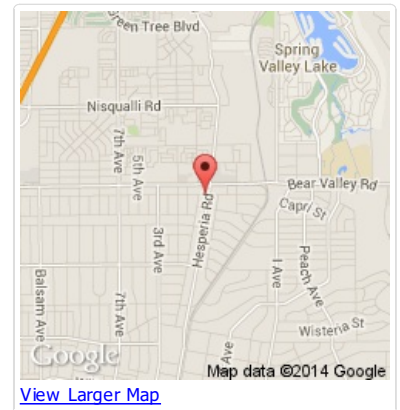
Alta Vista Public Charter

### Contact

11988 Hesperia Rd., Ste. B  
Hesperia, CA  
92345

Phone: 760-904-0533

E-mail: [klarson@altavistalearning.org](mailto:klarson@altavistalearning.org)



## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	Alta Vista Public
<b>Street</b>	11988 Hesperia Rd., Ste. B
<b>City, State, Zip</b>	Hesperia, Ca, 92345
<b>Phone Number</b>	760-904-0533
<b>Principal</b>	Ken Larson, Principal
<b>E-mail Address</b>	<a href="mailto:klarson@altavistalearning.org">klarson@altavistalearning.org</a>
<b>County-District-School (CDS) Code</b>	36675870120592

District	
<b>District Name</b>	Adelanto Elementary
<b>Phone Number</b>	(760) 246-8691
<b>Web Site</b>	<a href="http://www.aesd.net">www.aesd.net</a>
<b>Superintendent First Name</b>	Elidia
<b>Superintendent Last Name</b>	DeBlieux
<b>E-mail Address</b>	<a href="mailto:casuandra_aaron@aesd.net">casuandra_aaron@aesd.net</a>

*Last updated: 1/28/2014*

### School Description and Mission Statement (School Year 2012-13)

The mission of Alta Vista is to provide students seeking an alternative to the traditional high school setting with a quality education. Alta Vista provides a personalized approach to learning that empowers students to take responsibility for their education and to graduate with the skills to become contributing members of society. Students are provided with a personalized learning program, created for the student, which enables students to experience success toward graduation. Alta Vista Public Charter strives to assist students in the mastery of basic skills, to acclimate students to technology, and to develop interest in life-long learning, as they become responsible contributors to their community and society. Alta Vista is a public charter organization that offers a personalized educational program for those students who need a personalized learning approach to meet academic needs. Typical students have stopped going to their comprehensive high school, have not graduated, have adult responsibilities, need to make up classes in order to attain class-level status, or have unique scheduling needs that complicate the completion of their compensatory educational requirement. Many students merely work more effectively in a personalized learning environment. Regardless of the reason, Alta Vista Public Charter offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging yet highly individualized education for students.

*Last updated: 1/30/2014*

### Opportunities for Parental Involvement (School Year 2012-13)

Alta Vista Public School is committed to preserving a safe, secure, and clean environment for learning, and to improving communication among its stakeholders. The Parent Advisory Committee ensures parental involvement in students' learning process. The Parent Advisory Committee consists of parents and Alta Vista Public Charter Teachers/Staff. The Parent Advisory Committee provides advice and assistance in planning, developing, implementing and evaluating the School Program. All interested parents are invited to attend, and are notified via phone, email, school website and school fliers. Additionally, teachers refer parents for this committee that they believe would be positive contributors to work towards the goal of school improvement. The Parent Advisory Committee meets a maximum of four (4) times during the school year. In addition to this, parents are a vital resource for processes such as WASC accreditation. An Open House/back to school night is held at least three times per year at each campus, and parents are invited to attend. Alta Vista is exploring ways to encourage more parent involvement in the support of our educational program.

*Last updated: 1/28/2014*

# Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **Alternate Performance Assessment (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.

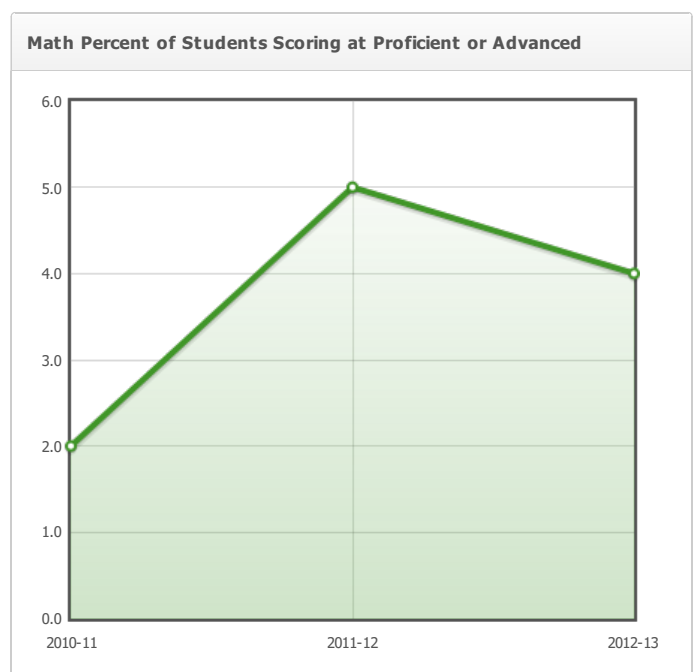
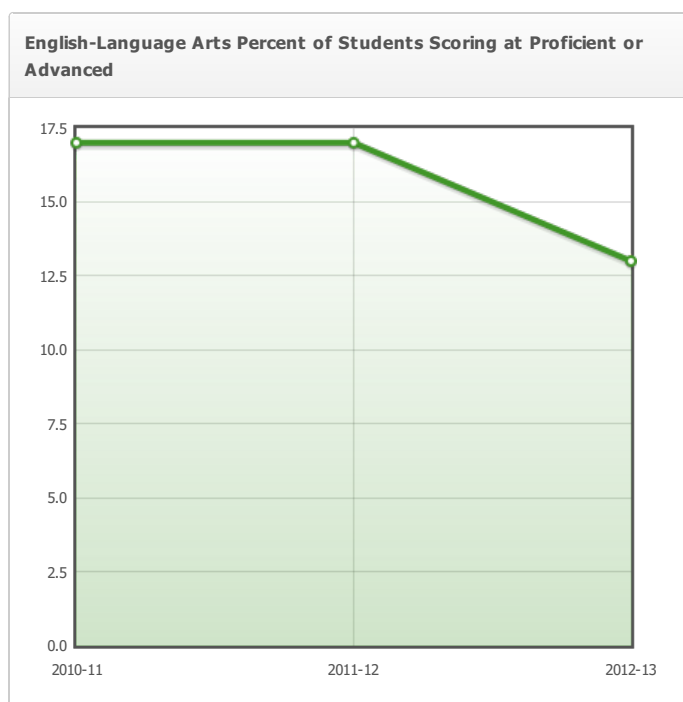
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

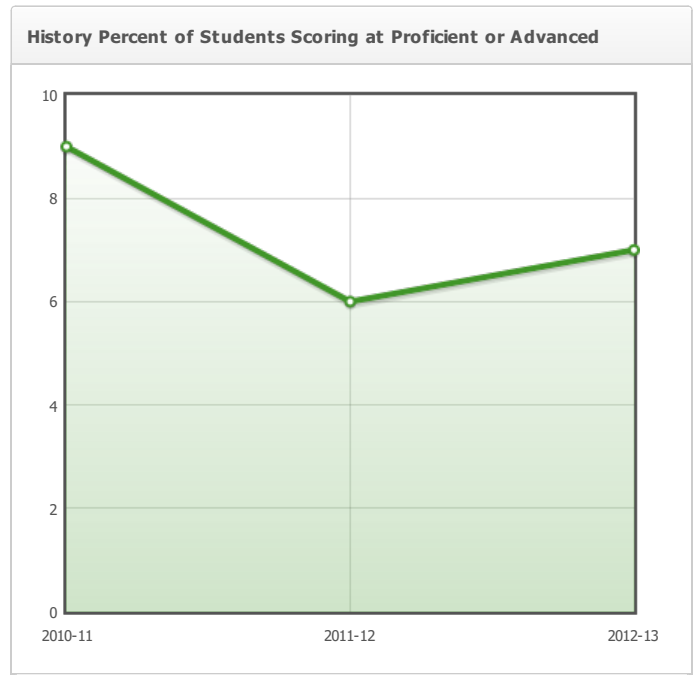
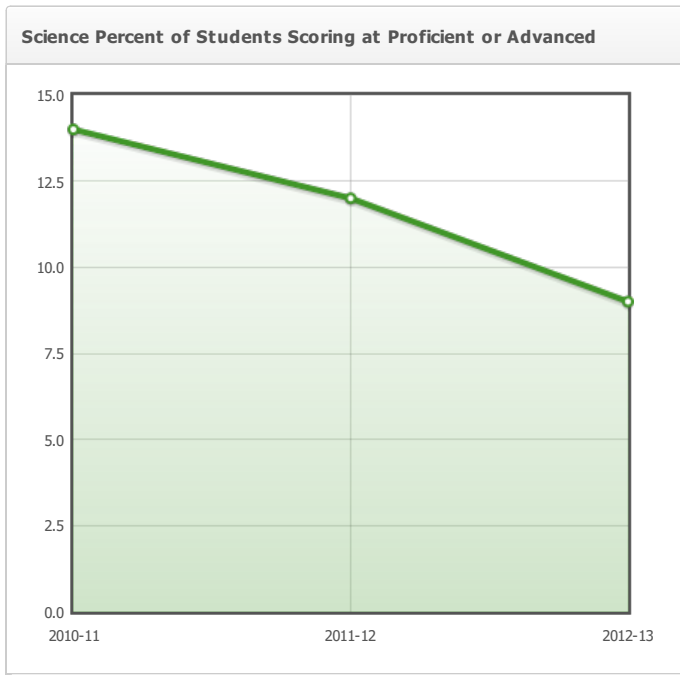
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	17%	17%	13%	38%	39%	36%	54%	56%	55%
Mathematics	2%	5%	4%	41%	40%	35%	49%	50%	50%
Science	14%	12%	9%	37%	39%	31%	57%	60%	59%
History-Social Science	9%	6%	7%	22%	27%	17%	48%	49%	49%

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.





Last updated: 1/28/2014

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	36%	35%	32%	17%
All Students at the School	13%	4%	9%	7%
Male	14%	7%	11%	10%
Female	12%	3%	8%	4%
Black or African American	10%	2%	2%	3%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	11%	3%	11%	8%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	24%	11%	15%	7%
Two or More Races	10%	4%	7%	11%
Socioeconomically Disadvantaged	13%	4%	8%	6%
English Learners	N/A	N/A	4%	3%
Students with Disabilities	18%	15%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

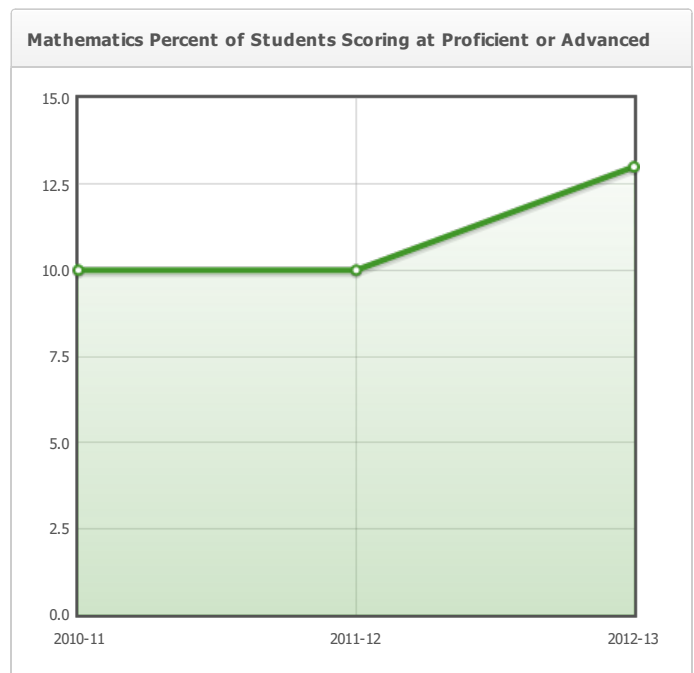
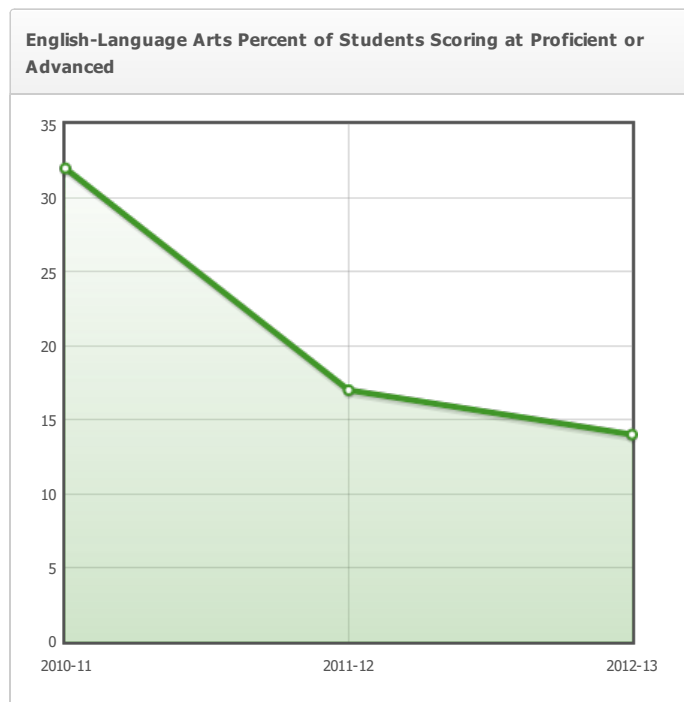
Last updated: 1/28/2014

# California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

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 to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	32%	17%	14%	32%	17%	14%	59%	56%	57%
Mathematics	10%	10%	13%	10%	10%	13%	56%	58%	60%

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.



Last updated: 1/28/2014

## California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	86%	8%	6%	87%	12%	1%
All Students at the School	86%	8%	6%	87%	12%	1%
Male	90%	4%	6%	84%	14%	1%
Female	82%	11%	7%	89%	11%	N/A
Black or African American	90%	7%	3%	94%	6%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	83%	10%	7%	86%	14%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	90%	N/A	10%	75%	21%	4%
Two or More Races	87%	7%	7%	100%	N/A	N/A
Socioeconomically Disadvantaged	86%	9%	5%	90%	9%	1%
English Learners	100%	N/A	N/A	92%	8%	N/A
Students with Disabilities	100%	N/A	N/A	100%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

*Last updated: 1/28/2014*



## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	24.1%	17.2%	3.4%
9	28.4%	22.7%	6.8%

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.

*Last updated: 1/28/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	1	B	B
Similar Schools	2	B	B

*Last updated: 1/28/2014*

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-11	18	-14
Black or African American			43
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-22	19	-6
Native Hawaiian or Pacific Islander			
White		18	-53
Two or More Races			
Socioeconomically Disadvantaged	-22	29	-22
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 1/28/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	272	539	5,813	711	4,655,989	790
Black or African American	73	510	1,250	653	296,463	708
American Indian or Alaska Native	0		36	702	30,394	743
Asian	2		95	858	406,527	906
Filipino	0		40	844	121,054	867
Hispanic or Latino	129	533	3,551	720	2,438,951	744
Native Hawaiian or Pacific Islander	1		41	758	25,351	774
White	65	584	573	756	1,200,127	853
Two or More Races	2		197	685	125,025	824
Socioeconomically Disadvantaged	225	529	5,264	705	2,774,640	743
English Learners	26	450	1,695	699	1,482,316	721
Students with Disabilities	23	406	927	609	527,476	615

Last updated: 1/28/2014

## Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	No	Yes
Met Participation Rate - Mathematics	No	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate	No	N/A

Last updated: 1/28/2014

## Federal Intervention Program (School Year 2013-14)

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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 (ELA 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. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

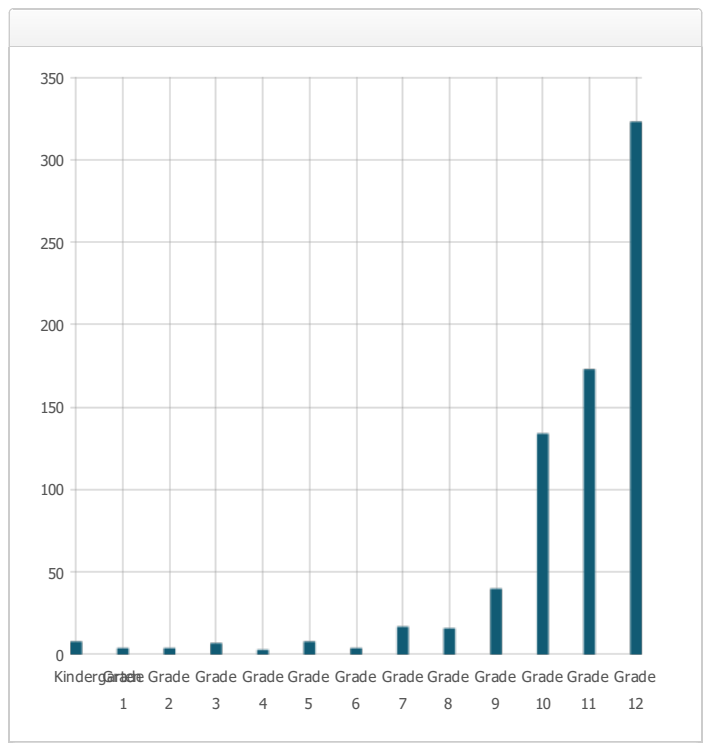
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*Last updated: 1/28/2014*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

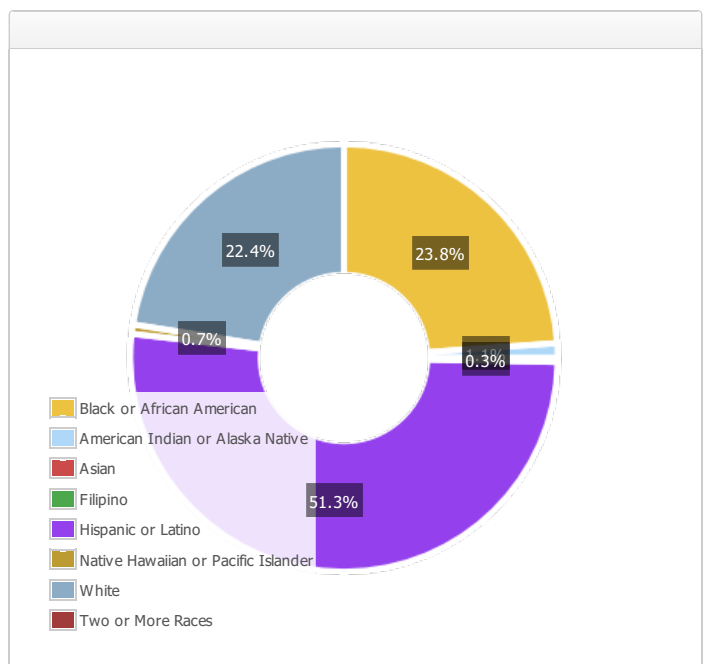
Grade Level	Number of Students
Kindergarten	8
Grade 1	4
Grade 2	4
Grade 3	7
Grade 4	3
Grade 5	8
Grade 6	4
Grade 7	17
Grade 8	16
Grade 9	40
Grade 10	134
Grade 11	173
Grade 12	323
<b>Total Enrollment</b>	<b>741</b>



Last updated: 1/28/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	23.8
American Indian or Alaska Native	1.1
Asian	0.3
Filipino	0.0
Hispanic or Latino	51.3
Native Hawaiian or Pacific Islander	0.7
White	22.4
Two or More Races	0.0
Socioeconomically Disadvantaged	83.8
English Learners	10.1
Students with Disabilities	9.3



Last updated: 1/28/2014

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

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

*Last updated: 1/28/2014*

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

Subject	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/28/2014*

## School Safety Plan (School Year 2012-13)

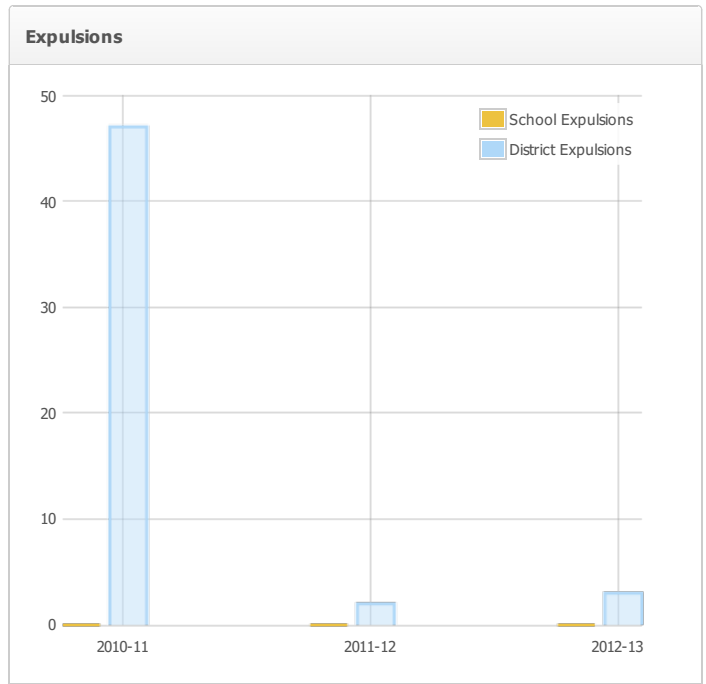
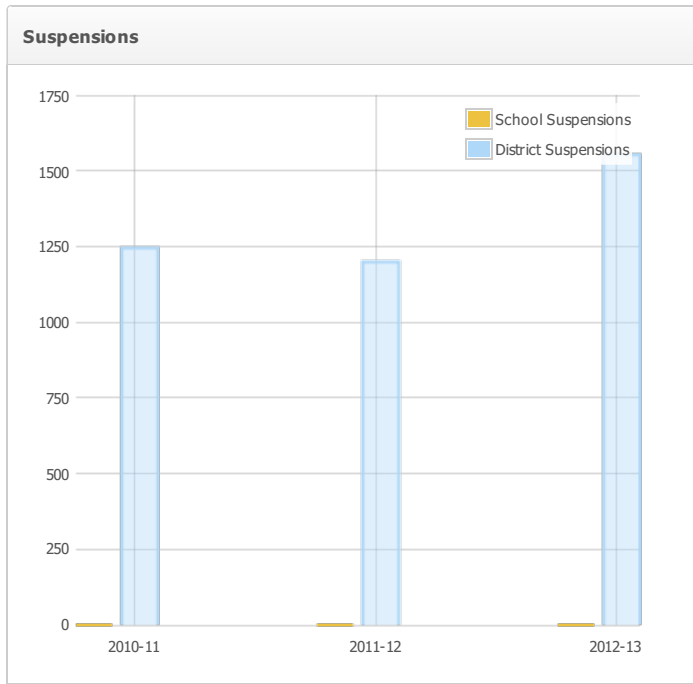
Alta Vista Public Charter has a comprehensive School Safety Plan. Alta Vista also has a Safety Officer with ongoing safety checks and reviews. The School has and continues to conduct two fire and one earthquake drill every academic year.

*Last updated: 1/28/2014*

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	0.00	0.00	1245.00	1199.00	1553.00
Expulsions	0.00	0.00	0.00	47.00	2.00	3.00

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/28/2014

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

All Alta Vista facilities are continuously inspected and are in very good condition.

*Last updated: 1/28/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Maintenance crews maintain the interior and exterior of the facility a minimum of three times per week.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Arrowhead water is provided for the students.
Safety: Fire Safety, Hazardous Materials	Good	Passed annual city fire inspection
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

### Overall Facility Rate (School Year 2013-14)

Overall Rating	Good
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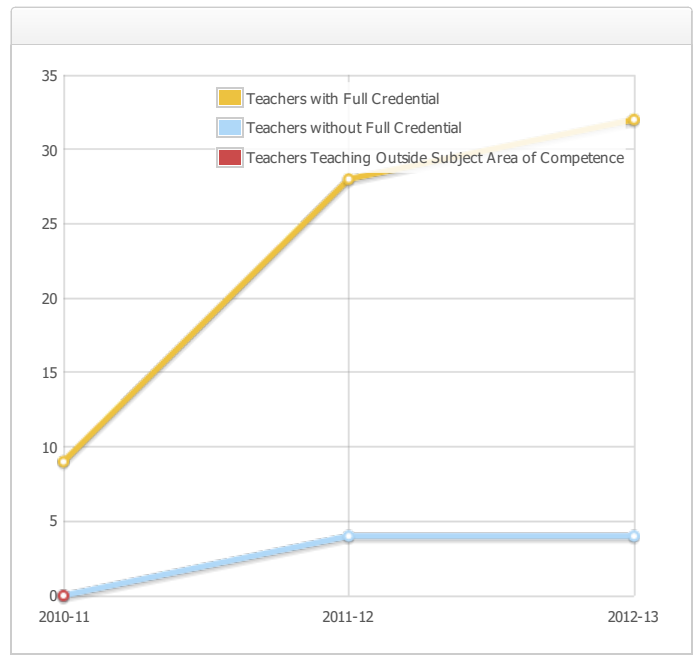
*Last updated: 1/30/2014*



# Teachers

## Teacher Credentials

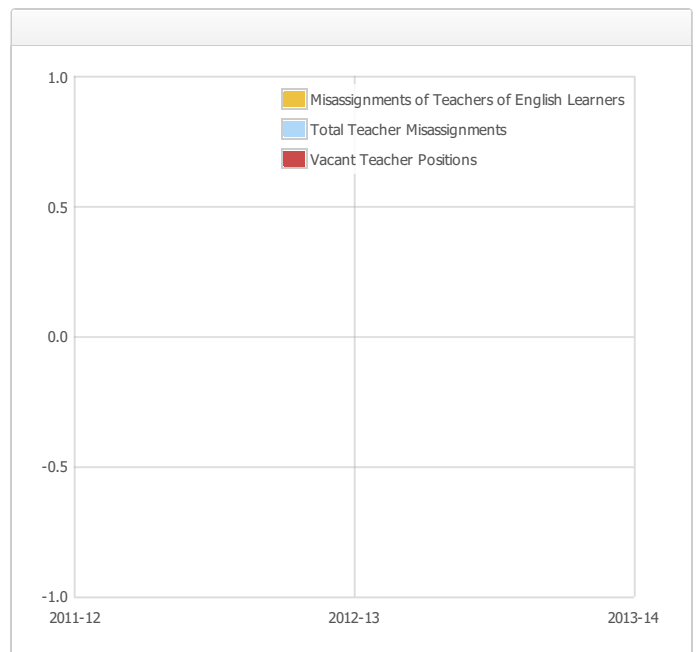
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	9	28	32	346
Without Full Credential	0	4	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0			3



Last updated: 1/30/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



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.

Last updated: 1/28/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100	0
All Schools in District	84	16
High-Poverty Schools in District	84	16
Low-Poverty Schools in District	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.

*Last updated: 1/28/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	748.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells shaded in black or 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.

*Last updated: 1/28/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt Literature Language Arts 3rd, 4th, 5th & 6th Course (Holt, Rinehart, & Winston)	Yes	0.0
Mathematics	Algebra 1 (Prentice Hall) Algebra/Trigonometry (McDougal Littell) Geometry (Prentice Hall) Pre-calculus (Larson and Hostetler) Calculus Eight Edition (Houghton Mifflin)	Yes	0.0
Science	Earth Science CA Edition (Prentice Hall) Biology CA Edition (Prentice Hall) Chemistry (Prentice Hall) Conceptual Physics (Prentice Hall)	Yes	0.0
History-Social Science	Principles in Action (Prentice Hall CA Edition) Magruder's American Government (Prentice Hall CA Edition) American Anthem, Modern American History (Holt CA Edition) World History, The Modern World (Prentice Hall CA Edition)	Yes	0.0
Foreign Language	Buen Viaje Level 1 (Glencoe) Buen Viaje Level 2 (Glencoe)	Yes	0.0
Health	Health (AGS)	Yes	0.0
Visual and Performing Arts	Understanding Art (Glencoe)	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Virtual labs- Biology CA Edition (Prentice Hall) Virtual labs - Chemistry (Prentice Hall) Probeware Laboratory Manual/CD-ROM- Conceptual Physics (Prentice Hall)	Yes	0.0

*Last updated: 1/28/2014*

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,321	\$908	\$6,413	\$56,371
District	N/A	N/A	\$6,281	\$60,510
Percent Difference – School Site and District	N/A	N/A	2.10%	-6.84%
State	N/A	N/A	\$5,537	\$70,193
Percent Difference – School Site and State	N/A	N/A	15.82%	-19.69%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/28/2014

### Types of Services Funded (Fiscal Year 2012-13)

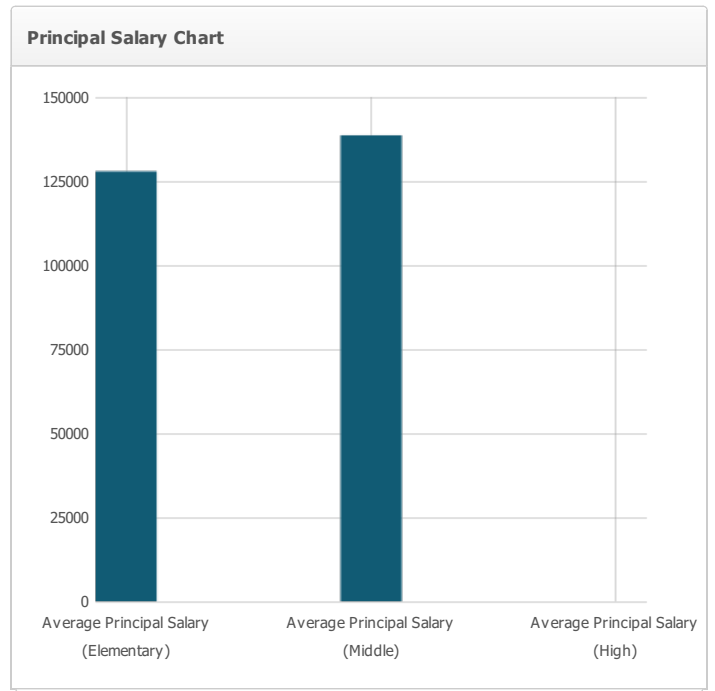
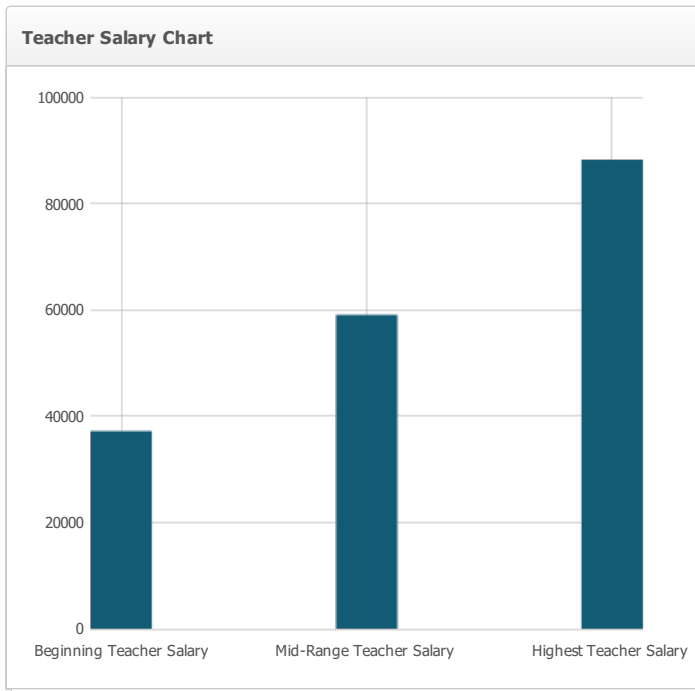
Alta Vista Public Charter School does accept categorical funding: Title II, Title III, Title V Part B. Title II is used for our staff development only. Title V Part B funds we have purchased materials and services to aid the charter in establishing itself as a new charter. ARRA (Education Jobs) funding was used to retain teachers positions. Special Education programs for SELPA, students with special needs.

Last updated: 1/28/2014

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,183	\$41,451
Mid-Range Teacher Salary	\$59,046	\$67,655
Highest Teacher Salary	\$88,211	\$85,989
Average Principal Salary (Elementary)	\$127,933	\$108,589
Average Principal Salary (Middle)	\$138,656	\$111,643
Average Principal Salary (High)	\$00	\$110,257
Superintendent Salary	\$194,251	\$182,548
Percent of Budget for Teacher Salaries	39.0%	42.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



*Last updated: 1/23/2014*

# 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 [UC Admissions Information Web page](#).

### California State University

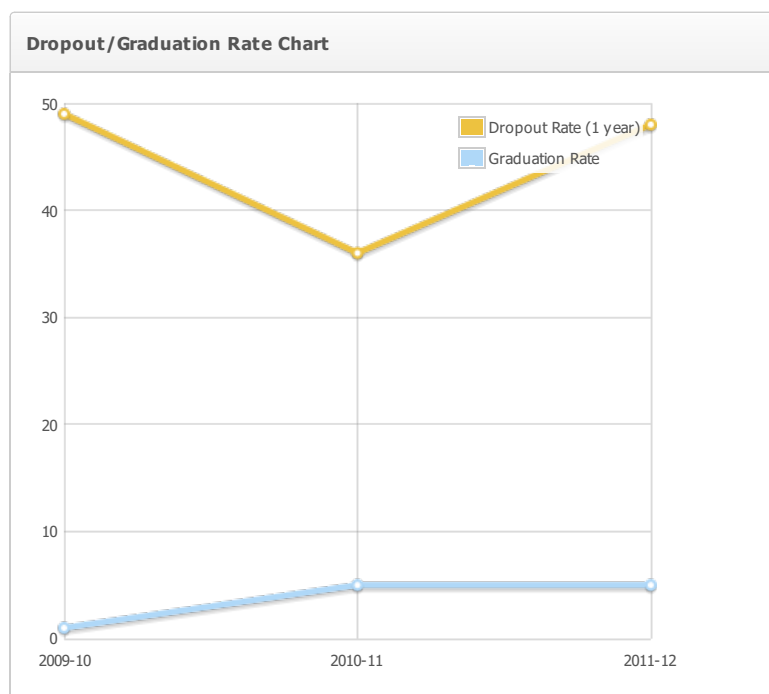
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the [CSU Web page](#).

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	49.4	36.7	48.7			100.0	16.6	14.7	13.1
Graduation Rate	1.15	5.42	5.62			0.00	74.72	77.14	78.73



Last updated: 1/28/2014



## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2012		
	School	District	State
All Students	56	56	418,598
Black or African American	6	6	28,078
American Indian or Alaska Native	2	2	3,123
Asian	1	1	41,700
Filipino			12,745
Hispanic or Latino	28	28	193,516
Native Hawaiian or Pacific Islander			2,585
White	19	19	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	43	43	217,915
English Learners	8	8	93,297
Students with Disabilities	8	8	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

*Last updated: 1/28/2014*

## Career Technical Education Programs (School Year 2012-13)

Alta Vista's career technical education program, called General Work Experience Education (WEE), is designed to help students earn elective credits while developing job skills and learning about career opportunities. The program, which follows the state's Work Experience Education framework and content standards, was developed with guidance from the California Association of Work Experience Educators (CAWEE) and the Work Experience Education Resource and Assistance Network (WEERAN). Students in the WEE program can earn five elective credits over an 18-week period, up to a 40-credit maximum, while attending Alta Vista. Participating students who are minors are allowed to work up to 48 hours per week. Alta Vista requires that the supervising teacher determine if the student is eligible or ready to participate in the program. To qualify, the student must be at least 16 years old, be currently enrolled in the school, work no more than 40 miles from campus, attend school regularly, demonstrate acceptable grades and citizenship, sufficiently complete and return all academic and course assignments and have passed the CAHSEE or be enrolled in the CAHSEE tutorial program. Career Technical Education Participation.

Additionally Alta Vista Public School's Career Technical Education (CTE) programs emphasize and support academic achievement and are designed to encourage pupils to explore career options, educational, training and skill requirements for career interests, as well as, help students to develop desirable skills and competencies that are conducive to job success and personal growth. Career Exploration, Resume Writing, Interviewing, Community Service, Keyboarding, Computer Literacy, Math and English for Careers and "General" Work Experience Education are components of the CTE programs that are available to Alta Vista students.

*Last updated: 1/28/2014*

## Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0

Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

*Last updated: 1/28/2014*

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	89.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

*Last updated: 1/28/2014*

**Advanced Placement Courses (School Year 2012-13)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

Note: Cells shaded in black or with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 1/28/2014*

# Instructional Planning and Scheduling

## Professional Development

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

A minimum of ten days throughout the year are dedicated to professional development, in addition to support programs such as BTSA. Most professional development is done at AVPC. The effect of professional development on student achievement is of great importance and gives strong impetus to the growth of instructional support in future curriculum development. As a result of student successes, more planning time will continue to be sought to provide teachers support in testing and assessments, instructional resource use, curricular development and technology, as well as workshops on the Lets Go Learn testing Series that helps us track, assess, and improve student performance in core level courses. Much of the growth of the school has necessitated staff development in areas that deal with student attendance, academic progress, instructional strategies, and curriculum development. Emphasis has been placed on pre and post standardized student assessment results to better align curriculum and instructional strategies with the state adopted standards. Additionally, more dedicated planning will be devoted to developing professional learning communities to develop enhanced instructional strategies as well as more effective intervention programs.

*Last updated: 1/30/2014*