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Alta Vista High School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Alta Vista High School
Street	1325 Bryant Avenue
City, State, Zip	Mountain View, CA 94040
Phone Number	650.691.2433
Principal	Bill Pierce
Email Address	bill.pierce@mvla.net
Website	http://www.mvla.net/AVHS/
County-District-School (CDS) Code	43696094334736

Entity	Contact Information
District Name	Mountain View-Los Altos Union High School District
Phone Number	650.940.4650
Superintendent	Nellie Meyer
Email Address	nellie.meyer@mvla.net
Website	http://www.mvla.net/avhs

School Description and Mission Statement (School Year 2019-20)

Alta Vista High School (AVHS) is the continuation high school for the Mountain View-Los Altos Union High School District and the Palo Alto Unified School District. The campus is located in a residential neighborhood next to Mountain View High School, and the district office. The school has a capacity of 150 students, grades 10 through 12. Our student demographics on CBEDS day were: 15% Caucasian, 73% Hispanic, 1% African American, 6% Asian, and 5% Others. Males constitute 58% of the student body.

Our staff includes one principal, one special education teacher, six full time and one part-time general education teachers, three instructional aides, a community services coordinator, a part time computer technician and an office manager. Additional counseling services are provided by counselors assigned to our campus from the Community Health Awareness Council (CHAC) and Advent Counseling Services. Stanford's Children's Hospital sends the Health Van to our campus every month and their nutritionist is here every week.

Alta Vista High School has been fully accredited by the Western Association of Schools and Colleges since 1999 and we received a clear six year accreditation last year. AVHS has also been recognized as a Model Continuation High School by the State of California since 1999.

Our students must meet the same graduation requirements expected of students at the traditional schools. Special Education classes are available on site for those students who qualify. All courses required for graduation are offered on site including such electives as Health Science Careers, yearbook, art, and computer information technology, in addition to a plethora of online courses. Students may also take additional classes at our local community colleges, adult education center, Moffett Independent Study Program and at the traditional campuses. In addition to passing all required courses, students must also complete a comprehensive Exit Portfolio prior to graduation.

Several or our staff members and our programs have been singled out for honors and awards. Our math instructional aide and our school's administrative assistant have been honored as Classified Persons of the Year and our mentor coordinator was named Support Person of the Year by the California Continuation Education Association (CCEA). Our social studies teacher was named a Teaching Ambassador Fellow with the U.S. Department of Education, serving with distinction in Washington D.C. for a full academic year. Additionally, our principal was named administrator of the year by both CCEA and the Association of California School Administrators (ACSA).

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 10	13
Grade 11	27
Grade 12	39
Total Enrollment	79

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.1
Asian	2.5
Hispanic or Latino	72.2
Native Hawaiian or Pacific Islander	2.5
White	17.7
Socioeconomically Disadvantaged	75.9
English Learners	19
Students with Disabilities	24.1
Foster Youth	2.5
Homeless	10.1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	6	6	271
Without Full Credential	1	1	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent		0
Mathematics	Excellent		0
Science	Excellent		0
History-Social Science	Excellent		0
Foreign Language	Excellent		0
Health	Excellent		0
Visual and Performing Arts	Excellent		0
Science Laboratory Equipment (grades 9-12)	Excellent		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Alta Vista High School students and staff are enjoying our tenth year in our beautiful campus. It still looks brand new! The campus features 7 regular classrooms, a library, an art room and technology center, an administrative building, a kitchen and a large multi multi-purpose building with an indoor/outdoor stage. We have our own parking lot and basketball/volleyball court. Our maintenance staff consists of 3 full-time employees who are on duty from 6 am until 11 pm throughout the week. The grounds and all classrooms and facilities are cleaned daily.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: April 2019

System Inspected	Rating	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	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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. 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); 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	39	79	83	50	50
Mathematics (grades 3-8 and 11)	4	6	69	69	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	28	66.67	33.33	39.29
Male	29	19	65.52	34.48	31.58
Female	13	9	69.23	30.77	55.56
Black or African American	--	--	--	--	--
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	24	19	79.17	20.83	21.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	28	19	67.86	32.14	26.32
English Learners	11	10	90.91	9.09	10.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	31	73.81	26.19	6.45
Male	29	21	72.41	27.59	9.52
Female	13	10	76.92	23.08	0.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	24	20	83.33	16.67	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	28	22	78.57	21.43	0.00
English Learners	11	10	90.91	9.09	0.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

We offer two Engineering (STEAM) Academies, a Hospitality Program, and an Academy of Communication, Arts, and Technology (Freestyle). We continue to offer a high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards. The following CTE program sequences are offered: Engineering Technology (I & II), Robotics (I & II), Culinary Arts (I & II), Digital Media (I & II), Design (I & II), Film Production (I & II), and Animation (I &II). Members of our CTE advisory committees are actively involved in working with students on career plans and serve as guest speakers in classes on a fairly regular basis. Our advisory consists of representatives from all of our offered CTE industries from regional and local companies such as Google, Adobe, NVIDIA, and The Computer History Museum.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Alta Vista High School parents may participate in a variety of ways. The school has a School Improvement Team that meets as needed and we have had parent representation on the MVLA Foundation Board. AVHS holds quarterly Parent Nights. These evenings are designed to give parents an opportunity to get to know each other better and to get updates on school activities and to hear guest speakers. The agendas for these meetings include topics covering college entrance, scholarships, community resources services, substance abuse prevention and much more. Parents are also an important part of our frequent school potlucks and BBQs.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	5.9	24.2	5.3	1.4	2.2	1.1	9.7	9.1	9.6

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Graduation Rate	70.6	33.3	42.1	96.3	94.1	92.9	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	14.2	10.5	10.0	2.4	2.5	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Board of Trustees for adopted our School Safety Plan on March 26, 2018. Maintaining a climate that is truly conducive to learning is one of our highest priorities. The district supports this effort through rigorous follow-through on recommendations for expulsions and suspensions. The principal works collaboratively with school site staff on developing and enforcing uniform behavioral standards. Because the staff and students have created and maintained a culture of caring on campus, we have just one Action Item from School Safety Plan which is to increase the number of students receiving drug/alcohol services by 50%. A copy of the plan is made available upon request.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	12	6			10	8			10	7		
Mathematics	9	6			6	10			8	7		
Science	9	2			5	2			9	2		
Social Science	8	8			9	7			10	6		

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$26,831	$7,282	$19,548	$219,458
District	N/A	N/A	$15,608	$132,580.00
Percent Difference - School Site and District	N/A	N/A	22.4	49.4
State	N/A	N/A	$7,506.64	$88,538.00
Percent Difference - School Site and State	N/A	N/A	89.0	85.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

For a small continuation high school, AVHS offers an amazing array of programs, services and course options to its students, as noted in earlier sections of this document. Most are funded with general fund dollars, however, AVHS also receives generous private donations as a result of its excellent reputation in the community. These private funds are used to further enhance student services and provide scholarships for post-secondary studies.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$82,819	$52,466
Mid-Range Teacher Salary	$131,787	$87,373
Highest Teacher Salary	$156,497	$109,803
Average Principal Salary (Elementary)	$0	$
Average Principal Salary (Middle)	$0	$142,025
Average Principal Salary (High)	$216,072	$153,904

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$290,419	$241,221
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
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 with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

In addition to the annual district teacher/staff training and collaboration opportunities, as well as the annual California Continuation Education Association (CCEA) conferences, teachers participated in various professional development activities outside of the school site.