

Alta Vista Community Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Alta Vista Community Charter School
Street	173 Oak St.
City, State, Zip	Auburn CA, 95603
Phone Number	(530) 885-7067
Principal	Diana Wilson
Email Address	dwilson@auburn.k12.ca.us
School Website	altavista.auburn.k12.ca.us
County-District-School (CDS) Code	31-66787-0126664

2022-23 District Contact Information

District Name	Alta Vista Community Charter School
Phone Number	(530) 745-8803
Superintendent	Amber Lee-Alva, Superintendent
Email Address	aleealva@auburn.k12.ca.us
District Website Address	www.auburn.k12.ca.us

2022-23 School Overview

In 1988 California voters passed an initiative requiring public schools to complete an annual School Accountability Report Card, providing information about the school's population, program, resources, successes, and areas needing improvement. The team at Alta Vista hopes that as you read this report, you will recognize the school's steady growth and dedication to high-quality learning.

Alta Vista Community Charter School is a California public charter school authorized and governed by the Auburn Union School District. The initial charter was authorized in 2012 to serve students in grades TK through 8. The charter was renewed during the 2019-2020 school year and is scheduled to be renewed in 2027. Alta Vista's charter is written for TK-8th grade; however, the school has served K-5th grade students during the 21-22 school year in its classroom based learning program. For the 2022-2023 school year, the LEA offered grades TK-6th grade for its classroom based program; however, most families chose to send their students to the local comprehensive middle school. Alta Vista also offered a homeschool and independent study options through its Virtual Academy for the 2022-2023 school year; however, the program had under ten students and had to be discontinued due to lack of enrollment. Should AVCCS families want this program continued and enrollment is sufficient, the LEA will offer this program going forward for the 23-24 school year. During the 2021-2022 school year, Virtual Academy was offered for grades TK-8.

Alta Vista Community Charter School is located on the historic site of the original Alta Vista Elementary School and shares space with Placer County's Head Start preschool program. Many students enrolled in the Head Start program choose to enroll at Alta Vista for its small community culture, project-based learning methodology, and the choices that Alta Vista gives families for their child's learning experience. This year, Alta Vista has had 106 students enrolled with 39% social-economically disadvantaged (SED) and 4.7 English Language Learners.

Alta Vista Community Charter School believes in a nurturing community, which inspires confidence, engages critical thinking, and encourages collaboration in the goal of developing our children's lifelong love of learning. Our mission is to engage students in rigorous, relevant, and comprehensive learning experiences that challenge them to apply creativity, critical thinking, and problem-solving in the quest to be responsible and valuable citizens. Alta Vista's educational program integrates personalized, experiential learning in a project-based model. The result is a high quality, personalized learning experience within a culture of curiosity, diversity, and perseverance. Alta Vista students recognize challenges and mistakes as opportunities to learn and grow. Alta Vista works with community members and businesses to bring real-life relevancy and

2022-23 School Overview

collaboration to our students' learning experiences, encouraging them to begin making a positive change in the world around them today.

Alta Vista Community Charter School embraces the value of innovation and the benefits of providing students with opportunities to explore and discover as part of their educational preparation for success in college and career pursuits. In addition to academics, Alta Vista applies the positive behavior intervention and support (PBIS), restorative practices, and social emotional curriculum to teach students how to exchange different opinions and ideas, advocate for themselves and others, recognize mistakes as learning opportunities, and take ownership of their own growth and success. Alta Vista has a Culinary Program, which was brought back during the 2021-2022 school year. Alta Vista has Spanish instruction for all students. Spanish instruction is delivered by a Spanish Docent. Additionally, Alta Vista offers multisensory reading instruction for tier 2 and tier 3 students for the 2022-2023 school year, and is looking to become a regional leader in early literacy and reading instruction for all students. This school year is the first year of a 3 year rollout of this instructional model for reading instruction.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	21
Grade 1	19
Grade 2	23
Grade 3	21
Grade 4	21
Grade 5	24
Grade 6	1
Grade 7	1
Total Enrollment	131

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
Non-Binary	1
American Indian or Alaska Native	1.5
Asian	0.0
Black or African American	0.8
Filipino	0.0
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	2.3
Two or More Races	3.8
White	73.3
English Learners	2.3
Foster Youth	0.0

Homeless	2.3
Migrant	0.0
Socioeconomically Disadvantaged	35.1
Students with Disabilities	14.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.30	90.49	74.30	89.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	1.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	3.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	9.41	2.00	2.43	12115.80	4.41
Unknown	0.00	0.00	2.40	2.99	18854.30	6.86
Total Teaching Positions	9.20	100.00	82.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.80	
Total Out-of-Field Teachers	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 the 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 December 2021) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher-Designed, Project-Based Instructional Materials; Zoo Phonics; Handwriting Without Tears; SIPPS, Wonders McGraw- Hill, SONDAY and Barton	Yes	0.0%
Mathematics	EnVision 2020, Moby Max	Yes	0.0%
Science	Inspire Science	Yes	0.0%
History-Social Science	My World Social Studies	Yes	0.0%
Foreign Language	Spanish Curriculum	Yes	0.0
Health	Sparks 2012	Yes	0.0



A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.30	90.49	74.30	89.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	1.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	3.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	9.41	2.00	2.43	12115.80	4.41
Unknown	0.00	0.00	2.40	2.99	18854.30	6.86
Total Teaching Positions	9.20	100.00	82.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.20	97.21	74.90	86.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	2.30	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	4.07	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	2.17	1.70	1.96	11953.10	4.28
Unknown	0.00	0.46	4.90	5.66	15831.90	5.67
Total Teaching Positions	6.40	100.00	87.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.80	0.10
Total Out-of-Field Teachers	0.80	0.10

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	55	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	36	N/A	28	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	72	66	91.67	8.33	54.55
Female	41	39	95.12	4.88	64.10
Male	31	27	87.10	12.90	40.74
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	13	12	92.31	7.69	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	50	45	90.00	10.00	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	28	25	89.29	10.71	40.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	72	66	91.67	8.33	36.36
Female	41	39	95.12	4.88	35.90
Male	31	27	87.10	12.90	37.04
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	13	12	92.31	7.69	8.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	50	45	90.00	10.00	46.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	28	25	89.29	10.71	28.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	32.14	60.87	24.92	25.69	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	23	88.46	11.54	60.87
Female	12	10	83.33	16.67	--
Male	14	13	92.86	7.14	76.92
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	16	88.89	11.11	68.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89%	85%	89%	85%	75%
Grade 7	0%	0%	0%	0%	0%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Alta Vista partners with its families and builds a collaborative community to ensure all students succeed through a variety of supports. Administration surveys the parent community annually to find out their top priorities for Alta Vista Community Charter School. Administration also works with its Governance Council and its PTC, The Bucks' Booster Club, to determine the top areas of focus prioritized by these education partners. Administration holds annual staff meetings to walk staff through the previous LCAP and suggestions based on community data to allow staff to have input into the plan as well. Additionally, administration offers parent input sessions for parents to be able to give input on the LCAP. Administration is active and highly visible throughout the day and interacts with parents on a daily basis. Many conversations take place informally with parents and administration to gather input, information, and areas of need. Administration always meets with parents whenever a meeting is requested. This is another way that input is gathered from the Alta Vista community. Administration also participates in AUSD's LCAP process to gather input from the broader AUSD community.

Catapult Connect is a mass notification system that sends updates, reminders and emergency alerts to Alta Vista families. The principal regularly uses this platform and is able to select multiple media platforms to communicate to families. Each week the Principal sends out a Weekly Newsletter and other messages using Catapult Connect. Alta Vista families can receive it through text, email, social media, and / or phone call depending on the type of communication that is being sent out to families.

Information for Alta Vista is on the school's website. The website includes parent sections with registration, calendar and bell schedules, food and nutrition services, student forms, parent volunteer guidelines, Aeries parent portal, social-emotional learning, embedded Catapult Connect, and social media. Families gather information from our website which then informs their input and feedback they provide to the principal. Alta Vista Families are invited and encouraged to attend virtual and in person Town Hall meetings scheduled throughout the school year. These meetings are hosted and led by the Superintendent of the Auburn Union School District. They are a forum for parents, staff, students, and the broader community to engage in productive dialogue regarding issues pertinent to all of AUSD inclusive of Alta Vista.

Alta Vista Community Charter School greatly benefits from its supportive parents. Parents participate in the Governance Council, The Buck's Boosters Club (PTC), Sight Word Busters (a group that goes into classrooms to help with reading fluency and word recognition), gardening, taking care of the orchard, and in the Culinary Program. Alta Vista Community Charter

2022-23 Opportunities for Parental Involvement

School is a family-friendly campus where parents are highly encouraged to volunteer in their child's classroom as well as other volunteer opportunities that arise throughout the school. All volunteers must complete a volunteer packet and meet all of the legal requirements to volunteer in the classroom. AVCCS also participated in PBIS and a parent representative is a key component to the team. Alta Vista holds Family University events where parents and students can receive education and information about many topics including health and academics. Parents are encouraged to volunteer at Alta Vista, and we currently have over 50 of our families cleared to volunteer in our classrooms and at our events. Parents are asked to complete annual surveys directly from the administration of our school. The results of these surveys are used to guide the direction of the school.

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 530.885.7067. School tours for prospective families are available upon request.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	157	151	85	56.3
Female	83	80	49	61.3
Male	73	71	36	50.7
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	4	3	2	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	24	23	14	60.9
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	8	8	5	62.5
White	111	108	59	54.6
English Learners	4	4	1	25.0
Foster Youth	1	1	0	0.0
Homeless	8	8	7	87.5
Socioeconomically Disadvantaged	68	64	37	57.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	26	26	18	69.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.98	3.81	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.98	4.46	1.76	9.16	0.20	3.17
Expulsions	0.00	1.27	0.00	0.45	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.46	1.27
Female	2.41	1.20
Male	6.85	1.37
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.33	4.17
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.70	0.90
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.82	1.47
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	0.00

2022-23 School Safety Plan

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 includes detailed instructions for emergency response in a variety of scenarios, as well as preventative measures taken at the school on a daily basis. Safety at our school begins with a culture of respect, responsibility, and safety. Students, staff, and visitors are encouraged to model courtesy and acceptance of others. The student handbook is updated and published annually and clearly communicates campus rules and guidelines.

AVCCS' Comprehensive School Safety Plan is reviewed annually and was last reviewed and updated in October of 2022. All revisions were designed and reviewed by 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, shelter-in-place and lockdown drills are conducted on a monthly 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 Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	1	
1	26		1	
2	23		1	
3	25		1	
4	27		1	
5	20	1		
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	1	
1	17	1		
2	22		1	
3	20	1		
4	23		2	
5	16	1	2	
6	3	6		
Other	19	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1		
1	18	1		
2	22		1	
3	21		1	
4	21		2	
5	24		2	
6	1	6		
Other	4	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,730	\$3,956	\$7,774	\$67,974
District	N/A	N/A	\$8,079	\$70,377
Percent Difference - School Site and District	N/A	N/A	-3.8	-3.5
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	16.4	-21.8

2021-22 Types of Services Funded

Alta Vista Community Charter School funds the following programs:

Alta Vista Community Charter School currently participates in grant opportunities with local and national organizations and events, such as the Mountain Mandarin Festival and Donors Choose. The school also benefits from fundraisers organized by its PTC, The Bucks Booster Club. Since Alta Vista is a charter school and its own LEA, AVCCS has received funding from other State sources such as the Educator Effectiveness Grant, The Arts, Music, and Instructional Materials Grant, and the Learning Recovery Emergency Block Grant.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$36,871	\$51,591
Mid-Range Teacher Salary	\$69,526	\$79,620
Highest Teacher Salary	\$89,663	\$104,866
Average Principal Salary (Elementary)	\$104,523	\$131,473
Average Principal Salary (Middle)	\$115,141	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$179,220	\$205,661
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

The culture at AVCCS is that of continuous learning and improvement through professional learning opportunities for all staff. AVCCS works in close partnership with the Auburn Union School District and participates with AUSD's professional learning offerings. Auburn Union School District provides ongoing professional learning opportunities through a variety of monthly course offerings, on dedicated professional learning days, during site staff meetings, during coaching cycles, and within our committees and teams. AVCCS teachers meet weekly in professional learning communities, which is its own form of professional learning that directly impact student learning and achievement. Professional learning opportunities are also provided by AUSD's Instructional Coaches, district staff, county office of education staff and private consultants.

The Auburn Union School District is committed to high-quality professional development that meets the needs of the staff and is aligned to the established Auburn Union School District Strategic Plan.

The focus of our Professional Learning is the following:

- *Multi-Tiered System of Support
- *Research-based effective instructional practices and intervention strategies
- *English Language Development
- *Positive Behavior Intervention and Supports
- *Restorative Practice and Social Emotional Learning

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	