Alta Vista High School WASC Self -Study

1325 Bryant Avenue
Mountain View CA 94040
Mountain View Los Altos Unified High School District

May 2-4, 2022

ACS WASC/CDE Focus on Learning Accreditation Manual,

2019 Edited Edition (2020-2021/2021-2022 SY Visits)

TABLE OF CONTENTS

Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards**
3. **The analysis of the California Dashboard indicators and additional data about students and student achievement**
4. **The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

We have engaged in significant self study related work since submitting our WASC midterm report (2020), including trying to maintain (despite the closure of the campus) the changes driven by our Site Action Plan, writing our Model Continuation High School report and working with the County Office of Education as they have guided us through the CSI process for the last two years. (Alta Vista is in Comprehensive Support and Improvement (CSI) status, based on a dip in our graduation rate as reported by Dashboard, for the 2019-2020 school year.) Our Site Action Plan has been updated to reflect the critical learner need of improving graduation rates and we have continued as a site to identify and implement changes to improve on-time graduation rates, despite the COVID shut down of our facilities. Our Progress Report (Chapter l of WASC), our Student/Community Profile and Supporting Data and Findings (Chapter ll of WASC) and our Site Action Plan (Chapter V of WASC) are maintained regularly except during the last two years of shutdowns. With the move to distance learning, we did not review or refine as a staff either our school's Mission and Vision Statement nor our Student Learning Outcomes (SLOs), but we have as part of the WASC process. With a large turnover in staffing since the COVID shut down, we are looking forward to doing the work of revisiting these documents and redefining our shared guiding principles.

Our SARC, Model Continuation High School process, District LCAP and WASC are aligned, with the WASC report being the driving document for all others. As in the past, the data contained in our WASC report is updated regularly, new data points are added, less relevant data points are removed and these data points, commentary, and analysis are then used to populate the various other documents and help to assure alignment. It is our practice to ask many questions and to chase down relevant data points to inform us. Sometimes we learn something, and what we learn will result in change. Other times what we learn sends us back to the drawing board. Sometimes what we learn is actionable and sometimes it is informational, but we are always asking questions and looking for ways to serve our students better.

Involvement of stakeholder groups: On an ongoing basis, we hear from parents and students around individual student and family needs and provide a strong degree of support for identified issues. This feedback is provided to the staff weekly, so we can make adjustments in the classroom and student support services. We are able to do this through our Principal, Community Resources Coordinator and

a supportive and competent Program Support Specialist. These individuals are the primary contact for parent feedback, concerns, needs, and expectations. These concerns are then brought back to staff weekly so that we are kept abreast of their needs, wants and concerns. Our various service providers and partners, like the Healthvan, Community Health Awareness Council (CHAC), Mentor Tutor Connection (which is a mentoring program), McKinney-Vento, Rotary, are all connected to our site (through our Community Resource Coordinator) and have feedback and influence as programs evolve and student and parent needs change. The district office continues to provide us with resources and guidance. For the WASC self study, we will be formally assembling stakeholder groups to help us evaluate our effectiveness and identify critical learner needs.

Modifications from the self study process: We requested a site visit this year, rather than using the typical year and a half to complete the self study for a number of reasons: With the CSI process underway with the County, much of the work of the self study has been ongoing but needs to involve all stakeholders and WASC is a tool to do that; with nearly half of our teachers being new since COVID, we wanted to be sure that they would become part of the ongoing continuous improvement work and make it their own; our current Principal will be retiring at the end of this academic year and we want to be sure that our culture of intentional and continuous improvement, based on WASC and data driven best practices will continue to guide the school's initiatives and work.

Chapter I: Progress Report

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**
- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**
- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.**
- **Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.**

Significant Developments

- Retirement at year end (2021-2022 academic year) of current principal. The current principal of 26 years is the only onsight administrator for our school and is the only staff member to hold a PPS credential.

- His retirement deepens the gap in access to an academic counselor (his role for 10 years before taking over the principalship) because he is the only one on campus qualified and trained to evaluate transcripts, enter grades and program students.

- Declining enrollment over the last 5 years. In addition, fewer students were referred from the traditional sites this year due to credit deficiency because of AB104

- Three staff members retired/moved to other positions

- Three new staff members onboarded virtually- jumped into remote instruction 2020-2021

- School CLOSED/ Partially Open/ OPEN! School on full distance learning for most of school year 2020-2021; cohort of students/staff return to site in April 2021; school fully reopened Fall 2021

- Students were able to access Chromebooks, internet services, and hotspots during COVID

- Community Resource Coordinator's position at Alta Vista was introduced. Over time its been reduced as responsibilities at other schools in the district were increased

- Ransomware Attack (Spring 2020): loss of School Administration supporting documents; Teachers' curriculum; access to student tracking system

- Adult Transition Program on campus for the first month of 2021/2022

- WASC timeline accelerated to complete this year

- School master schedule adjusted to address grad requirement needs based on data and CSI

- Credit recovery mode was introduced for classes being repeated by students

- Sports, Leadership and FLY classes reinstated, or planned to be

- Tracking program developed, operational with PARENT/STUDENT access!!

- Redesign of ILP program to make simpler and more student/advisory teacher friendly

- Focus on senior graduation - reallocation of Aide's time, creating and maintaining ILPs for each student, support of the advisory program.

- New policy and communication with feeder schools regarding deadlines for referring seniors

- Accelerated Math eliminated and ALEKS adopted as math curriculum

- OdysseyWare eliminated, Edgenuity adopted as online learning platform
- Improved classroom technology: projection systems, microphone systems, improved WiFi, District-wide standardization of AERIES
- Restructuring back to school night as community building and informational
- Continued refinement of the Parent/Teacher conference model, with follow up
- Attendance Policy Updated at a district level, ours changed to reflect board approved policy
- District SARB program implemented, eliminated
- AVO staffed and run by AVHS staff until Spring 2021, district decision to retain freshman on traditional campus led to closing our AVO program Fall 2021
- Loss of Urban Farm program, Defunding of CTE classes across the district
- Future change in grad requirements to include Ethnic Studies

Implementing and Monitoring- Schoolwide Action Plan aligned with LCAP

There are a number of ways in which we assess the effectiveness of our programs, instruction, and interventions, and we use this data to identify areas of strength and potential growth areas. Our process: We will identify a need based on many sources of reflection: staff concerns, student concerns, parent concerns, board initiatives, district needs, standardized test score data, Dashboard data points, and WASC self study results. We then begin as a staff to ask questions around that issue. We will turn to any one of a number of data points to attempt to qualify and quantify an addressable issue. These considerations will be developed into actionable steps that are then added to our Site Action Plan spreadsheet. Our Site Action Plan is both the guiding document for action steps and the keeper of our site's narrative regarding identified issues, steps taken and effectiveness. We see new processes and procures recorded, evaluated, modified and either further refined, acculturated or abandoned based on effectiveness or site need. There is one tab for each academic year.

This year we are fortunate to be able to participate in the CSI process for self study and continuous improvement. The county has led a leadership group from our site through a template, not dissimilar from the one we have used at our site over the years, to identify and address areas for growth and to organize that work into a continuous system to maximize results. The Dashboard highlighted our graduation rate and that data point reminded us that as we continue to increase rigor across curriculum areas, we need to be sure to be mindful about offering credit recovery options for our students. The focus on rigor, to assure our students the foundation to be successful academically in community college and post high school training programs, is only one aspect of what credit deficient students need from us. We were reminded that we also need to be sure we are offering credit recovery and at a rate that will allow students the option to graduate on time.

SPSA is aligned with our district LCAP as a district standard expectation for all schools and our Site Action Plan drives this process and reflects this alignment. Alta Vista is one of the District's most important interventions for their critical learners: from our LCAP: "As previously mentioned, MVLA continues to gradually make gains with our high need and special populations. However, our Latino, Students with Disabilities (SWD), English Learners (EL), and socio-economically disadvantaged (SED) students significantly lag behind the student population as a whole in GPA, a-g completion, and grades in math." The most at risk of this sub group, those at risk for not even graduating from high school, are sent to us once they become credit deficient. District level data that reflects our student

population performance will be presented below as well as the articulation of district LCAP goals as they are addressed at our site.

Summarize progress on schoolwide action plan from the last full self-study

WASC ACTION PLAN 1: Access to an academic counselor

WASC ACTION PLAN 1: Access to an academic counselor and "...intensive guidance services to meet the special needs of pupils." (EDC § 48430):

From our mid-term report: Based on recommendations from the WASC visiting committee, the district allowed us to add back an old position at Alta Vista High School. While our original request was for an academic counselor, we decided to hire a full time licensed Community Resources Coordinator (Community Resources Coordinator), who also happens to be a graduate of ours. In addition to the non-academic work she does for our students and families, she is also our liaison with our local community college. We also created an Advisory Program in which staff members work with small cohorts of students to help keep them on track for graduation. While both of these additions have benefited our students, we still lack a credentialed academic counselor.

Current status: Retirement of current school principal deepens the gap in services available on site for our students around this ed code requirement. When COVID caused the closure of our school site, we had an additional staff resource made available to support students towards graduation. The additional resource came in the form of an IA who took over the senior advisory position from a certificated staff person who left our site. This particular IA was moved from .8 to 1.0 and is now about 50% available to track student progress towards graduation. We see this shift in resources as necessary to meet our current critical student learning needs of improving graduation rates as well as supporting the district LCAP critical need. In addition, we revised our ILP format to make it more student/parent friendly, we developed a point tracking system that allows parents and students online access to student point production and grades, and we continued to refine our parent teacher conferences as an intervention, information sharing, and progress monitoring tool for our more reluctant students. We had also revamped Back to School Night, pre-pandemic, and it had become a tool for increased parent engagement. Our Zoom version has worked quite well for the last two years, but we look forward to resuming in-person meetings. This is inextricably tied to improving graduation rates among subgroups which is reflected in the district LCAP.

WASC ACTION PLAN 2: Increase graduation rate

AVHS leadership team went through a needs assessment process facilitated by the Santa Clara County Office of Education starting in the 2020- 2021 school year.

> From the District LCAP: "Through this process AVHS was able to identify a problem of practice and create a Driver Diagram that includes a AIM statement: By June 2023, 80% of seniors who start the year with AVHS and were MVLA or PAUSD students will graduate on time. We created drivers and changed ideas to meet the goal of our AIM Statement. AVHS has a high rate of seniors that are being referred with a large credit deficiency which makes graduation not achievable within the time frame.

> The goal of MVLA is to support AVHS on its end goal, increase their graduation rate, with fidelity through professional learning, site alignment of services, and scaffold support through counselors, administration, collaboration with comprehensive sites, and other coaching

opportunities aligned to site needs. We will ensure that time is allotted for staff collaboration with the direct intention of addressing the implementation of our CSI plan."

From our mid-term report: Because Alta Vista High School was placed into Comprehensive Support and Improvement (CSI) status, we thought it prudent to make it a WASC Action Plan. The AVHS staff will be working with the Santa Clara County Office of Education (SCCOE) as we go through a process of "Empathy interviews, examining processes, and trying out changes and ideas." The staff, with support from the SCCOE, will develop specific goals related to our CSI plan. These goals will then be incorporated into our WASC plan as well.

Current status: We have disaggregated data to allow us to measure student progress towards graduation across the site. We implemented a number of changes to: the master schedule (to open sections needed in the key content areas of English and Elective), the referral process (to assure students are referred to us in a timely manner), the credit recovery options within each course offering. We again developed a comprehensive course offerings document so staff and students know what courses will meet different graduation requirements, we reviewed transcripts to be sure students who are repeating a failed class are offered it in credit recovery mode and set up a system to assure that is available for students going forward. We will measure the impact of these changes as the data comes in over the next two years, understanding that the current AB 104 will skew our graduation rates in our favor, setting us up for a negative adjustment when graduation requirements return to the higher district requirements.

We are dependent on the district level changes to the referral process to encourage a more timely and realistic referral to credit recovery at our site for the sake of student success. We look forward to and appreciate the District's commitment to our success in meeting this critical district and site need. To assure equity, our district referral process must also be aligned to the State Ed Code.

Comment on WASC goals no longer in the current schoolwide action plan

WASC ACTION PLAN: Support students and families through COVID

When COVID forced the shutdown of our facilities it became an all hands on deck emergency to support students and families through the various impacts of school closure. From technology, to homelessness, to financial pressure, to hunger, to job loss, to overcrowding, to family responsibilities for our students to care for youngsters all day, to fear of illness, to sickness and loss. Our Principal, Community Resources Coordinator, school Program Manager, teachers, and IAs spent time triaging issues, solving problems, designing work arounds, delivering practical items families needed to survive, securing outside services and support, and helping students move ahead academically. This goal, as well as the CSI goal to Improve Graduation Rates and the WASC Goal of Providing Intensive Academic Support to students, became our only focus as we scrounged to find resources to meet vast student and family needs. With school reopening, it is hardly business as usual, but hopefully school closure is a thing of the past.

Original WASC ACTION PLAN: Addressing student behaviors

Original WASC ACTION PLAN: Addressing student behaviors and needs that impact success:

From our mid-term report: This continues to be an area of focus for our staff. The advent of our new Community Resources Coordinator has made the work much more manageable, but we still have more

work to do in this area. Our Advisors stay connected to their cohort students and check in with them weekly. They play a key role in helping our students feel connected and cared for and are often the first staff members to learn about issues that face our students. We continue to hold assemblies for students focused on substance abuse prevention and the staff was trained on suicide prevention and substance abuse prevention strategies. We brought back the FLY Program, which educates students on legal issues related to minors, and began participating in an athletic league to provide positive extra curricular experiences for our students. Last school year, the focus of the school's professional learning was on the topic of Trauma Informed Schools. Over the course of the year, the staff read the book Help For Billy, A Beyond Consequences Approach to Helping Challenging Children in the Classroom, and used the accompanying workbook/study guide. As a result of this professional learning experience, the staff has a deeper understanding of the root causes of challenging behavior and ways in which our school can minimize their triggers. This year the staff is reading The 57 Bus in an attempt to better understand our LGBTQIA+ students.

Current discussion: With the shut down from COVID our focus on wrap around student services by necessity became more family resource heavy, rather than school based programs to support students on campus. We will be using student surveys, intake interviews, and the WASC self study to identify current needs of this new population and will continue to use this information to inform our critical learner needs.

Original WASC ACTION PLAN: Special Education

Original WASC ACTION PLAN: Serving the needs of Special Education students through a push in model:

From our mid-term report: Alta Vista High School serves special education students who would have been designated as Resource students. Each special education student is enrolled in a learning skills class. We also offer a section of special education math and English for those students who need that support. For all other subjects, our special education teachers, and/or our special education instructional assistants, will be assigned to specific sections to support both the student and the regular education teacher. This model allows for special education students to have access to all of the AVHS curriculum, while offering them the support they need in order to be successful in those subjects. Our special education staff brief the regular education staff during our weekly staff meetings so that everyone is up to date on our students' progress, needs, and IEP goals.

Current discussion: Through adjustments to the master schedule where an Aide from the Special Education program is available in all core content area classes, the current special education students have full access to all courses and programs available on campus. Our current teacher/student ratio allows for an individualized and highly personalized course of study for all our students. Our focus on increasing credit recovery options to allow more access to an ontime diploma will benefit these students, so we expect to see improved graduation rates in this subgroup as well.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:
1. **The history and background of the school**
2. **A description of the school programs**
3. *California School Dashboard Performance Overview* **and other local measures**
4. **Examination of perceptual data, such as surveys**
5. **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
6. **Provide a brief summary that includes:**
   a. **Implications of the data**
   b. **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
   c. **Important questions to be discussed in the Focus Groups.**
7. **Include related profile materials in the appendices at the end of the report.**

General background and purpose (pg 50)

The history and background of the school

Alta Vista High School (AVHS) is the continuation high school for the Mountain View Los Altos Union High School District (MVLA) and the Palo Alto Unified School District (PAUSD). We are located in the City of Mountain View, thirty miles south of San Francisco, in an area characterized by family residences, light industry, and high tech. Mountain View and Palo Alto are considered key players in Silicon Valley with over 200 manufacturing and high-tech firms located within their city limits. Los Altos and Los Altos Hills are generally upper middle class "bedroom" communities with little or no industry. These are small communities with specific identities and a large amount of civic pride. Mountain View is a city with a greater population of immigrants, many of whom live in apartments compared to Los Altos, Los Altos Hills and Palo Alto which are almost exclusively single family homes. Mountain View has a significant population of families with unstable and overcrowded housing, employment in service sectors that do not provide a living wage, lack of access to medical services, parents and caregivers who do not have access to school based support. This population is heavily represented at AVHS.

Our site was relocated to the current campus built exclusively for our students about 15 years ago. It reflects our district's ongoing commitment to serving our at-risk students, not only by providing a clean and safe campus, but by providing some of the features and amenities that students had at their comprehensive sites.

Description of the school programs

Our staff includes one principal, a community services coordinator, an office manager, two special education teachers, five full-time general education teachers and one 20 percent general education teacher, two full-time instructional aides and one 50 percent instructional aide who serves in the classroom and serves the other 50% in the role of Advisory Coordinator. Additional counseling and mentoring services are provided by the Community Health Awareness Council (CHAC) and Mentor Tutor Connection (MTC). There are also health services provided by the Stanford Adolescent Health Van and food services provided weekly by Community Service Agency and A la Carte, a food truck that offers free meals to the community.

Important to note is the retirement at year end (2021-2022 academic year) of the current principal after a 26 year career in this role. The current principal is the only onsight administrator for our school and is the only staff member to hold a PPS credential. Before taking the role of principal, this administrator was a credentialed Academic Counselor at our school for 10 years. His retirement deepens the gap in access to an academic counselor, because even though he has not functioned in that role with students for 26 years, he was able to evaluate transcripts, enter grades and program students as an academic advisor.

Demographics of Staff (role, gender, ethnicity, ed. lvl) (see pg 50 for details)

Role	Male	Female	Ethnicity	Degrees
Teacher	2	5	Asian (1) Caucasion (3) Multi (1) Hispanic (2)	MA (5) BA (3)
Instructional Assistant	2	1	Caucasion (1) Hispanic (2)	BA (2)
Program Support Specialist		1	Caucasion (1)	BA (1)
Community Resource Coordinator		1	Hispanic (1)	MA (1)
Principal	1		Caucasion (1)	MA (1)

The Alta Vista High School staff completed its fourth full WASC cycle five years ago. We were granted a six year term with a Mid-cycle Progress Report following our 2017 WASC accreditation and we were granted a clear six year term in 2011. We believe that we have received such strong term recommendations through WASC because of the culture of the staff around continuous improvement. AVHS has been in a perpetual state of self-study and continuous improvement since the school came into being in 1996.

The focus of the school is to help underperforming students meet standards and graduate. As is noted in the demographic data presented below, AVHS has a large number of English Language Learners and reclassified fluent English proficient, socio-economically disadvantaged, and special education students who test below basic in state standards. Additionally, we are at most a 3 year program, but the vast majority of our students are with us for about 3 semesters, so there is nearly a full turn over in the student body every 2 years, making the culture of our school very much subject to the current student body, and it changes quickly.

School Purpose

Mission and Vision Statements

District LCAP Identified Needs and Description of Goals

Our principal reviews the district LCAP. We do have access to the completed LCAP and use that to align our action plan to district goals and needs. This section of our WASC details the District LCAP and how the District's needs inform our WASC and support our action plan as aligning to district needs.

DISTRICT LCAP needs that pertain to us: (Utilizing Dashboard indicators for the District - red, orange, yellow, green and blue)

District Suspension Rates: Districtwide Red for African-American students, increased by 6.8% Orange for Homeless students (increased by 2.4%) and students with disabilities (maintained)

District SBAC Performance in ELA and math: ELA: Districtwide: Red for SWD. Orange for EL.Math: Districtwide: Red for SWD. Orange for EL.

District: District College/Career Indicator: Latino (5.1%), Homeless (22.9%), and SED (4.7%) all declined, while SWD maintained a 1.9% rate for those who are prepared or approaching preparedness for college and career readiness. Districtwide: Orange for Latino, Homeless, SED, and SWD. Yellow for EL

District: The Chronic Absenteeism data show areas of continued concern. The districtwide Chronic Absenteeism rate for 2019-20 is 6%. Among the highest rates of absenteeism, the rate for Latino students was 17.0%; including 15.8% at MVHS and 14.5% at LAHS. The rate for Pacific Islander and African American students was high among the student groups, at 33.3% and 14.5% respectively.

District: The CA Healthy Kids Survey data continues to highlight student connectedness and student wellness as an area of great priority. The percentage of students "experiencing chronic sadness and hopelessness" has increased.

District Goal 1: Academic Excellence for all All students have access and success to equitable, high-quality, 21st-century learning while disproportionalities are decreased. (priority 1, 2, 4, 7, 8)

District Goal 2: Stakeholder Communication & Engagement Increase student, parent, and partner schools' engagement to create equitable culture & climate to support all students. (priority 3, 5)

District Goal 3: Safety & Wellness Provide a healthy, safe, secure, and respectful learning and working environment that supports engagement, wellness, health, and school connectedness for students and staff. (Priority 6)

District Goal 4: Life long learners All staff will be supported in collaboration and professional learning to continue to provide equitable, high-quality learning and inclusive instructional environments. (Priority 1, 5, 6, 7, 8)

School Alignment to CA Ed Code for Continuation Schools

ARTICLE 3. Continuation Classes [48430 - 48438] *Intent of continuation education:*	
Standard partially met	To graduate students

Standard not met	Emphasizes occupational orientation or work-study schedule
Standard not met	Intensive guidance services
Standard partially met	Offers options to students in addition to classroom instruction: *including, but not limited to, independent study, regional occupational programs, work study, career counseling, and job placement services*

48432.3. *School districts that choose to voluntarily enroll high school pupils*	
Standard partially met	Take action to avoid a disproportionate enrollment of any one group
Standard partially met	A copy of the policies and procedures adopted under this section shall be provided to a pupil whose voluntary transfer to a continuation school is under consideration, and to the parent or legal guardian of that pupil.
Standard partially met	That the transfer is voluntary and the pupil has a right to return to his or her previous school. A pupil who has voluntarily transferred to a continuation school shall have the right to return to the regular high school at the beginning of the following school year and with the consent of a designee of the district superintendent, may return at any time.
Standard partially met	Upon a parent or legal guardian's request and before a pupil is transferred, the parent or legal guardian may meet with a counselor, principal, or administrator from both the transferor school and the continuation school to determine if transferring is the best option for the pupil.
Standard partially met	To the extent possible, voluntary transfer to a continuation school occurs within the first four weeks of each semester.

48432.5 *Involuntary enrollment in continuation school*	
Standard Met	The governing board of each high school or unified school district which assigns pupils to continuation schools shall adopt rules and regulations governing procedures for the involuntary transfer of pupils to continuation schools.
Standard Partially Met	Such rules and regulations shall provide that written notice be given to the pupil and the pupil's parent or guardian informing them of the opportunity to request a meeting with a designee of the district superintendent prior to the transfer.
Standard Met	At the meeting, the pupil or the pupil's parent or guardian shall be informed of the specific facts and reasons for the proposed transfer and

	shall have the opportunity to inspect all documents relied upon, question any evidence and witnesses presented and present evidence on the pupil's behalf. The pupil may designate one or more representatives and witnesses to be present with him or her at the meeting.
Standard Partially Met	A decision to transfer the pupil involuntarily shall be based on a finding that the pupil (a) committed an act enumerated in Section 48900, or (b) has been habitually truant or irregular in attendance from instruction upon which he or she is lawfully required to attend.
Standard Met	The decision to transfer shall be in writing, stating the facts and reasons for the decision, and sent to the pupil and the pupil's parent or guardian. It shall indicate whether the decision is subject to periodic review and the procedure therefore.
Standard Partially Met	None of the persons involved in the final decision to make an involuntary transfer of a pupil to a continuation school shall be a member of the staff of the school in which the pupil is enrolled at the time that the decision is made.
Standard Partially Met	Involuntary transfer to a continuation school shall be imposed only when other means fail to bring about pupil improvement; provided that a pupil may be involuntarily transferred the first time he or she commits an act enumerated in Section 48900 if the principal determines that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
Standard Partially Met	No involuntary transfer to a continuation school shall extend beyond the end of the semester following the semester during which the acts leading directly to the involuntary transfer occurred unless the local governing board adopts a procedure for yearly review of the involuntary transfer conducted pursuant to this section at the request of the pupil or the pupil's parent or guardian.

Data to understand current trends in the role of AVHS in the district:

Data on referral forms to AVHS for all students active in the 2020-2021 school year:

Referring school:	
Referred from LAHS	82
Referred from MVHS	29
Referred from PALY	6
Referred from GUNN	2

Reason for referral:	
Attendance	5
Attendance, Credit Deficient	43
Attendance, Self Referral	2
Behavior	5
Behavior, Attendance, Credit Deficient	4
Behavior, Credit Deficient	6
Credit Deficient	41
Credit Deficient, Self Referral	5
Self Referral	8

The CSI data disaggregation (below) as well as the above table demonstrates that well over 80% (99/119) of students are behind in credits at the time of referral. Were they referred in a timely fashion to allow for an on-time graduation?

6 sample students' status at time of referral

Who We Serve: Sample of 6 recent referrals to us
What do we notice? What does this data suggest to us?

Tenth graders:

CREDIT SUMMARY

Subject Area	Credit Req'd	Compl	Needed
English	40.00	-	40.00
Sci Life & Physical	20.00	-	20.00
Mathematics	20.00	-	20.00
Physical Ed	20.00	-	20.00
Health	5.00	5.00	-
Global Studies	15.00	-	15.00
U.S. History	10.00	-	10.00
Civics	5.00	-	5.00
Economics	5.00	-	5.00
Fine Art-PA-WL	20.00	5.00	15.00
Electives	60.00	-	60.00
* TOTALS *	220.00	10.00	210.00

CREDIT SUMMARY

Subject Area	Credit Req'd	Compl	Needed
English	40.00	10.00	30.00
Sci Life & Physical	20.00	-	20.00
Mathematics	20.00	5.00	15.00
Physical Ed	20.00	-	20.00
Health	5.00	-	5.00
Global Studies	15.00	10.00	5.00
U.S. History	10.00	-	10.00
Civics	5.00	-	5.00
Economics	5.00	-	5.00
Fine Art-PA-WL	20.00	-	20.00
Electives	60.00	10.00	50.00
* TOTALS *	220.00	35.00	185.00

Eleventh graders:

CREDIT SUMMARY

Subject Area	Credit Req'd	Compl	Needed
English	40.00	5.00	35.00
Sci Life & Physical	20.00	5.00	15.00
Mathematics	20.00	5.00	15.00
Physical Ed	20.00	5.00	15.00
Health	5.00	5.00	-
Global Studies	15.00	5.00	10.00
U.S. History	10.00	-	10.00
Civics	5.00	-	5.00
Economics	5.00	-	5.00
Fine Art-PA-WL	20.00	5.00	15.00
Electives	60.00	25.00	35.00
* TOTALS *	220.00	60.00	160.00

CREDIT SUMMARY

Subject Area	Credit Req'd	Compl	Needed
English	40.00	10.00	30.00
Sci Life & Physical	20.00	15.00	5.00
Mathematics	20.00	20.00	-
Physical Ed	20.00	10.00	10.00
Health	5.00	5.00	-
Global Studies	15.00	10.00	5.00
U.S. History	10.00	-	10.00
Civics	5.00	-	5.00
Economics	5.00	-	5.00
Fine Art-PA-WL	20.00	10.00	10.00
Electives	60.00	25.00	35.00
* TOTALS *	220.00	105.00	115.00

Twelfth graders: (AB 104)

CREDIT SUMMARY

Subject Area	Credit Req'd	Compl	Needed
English	30.00	15.00	15.00
Sci Life & Physical	20.00	5.00	15.00
Mathematics	20.00	15.00	5.00
Physical Ed	20.00	5.00	15.00
Health	-	-	-
Global Studies	10.00	10.00	-
U.S. History	10.00	-	10.00
Civics	5.00	-	5.00
Economics	5.00	-	5.00
Fine Art-PA-WL	10.00	-	10.00
Electives	-	20.00	-
* TOTALS *	130.00	70.00	80.00

CREDIT SUMMARY

Subject Area	Credit Req'd	Compl	Needed
English	30.00	30.00	-
Sci Life & Physical	20.00	20.00	-
Mathematics	20.00	20.00	-
Physical Ed	20.00	14.25	5.75
Health	-	-	-
Global Studies	10.00	10.00	-
U.S. History	10.00	7.00	3.00
Civics	5.00	5.00	-
Economics	5.00	1.50	3.50
Fine Art-PA-WL	10.00	10.00	-
Electives	-	13.00	-
* TOTALS *	130.00	130.75	12.25

If we are to truly serve our student population and permit access to all students to a diploma, as a district we must agree on reasonable thresholds for credit deficiency that would allow the student access to an on-time graduation. Attached is an example of referral thresholds that the distinct could adopt that would allow more at-risk students to graduate on time.

Why is there such a large discrepancy between MVHS referrals and LAHS? Does the district have a clear and articulated role for AVHS that is understood and consistently implemented by all school administrators?

School Program Data-Description of Programs (pg 50-51)

Alta Vista High school is the continuation school for the Mountain View Los Altos Union High School District. Our district has 2 traditional high schools: Mountain View High and Los Altos High. The Palo Alto School District contracts with us and we serve their two traditional high schools: Palo Alto High and Gunn High.

General education: Students at AVHS are enrolled at any time (with the exception of a small window at the very end of the school year.) The principal, who also has a PPS credential, is responsible to evaluate the incoming transcript and enter it into AERIES if the student is from out of district. The Principal then enrolls the student into a 5 period day in classes of need to complete graduation requirements. We have in seat options for all content areas except for health (which is only offered through Edgenuity.) Students with disabilities (SWD) are served through a push in program with the benefit of a classroom Aide in core content areas to support these students. SWD students receive additional academic support in a learning skills class. Every teacher offers a tutorial period on Tuesdays, Wednesdays and Thursdays during 6th period for extra time and support for student learning.

Credit is awarded using a point system, where 75 points equates to "mastery" of the content of a 1semester class or 5 credits in our district. Points are tracked every 2 weeks. As students complete classes, their schedule is adjusted so they are placed in the next class needed for graduation. Students are offered extra credit to accelerate credit earnings in every class. The school is set up to provide 10 points every two weeks per class, so across each school year a student who attends daily and completes all in class assignments would complete 3 semesters of a course over a two semester school year. What we found as part of our CSI data disaggregation of student progress, is that our students fall FAR below that rate of earning credits and are on average actually falling further behind their peers at the comprehensive sites (even if they have improved their own performance over that at the traditional site.) But if, as the data shows, we need to graduate more students on time, then we will need to find ways to support students in accelerating their productivity and credit recovery. Our pacing should provide students with a realistic goal of earning 80 credits during the school year where their counterparts at the comprehensive sites would earn 55. Our students currently earn an average of 40.4 credits a year, not the 55 needed for an ontime graduation.

The average length of time spent at AVHS is about 3 semesters, but we do have a handful of students who will be referred to us at the start of sophomore year and who will stay on with us through graduation. At the other end of the continuum, we have had seniors sent to us in April or even later in their senior years whom we have graduated (a policy we are addressing at a district level as it puts unreasonable expectations on students and us to recover credits.)

When students enroll there is a thorough family interview at intake by Community Resources Coordinator to identify educational needs and wrap around support services needed by the family and the student to support student achievement. Parents and students are referred to both inhouse and outside services as needed, individualized for each circumstance, with ongoing support from our Community Resources Coordinator to assure access to and utilization of these resources.

Students are assigned to a grade level advisory class that meets weekly where students are given copies of their progress report from the last two weeks and these are reviewed with the advisory teacher . Additionally, students and parents are kept apprised of their progress towards graduation through an ILP document to give students and parents insight into pathways to complete graduation requirements (i.e. the big picture- summer school, Edgenuity, dual enrollment, Work Experience, etc.)

Preparing students for college and career: While we have reallocated instructional Aide resources at our site to provide ILPs and implement them for staff, parents and students around tracking towards graduation, we fall far short of the ed code requirement of "intensive" (their word, not ours) academic and career counseling for continuation school students. Over the years, we understand how important this is for our students, so teachers, Aides, Case Managers, Community Resources Coordinators and office managers have all stepped into this vacuum, but we are under equipped and it takes away from our other responsibilities to students.

Additionally, it has been a source of frustration and concern for our site that we have had ever decreasing access to career and technical training programs over the last 4 years for our students. The district has eliminated many CTE program offerings that were of interest to our population or that would lead to access to the trades. As a result, we have a long history of individual staff members trying to solve this problem from within our own small circles of influence, trying against the odds to bring in everything from solar panel installation programs, to partnering with Job Corp in San Jose, to establishing pathways to Year Up, construction programs, programming classes in Practical Art, and now culinary) and because all of this is handled in the confines of AVHS, the site has never had sufficient resources to develop a sustainable trades or career pathway. This is an issue that must be

addressed at the district level if we are to make any real gains in developing and sustaining a program that truly offers our student pathways to the trades and specialized college programs in our area.

Online instruction: Our district approved provider for online independent instruction is Edgenuity. This is the board adopted solution at a district level. Edgenuity is accredited by 3 of the nationally recognized 6 regional accrediting commissions, is aligned to the California content standards, with A-G accredited options, AP course options and a variety of career, technical, elective and fine and practical art options. With all of the accreditation and alignment reviewed at the district level for this curriculum solution, and because Edgenuity is not integrated into our curriculum or instruction at the site, it will not be evaluated here by us; as the evaluation and selection of an online learning tool is beyond the scope and authority of this site's WASC process. We use this online option in very limited situations: to cover health, or to accelerate student completion of Civics and/or Economics. It is occasionally offered as credit recovery for US or World History, but with a lesser completion rate than we would like to see. Overall, our students have not been very successful in earning credits through online learning, and post COVID, many express relief to have access to in-seat learning again. We currently have about a dozen students enrolled in online classes since the start of this school year. We are in our first year as a site of using Edgenuity, having just transitioned from Odysseyware. It is too early in our enrollment with Edgenuity to have a basis to discuss the impact of this change on student learning, achievement or credit recovery.

Feedback from students regarding Edgenuity:
- Like it better than Odysseyware
- Credit recovery mode makes us pass through material we already know
- The videos are not the best- not engaging
- I can listen to the videos instead of reading the long lectures of OdysseyWare
- Online as an outside of school class alone makes it difficult to find time, I do better with having a period in the day for completing Edgenuity at school during my 5 period day
- Edgenuity requires teachers to unlock the next lesson for me, rather than letting me work through when I feel productive.

Summary of support programs (EL, SED, Foster, Homeless, students with disabilities (SWD) and students with 504 plans): We will provide a thorough examination and discussion of existing support programs on our campus for all students, because with the exception of those with an active IEP, who have a case manager on campus and access to a learning skills class, all students are given access to all of the supports that are in place, regardless of their qualifications based on being a part of an identified group of learners. This is not limited to academic support: all students have access to: Community Resources Coordinator provided resources, home based communications in Spanish, free and reduced lunch, transportation where needed, help with housing/utilities, access to FLY and other leadership development programs, participation in site leadership opportunities, individual accommodations in the classroom to support learning (examples: prefered seating, alternative testing, one on one support, time out, help with note taking, access to technology).

Title I/Title II funds: Last year AVHS used Title I (3010) for the community services position and to help fund portions of 2 Instructional Aides positions. AVHS is the only site that uses Title I funding. Title II (4035) is used on professional development, via the CI program throughout all sites - we also share a portion of Title II funding with St Francis HS. Last year, due to distance learning, very few staff utilized CI.

Schoolwide Learner Outcomes (pg 51)

Using data generated in this profile comment on the degree to which the students are achieving all the SLOs, additional data may be added after self study is completed. Schoolwide Learner Outcomes

As a new staff community, we spent a few hours reviewing our old SLOs for this WASC and after developing our Mission and Vision statements, we reworked the SLOs into the current version. As these are new, and we are just back from COVID, we are just starting to implement them across the site but this is future work.

Degree achieved	SLOs
Partially Met (WASC Site Action Plan goals addressed: #1 & #3)	**A**ccountability Students will be accountable young adults who: • *Maintain excellent attendance.* • *Develop short and long term goals and action plans to achieve them.* • *Prioritize physical, mental, and emotional well-being.* • *Speak and act in a way that positively contributes to their community.*
Almost Met (WASC Site Action Plan goals addressed: #3)	**L**earn social/emotional skills • *Advocate for themselves.* • *Prioritize physical, mental, and emotional well-being.* • *Speak and act in a way that positively contributes to their community.* • *Demonstrate resilience and the ability to overcome obstacles.*
Met (Rigorous, relevant, standards-based curriculum)	**T**hink independently and continue to grow in their knowledge Students will be thinkers who: • *Interpret and understand key concepts in all subject matter areas.* • *Evaluate and analyze information from multiple points of view.* • *Develop original arguments supported by evidence.*
Partially Met (WASC Site Action Plan goals addressed: #1, #2 & #3)	**A**cademic Achievers Students will be academic achievers who: • *Effectively and efficiently manage their time.* • *Consistently meet or exceed standards for learning objectives and assignments* • *Monitor their academic standing and progress.* • *Are prepared to transition into adulthood with an executable plan for their chosen pathway.*

Demographic Data (pg 51-52)

Demographic and Performance Data reported in AERIES

Query: LIST STU SC LN FN SP GN GR LF ETH RC1 RC2 RC3 RC4 RP TG U2 U5 U6 U7 SBAC_ELA SBAC_MATH
DISADVANTAGED SPECIAL ED 504_PLAN CELDT_OVERALL EAP_ELA EAP_MATH FOSTER HOMELESS

Student Groups	2020-2021 AVHS		2019-2020 AVHS		2018-2019 AVHS		District 2020-2021	
Total Students:	121		132		143		5240	
9th	1	1%	2	2%	8	6%	1295	25%
10th	18	15%	26	20%	19	13%	1318	25%
11th	45	37%	40	30%	52	36%	1385	26%
12th	56	46%	63	48%	63	44%	1241	24%
Male	65	54%	76	58%	88	62%	2664	51%
Female	55	45%	55	42%	54	38%	2566	49%
Socioecon Dis (SED)	43	36%	74	56%	61	43%	355	7%
Homeless	4	3%	6	5%	9	6%	25	0%
Foster	1	1%	0	0%	1	1%	5	0%
St w/ disabilities (SWD)	21	17%	24	18%	35	24%	435	8%
St w/ 504	12	10%	11	8%	11	8%	454	9%
Ethnicity								
Yes, Hispanic or Latino	87	72%	89	67%	99	69%	1350	26%
No, not Hispanic or Latino	33	27%	42	32%	43	30%	3889	74%
Race								
White	54	45%	53	40%	61	43%	2793	53%
Asian	7	6%	8	6%	8	6%	1242	24%
African American	2	2%	4	3%	6	4%	123	2%

Pacific Islander	7	6%	7	5%	5	3%	43	1%
American Indian or Alaskan Native	38	31%	44	33%	56	39%	356	7%
Two or more races	6	5%	8	6%	3	2%	417	8%
Filipino			1	1%	1	1%	89	2%
Language Designation								
English or ASL	36	30%	45	34%	53	37%	2922	55%
Initially Fluent	1	1%	6	5%	4	3%	602	11%
Reclassified	69	57%	63	48%	57	40%	1385	26%
EL:	14	12%	17	13%	28	20%	267	5%
EL Perf: Level 4	5/14	36%	7	5%	13	9%	36/267	13%
Level 3	4/14	29%	5	4%	8	6%	72/267	26%
Level 2	1/14	1%	0	0%	4	3%	70/267	26%
Level 1	4/14	29%	5	4%	3	2%	79/267	30%
SBAC results, number of students who scored a 3 or 4 out of total number tested								
ELA	COVID closure		4 out of 9		11 out of 33		COVID closure	
Math	COVID closure		0 out of 9		1 out of 36		COVID closure	

Discussion of demographic data: Our student body remains relatively stable in terms of the percentages of special groups represented on our campus year to year (as demonstrated by the 3 years of data in the first 3 columns.) Column 4 provides the District demographic information, and this is included in this report to highlight the overrepresentation in assigning students of color, students with special needs and socioeconomically disadvantaged students to our continuation program. Additionally of significance to note is that we serve between 120 and 150 students during a typical school year, but our enrollment numbers at any one time are at about 80 students, so our student body is very transient. This single fact will have a huge impact on culture, curriculum and instructions, support programs needed, and quickly changing risk factors for students not graduating. The transient nature of our population, in combination with the number of various risk factors and degree of risk, makes our population very challenging to work with.

Finally, as a district intervention program, we have a significant overrepresentation of Reclassified English Language Learners and EL students: 70%. This is great information for us to have, as we can

identify best practices around this at risk group and use this to inform any action plan item we identify.

Disaggregation/discussion of Demographic/special groups and at-risk for not graduating:

Added to WASC 2012

While the above data shows the percent of students that fall into each demographic group, it does not indicate the number of students who fall into multiple categories, and how to best address the unique needs of each subgroup within our school. We began to evaluate our student needs in terms of identifying the different subgroups, (similarly to the breakdown to identify achievement results of certain groups on Dashboard). If we apply a system of assigning a point to every student according to their inclusion in important sub groups, we can then measure who we represent at a macro level, how to best meet their needs and also respond to how that changes; it also allows us to target support for those most at risk. This is not a complete list of all factors that impact on student success, but these are the data points we have access to annually.

Special subgroups tracked in AERIES: English Language (EL or RFEP); Ethnicity: Hispanic or Latino; Race: represents a minority group; Socioeconomically Disadvantaged; Special Ed; 504 plan; Foster youth; Homeless.

2020-2021 student factors:

# of categories	Absolute number of students:	Percent of entire population:	SPREAD OF THE DATA: Entire population as a whole:	Number of students:	Percent:
0	12	10%	0 factors:	12	10%
1	12	10%	1 or more factors:	108	90%
2	31	26%	2 or more factors:	96	79%
3	32	26%	3 or more factors:	65	54%
4	26	21%	4 or more factors:	33	27%
5	6	5%	5 or more factors:	7	6%
6	1	1%	6 or more factors:	1	1%
7	0	0%	7 or more factors:	0	0%
8	0	0%	8 factors:	0	0%
Average #:	2.58 special groups		Mode of the data: between 2 - 4 factors are most common in our student body (~75% of our students fall into this group)		

Community Services Coordinator discussion of student risk factors

We recognize as a staff that the identified risk factors we can track barely scratch the surface around obstacles our students face. We do not have numbers in AERIES that track students who lost a parent or significant adult or students who suffer from mental health issues, substance use, unstable housing. We do know that by far the most impactful factors are those that impact daily attendance. Students who are not at school need to have every possible opportunity to address the obstacles that prevent regular school attendance.

Our AVHS at risk population is struggling with an array of issues that impact student learning, graduation rates, progress and ultimate academic achievement. The high majority of our students are facing risk factors that make them more susceptible to truancy, credit deficiency and behavioral challenges. These risk factors include but are not limited to the following:

-Multiple adverse childhood experiences including experiencing violence, abuse or neglect, witnessing violence in the home or community, having a family member attempt or die by suicide.

-Family home instability including background of substance use problems, mental health, divorce, parent separation, family members incarcerated, exposure to domestic violence, high conflict amongst family members

-Students have caregiving responsibilities including caring for younger siblings or other family members

-Student or family member health condition

-Lack of parent involvement (supervision and structure) due to various factors.

-Lack of access to basic resources (food, health insurance and shelter)

-Foster Youth and Mckinney Vento Youth

-Student currently involved in court case due to CPS report (emotional, physical, neglect, sexual abuse)

-Student struggling academically (academic functioning below grade level, inattentive, undiagnosed learning disability, low classroom engagement, low grades, disengaged, tardiness and attendance).

-Students lacking adequate transportation (long distances to obtain public transportation).

- Students struggling with their mental health (depression/anxiety especially PTSD), suicidal ideation and history of hospitalizations. In addition, displaying aggressive behavior, anger management, low self-esteem, mental health diagnosis or difficulty with social skills.

-Students struggling with dual diagnosis (mental health diagnosis and substance use) at an early age.

-Legal issues including involvement in gang (known or suspected) and or criminal related activities, probation, delinquent behavior, lack of immigration status info, needs legal counsel, participates in illegal activity and weapon infraction.

-Teenage pregnancy/Parenting teen

-Lack of access to/ involvement in extracurricular activities

In the past two years, the pandemic has adversely impacted our most vulnerable students in numerous ways including housing displacement, financial stress, higher need for students to enter the workforce at younger ages, loss of learning due to distance learning, mental health, substance use increase and overall lack of social skills.

Overall, as a school we strive to address the biological, psychological and social needs of every student that enrolls in our campus. We ensure that every student is viewed through the lenses of a whole person approach. This allows for the school community to address any barriers impeding the student from being a successful student and identification of protective factors that can support the individual in reaching their potential. The intake conducted by our LCSW- Community Resources Coordinator assesses for any current needs and identifies areas of support needed. As a district and

school we offer the following services/ interventions at the Tier 1 (universal Supports), Tier 2 (strategic supports) and Tier 3 (intensive supports) to our AVHS students:

*On-site "Teen Health Van" that offers free health services to uninsured and underinsured youth ages 12-25 years old. In addition, confidential services are offered to all students at no cost regardless of insurance- including services such as family planning, birth control, etc.

*On-site "Snack Shack" pantry that allows students to grab snacks to go throughout the day.

*On-site "A La Carte" food truck that allows students and families to take home prepared food once a week to supplement groceries.

* On-site case management for referrals to food, clothing, rental and housing referrals

Students who work:

In 2021, 55% of the 37 students who responded to the student survey, reported that they have a job. We wanted to be sure there were not other measurable factors that we should be considering in this large group of students, so we disaggregated the only data we had that pertained to them, the demographic data of students filing for work permits. There did not seem to be any noteworthy trends that emerged. We do realize that our student surveys are probably skewed to under-represent students who work, as many of those students have the poorest attendance and would not have participated in the survey.

Trends in Student Subgroups filing work permits

Query: LIST STU SN LN FN GR LF ETH DISADVANTAGED SPECIALED 504_PLAN FOSTER HOMELESS WPT WPT.SN WPT.AI WPT.ID WPT.ED

Student Groups	2020-2021	2019-2020	2018-2019	2017-2018
Total Students:	121	132	143	169
Students on campus over age of 18 for any part of school year (percent of total who did not need permit)	47 (39%)	39 (29%)	48 (33%)	66 (39%)
Total Work Permits: (percent of under 18)	31 (41%)	25 (26%)	42 (47%)	30 (29%)
9th			1	1
10th	1		6	2
11th	14	10	24	13
12th	16	11	11	14

EL Learner	3	1	7	6
EL Reclassified	22	11	20	13
Socioecon Dis (SED)	13	15	18	15
Homeless	1	1	3	1
Foster	1	0	0	0
St w/ disabilities (SWD)	3	5	10	6
St w/ 504	2	3	2	1
Ethnicity				
Yes, Hispanic or Latino	27	17	30	20
No, not Hispanic or Latino	4	8	12	10

Data on Addressing the Eight State Priorities (pg 51-55)

- **LCFF Priority 1 - Basics**

Appropriate Teacher Assignments

Teachers	School		
	2020-2021	**2019-2020**	**2018-2019**
With Full Credential	6	6	6
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0
Number of teachers with Short Term /Provisional Intern Permits	0	0	0
Paraprofessionals			
With NCLB Qualifications	3	3	3
Without NCLB Qualifications	0	0	0

School Facilities

The AVHS campus was built specifically for a continuation program and features seven regular classrooms, a library, an art room and a multi-use classroom. There is also an administrative building with a conference room and counseling offices. Additionally, our multi-purpose building has an

indoor/outdoor stage and an attached service kitchen. Our maintenance staff consists of 3 full-time employees who are on duty from 6 am until 11 pm throughout the week.

● LCFF Priority 2 - Implementation of Academic Standards

The process the school uses to examine, align and assess curriculum to content standards: This is addressed within each different content area in the self study section B with supporting evidence.

● LCFF Priority 3 - Parent Engagement

Around parent engagement, we believe that the standard is partially met, with room (and staff brainstorm) for improvement.

Describe efforts to seek parent involvement and input into school decision-making:

- From a special education perspective the IEP team meets with parents annually to discuss their child's current IEP. In addition, addendum and exit IEP's are also held as needed. Parents are an integral component of the IEP team, as they help guide overall IEP decisions related to their child.
- Email parents bi-weekly regarding student point progress.
- Each semester teachers and school staff hold CARE Conferences with students and parents as an opportunity to show support for students and address student concerns that may impact academic progress.
- Exchanging text messages with parents
- Office phone calls (attendance [reasons for absences;referral for resources], academics [classes], enrollments, communication with parents with teachers/parent conference [CARE])
- Phone calls from the principal when a student is doing well
- Parent/student/principal meetings for intakes, check ins and transfers
- Ad hoc parent groups (Model School and WASC parent groups)
- Former parents provided food with their taco truck and special events
- At the beginning of the year, emailing all parents an introductory message about myself, the class, and my contact information. In this email, I solicit parents to respond with their best contact information and to confirm if they received the email successfully. Throughout the year, trying to email and call several parents/families monthly to share positive feedback about their child or to address student concerns.
- New student intakes
- Weekly check-ins with parents of our most high risk students
- Quarterly emails to parents sharing new resources and requesting input for new services
- Back to school night
- Principal sent quarterly bulletins home to the parents about what is happening around the school campus.

Suggestions of what we want for parent involvement (from staff and parents):

- Community Events / Outreach
- Offer more parent activities in their native language
- School Site
- Have opportunities where students and parents can collaborate at a school event/activity (culture/ home ritual)
- More CARE meetings/home visits
- PTSA for a variety of reasons - food for events, parental input on practices, volunteers

- Improved Back to School Night
- Field Trips, using parents as chaperones
- More school activities that bring parents to campus
- We could invite parents to exhibitions of student work (something positive!)
- Have parent information nights on a variety of topics to get parents more involved and actually on our campus
- More transition activities such as scholarship/FAFSA trainings

- ## LCFF Priority 4 - Performance on Standardized Tests

Performance on standardized tests data is scant and unreliable during COVID, but the standardized and dashboard indicators we have are presented here. The data that informs our CSI process is presented above, in Demographic and Performance Data and below, in the section called: Additional Data: CSI graduation data disaggregation- 5 years of data.

Pupil Achievement Outcomes

Dashboard indicators for college or career readiness:

- **Career Technical Education Pathway Completion**
- **Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics**
- **Advanced Placement Exams**
- **International Baccalaureate Exams**
- **College Credit Course (formerly called Dual Enrollment)**
- **a–g Completion**
- **State Seal of Biliteracy**
- **Military Science/Leadership**

According to this list of indicators, our students can not be measured as college or career ready. The most applicable indicators for us from the above list would be Career Technical Education Pathway Completion and College Credit Course.

- Throughout our self study the need for CTE pathways to be developed in our district will be echoed over and over. Within sections A-E everywhere we are asked to measure our success on these college or career indicators, our limited success in achieving the college and career ready outcomes for our students will be based on lack of CTE pathways and lack of access to an academic counselor and "...intensive guidance services to meet the special needs of pupils." (EDC § 48430)
- We do host the College Career Exploration Class with Foothill College at our campus during the week of spring standardized testing (when the junior class is tied up with CAASPP) for all of our seniors. Students are enrolled in the Foothill College *Counseling 5* class, which meets in person at our site with a Foothill instructor and earns our current seniors students 1 college credit. College Credit Course is the one indicator of college and career readiness that we achieve to a limited extent for all our seniors.

CAASPP Student Growth comparison 2019 to 2018 data

English standard met or exceeded 2018 35.71%	English standard met or exceeded 2019 39.29%	Growth +3.58%
Math standard met or exceeded 2018 3.57%	Math standard met or exceeded 2019 6.45%	Growth +2.88%

*These CAASPP scores, while reported, are statistically irrelevant due to being outdated. State required reporting has been suspended due to COVID, as did state mandated minimums on # of students tested.

ELPAC and LTELs

The steps we took to assess students' language development (ELPAC) during the COVID school closure were:

- Students who had yet to pass the Summative ELPAC test (9 students) were identified. Students were notified through the mail in Spanish for our Spanish speaking families (all 9 students) we phoned home (also in Spanish) to notify them of in-person testing at school with the dates and times. No students attended.
- Students and parents received a second phone call home to inform families that another date had been set for students to take the Summative ELPAC test in person. Again, no students attended.
- Students that could not attend the "in-person" Summative ELPAC test or opted out were given the option to take the Summative ELPAC remotely.
- After initial steps were taken to contact families, additional phone calls were made to families to secure remote testing appointments for students that had yet to take the Summative ELPAC test. Our success at testing students was 0 out of 9 students tested.

Renaissance Place STAR Reading and STAR Math Data

Baseline data testing began again Nov-Dec 2021 after a break in collecting this school based indicator of student growth. This data will be reported in the 2022-2023 school year.

Additional Data: CSI graduation data disaggregation- 5 years of data

Update: October 2021: REPORT & RECOMMENDATIONS OF THE CALIFORNIA ADVISORY TASK FORCE ON ALTERNATIVE SCHOOLS

DASS trends year to year:

DASS trends year to year: "G"s (grads) and "NG"s (non-grads) by year in database and as % of students for that year (raw records the way DASS sees them)

	Non Grads	Percent of total	Accounting for Non Grads:				Grads	Percent of total	Total included students
			AE	Percent of total	Invited back 5th or 6th yr	Percent of total			
2015-2016	21	41%	11	22%	10	20%	30	59%	51

2016-2017	**26**	**54%**	14	29%	12	25%	**22**	**46%**	48
2017-2018	**36**	**55%**	24	37%	12	18%	**29**	**45%**	65
2018-2019	**21**	**47%**	13	29%	8	18%	**24**	**53%**	45
2019-2020	**28**	**57%**	6	12%	22	45%	**21**	**43%**	49
totals:	132	51%	68	26%	64	25%	126	49%	258
prelim: 2020-2021	*29*	*57%*	*6*	*12%*	*23*	*44%*	*22*	*43%*	*51*

Grad rates as we report

Grad rates as we report them: (same raw records, but as long as a 5th or 6th year student is enrolled and working towards graduation, not counted as a non-grad by us) Our grad rate is highlighted in yellow

			AE Non Grads	Percent of total	5th or 6th yr	Percent of total	**Grads**	Percent of total	Total included students
2015-2016			11	27%	4	10%	**30**	**73%**	41
2016-2017			14	39%	14	39%	**22**	**61%**	36
2017-2018			24	45%	9	17%	**29**	**55%**	53
2018-2019			13	35%	11	30%	**24**	**65%**	37
2019-2020			6	22%	7	26%	**21**	**78%**	27
totals:			68	35%	45	23%	126	65%	194
prelim: 2020-2021			*6*	*12%*	*23*	*44%*	*22*	*88%*	*51*

Number of credits completed at time of referral to Adult Ed of non grads

C < 55	9 students
56 < C < 110	15 students
111 < C < 135	11 students
136 < C < 165	37 students
166 < C < 190	42 students
191 < C < 220	54 students
C > 220	19 students

Transcript evaluation:

Top two content area deficits for students being referred to Adult Ed

54 students needed English
41 students needed Electives
8 needed Social Studies
6 needed Math

Five years of student tags for 12th grade students who were really ours

132	grad
80	Adult Ed
16	invited back 5th year- eventually graduated
19	invited back 5th year- did not graduate
2	invited back 6th year- eventually graduated
2	invited back 6th year- did not graduate
6	passed GED or grad but post AVHS
6	graduated 2021, counts as non grad here
9	Still Enrolled

What happens to our 5th and 6th years?

43	**students invited back for a 5th (n=43) and sometimes 6th (n=4) year**
18%	(43/233) percent of students invited back for 5th or 6th year (this year that is 29%)
51%	(22/43) about 1/2 of the students we invite back for a 5th or 6th year graduate
15%	(40/272) percent of non grad records (40) accumulated by 5th and 6th year

What is our true credit earning rate?
36 points earned/grading period for Fall 2019 (73 students, 635 grading periods)
34 points earned is the median of the data
19 points is 1st quartile of data, or 22.6 credits/year
34 points is 2nd quartile of data, or 40.4 credits/year
47 points is 3rd quartile of the data, or 55.8 credits/year
44 records (7%) were on honor roll (>69 points earned)
382 records (60%) were on probation (<40 points earned)

Student perception: Number of students who successfully earn their way back

Students expressed frustration that it is too difficult to earn back credits and return to the big schools: Not only is the credit earning rate slow at AVHS to allow for students to return, but the rules around returning (like even if you've finished English and Civics/Econ, these two senior level classes must be repeated for elective credit at the home school) are disincentives to returning. We know from past data analysis over the years that students who do return to their home schools earn higher GPAs at their home schools post their time at AVHS than before they were referred to AVHS. But students

expressed frustration that it is so difficult to catch up and return. If students were referred in a more timely manner, we could create a culture of catch up and return, which would help with our school culture, the message the big schools can offer to credit deficient students, and it would allow Alta Vista to hone and develop pathways to facilitate returning to the home school as a more realistic outcome- giving more students access to the career, post high school, social and community based activities that a larger school can offer. If this expectation of being able to return was demonstrated to be a viable option, we would expect enrollment to increase as AVHS was able to support a broader group of students from the comprehensive sites.

- ● **LCFF Priority 5 - Pupil Engagement Indicators**

	2020-2021 School facilities closed	**2019-2020** Partial school year = percentage data skewed Malware: local data lost	**2018-2019** Malware: local data lost*
Absenteeism	x	x	*
Drop out (number of students)	0	2	0
Avg daily attendance	x	x	*

- ● **LCFF Priority 6 - School Climate**

	2020-2021 School facilities closed	**2019-2020** Partial school year = percentage data skewed Malware: local data lost	**2018-2019** Malware local data lost*
Suspensions	0%	x	10%
Expulsions	0%	0%	0%
Discipline referrals	0%	x	*

LCFF priorities 5 and 6 remind us of how challenging these last 2 years have been at our site. Pupil engagement indicators and school climate indicators are inflated under distance learning around suspension rates and discipline referrals, while our absenteeism numbers and average daily attendance numbers were impacted negatively due to how attendance in a virtual learning environment was recorded. This, in combination with the Ransomeware preventing access to all of our site's local measures of attendance, suspensions and referrals has robbed us of all historical measures around these indicators. We look forward to Dashboard again tracking and reporting these indicators for us now that schools are back in person. In the meantime, the most important feedback for us on school climate will be the degree of support students and families feel during COVID and throughout the transition back to in person learning.

Results from Student surveys on school climate- completed fall 2021, n=37

- About 85% of students report "I feel safe at school."
- About 85% of students report "I am treated with dignity and respect by staff."
- About 90% of students report "I am treated with respect and dignity by my peers."
- About 90% of students report "Most of the students treat each other with respect"
- About 85% of students report "Students' differences are respected."

● LCFF Priority 7 - Access to a broad course of study

The AVHS students are not identified as career and/or college ready as reflected in the current CCI indicators on the dashboard (see above for report on DASS schools in CA and reporting on this metric). In our program we do not offer AP, a-g or CTE pathways. They are available through our district, and students who are interested in participating are encouraged to do so. We occasionally have students who take a class through the comprehensive site or through dual enrollment at the community college. As a small school, we are pleased to be able to offer students access to all graduation required content areas with a credentialed teacher, but the offerings for electives are limited. We see the development of CTE pathways as a valuable way to both prepare students for college and career and fulfill elective requirements. Our Advisory program does offer WEEP credit (Work Experience) for our students who work, and this is a valuable source of elective credits.

● LCFF Priority 8 - Other pupil outcomes

District Policies/School Financial Support

Per Pupil Expenditures in this district is approximately $12,000. The district offers a comprehensive program of services that is designed to accommodate students with divergent and disparate needs. To provide all students the opportunity to complete high school and to be prepared for postsecondary education, training and work experience, the district operates a multitude of alternative programs, each one designed to cater to the needs of a particular group of students. There are other special programs in addition to AVHS in the district.

Examination of stakeholder data: Community Stakeholders Focus Group

Results from Community Focus Group

Examination of stakeholder data: WASC District Administration Focus Group

WASC District Administration Focus Group

Examination of stakeholder data: WASC Board Focus Group

WASC School Board Focus Group

Results from Student Focus Group Work

Student Focus group work

Examination of stakeholder data: WASC Parent Focus Group

WASC Parent Feedback

Summary that includes: (pg 55)

1. **Implications of the data**
   a. A large number of our students referred to Adult Ed are very close to graduating
   b. Student support in earning English and Elective credit recovery are our areas of greatest need
   c. Many (30-40%?) of our non grads are short term students who are not with us long enough to catch up and grad on time, or are pass throughs to Moffett
   d. We have a declining number of students being referred to Adult Ed over the last three years.
   e. We need to align our district referral process with what are reasonable expectations for AVHS on-time credit recovery (credit deficiency limits)
   f. We need to align our referral process to Ed Code (equity)
   g. Data shows our true credit earning rate is about an average of 40 credits/year. This is significantly below what would qualify as credit recovery, in fact, at that rate, students are falling further behind their peers at the comprehensive sites.
   h. We need to focus on graduating more students in 4 years
   i. Language learners reclassified as proficient are a significant portion of our population.
   j. The negative ramifications of declining enrollment: Lack of students for effective Leadership and Sports (therefore culture of 'school', small numbers of students makes dedicated CIT pathways, counselor, other resources harder to justify by DO, etc
   k. Need to improve parental involvement with the school

2. **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
   a. We need to increase the number of students completing their graduation requirements on time, specifically:
      ■ Skills based assistance for below grade level
      ■ Evaluating points and credit recovery
      ■ Increase ways to recover/earn English and Elective Credit (CTE options for electives)
      ■ Referrals: Align to ed code, develop and implement credit deficiency minimums
   b. School site discipline, specifically: Behavior & Drugs- school rules
   c. School Culture, specifically:
      ■ Big Schools-> positive vs negative reputation
      ■ Making kids want to be here to make this place better (leadership)
      ■ Attendance
      ■ A student voice/power/autonomy/ownership over program
      ■ Infusing motivational theory throughout every aspect of the school day

d. Mental Health Support, specifically: Wellness, substance abuse, depression, anxiety
e. Students will have access to an Academic/College and Career Counselor- No PPS credentialled person on campus after this school year/ lack of CTE pathways

3. Important questions to be discussed in the Focus Groups

a. Are we meeting the academic and practical needs of the many students on campus who are working, have to work?
b. Can we develop pathways to the trades?
c. Summer school is our students' most effective tool for consistent credit earning. Why? What aspects of that program can be incorporated into ours?
d. Why is there such a large discrepancy between MVHS referrals and LAHS? Does the district have a clear and articulated role for AVHS that is understood and consistently implemented by all school administrators?
e. Students are asking why it is so difficult to earn your way back- traditional schools promise it is easy to catch up and come back
f. What can we do to improve on parent participation?

Chapter III: Self-Study Findings

For each category of criteria include:
1. **A list of strengths**
2. **A list of prioritized growth areas for continuous school improvement.**
   Note: The five criteria categories are:
   A. **Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
   B. **Curriculum**
   C. **Learning and Teaching**
   D. **Assessment and Accountability**
   E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by the visiting committee through hyperlink or Dropbox.

Category A: Organization:

Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A1.1- Standard Met	**The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.**
	WASC process and documents, meeting notes, staff interviews, results, school action plan. Need more robust counseling and CTE offerings.

A1.2- Standard Met	**There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.***
	Student focus group notes, stakeholder meeting notes, mid process documents.
A1.3- Standard Mostly Met	**Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.**
	All the evidence above points to staff, students, school community stakeholders, board and district office all having input into the vision, mission and SLOs. These stakeholders, however, are not involved in the District's LCAP.

A2.   Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A2.1-Standard Met	**The school community understands the governing authority's role, including how stakeholders can be involved.**
	The AVHS staff has enjoyed a close relationship with the governing board for many years. Board members regularly visit our site, and are very approachable. AVHS students are honored at school board meetings each semester as the AVHS Students of the Month.
A2.2-Standard Met	**The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.**
	Both the board and the professional staff are committed to creating a community of learners with the knowledge, skills and values necessary to combine personal success with meaningful contributions to our multicultural and global society. There is a very good relationship between a supportive board and the Alta Vista staff. This supportive board is more visible than in many other districts and is approachable and willing to listen.
A2.3- Standard Met	**The school leadership understands and utilizes the Uniform Complaint Procedures from the district.**
	The AVHS principal is open to hearing all complaints and concerns regarding any staff or school issues. Any failure to resolve the issue is sent up the chain of command. The Board can ultimately resolve any issues that rise to their level. Per DTA Contract (evaluation/ grievance process)

A3. Leadership: Data-Informed Decision-Making and Continuous Improvement

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A3.1- Standard Met	**The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success**
	Staff meetings are times of open collaboration, sharing of issues and concerns, and a place where next steps are discussed and decided upon. All staff have equal input and say on every issue raised. Dialog is open and encouraged. Our staff has had access to unlimited data points surrounding any particular issue and we have made good use of that over the years. The review and updating of the Site Action Plan, Model Continuation School and WASC and SPSA and LCAP are opportunities for us to evaluate and report on our degree of success and next steps.
A2.2-Standard Met	**The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.**
	Yes. See documents and this report for evidence.
A3.3-Standard Met	**The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.**
	Yes, See A#.1

A3.4-Standard Met	The school has effective existing structures for internal communication, planning, and resolving differences.
	Because we are so small, communication, planning and resolution of differences is relatively easy. Weekly staff meetings, common prep periods, along with minimum days set aside for strategic planning help keep the lines of communication open. There is a great degree of respect among staff members of the Principal as the ultimate authority and the individual responsible for the safe and effective running of the school. Even though new staff came onboard at the beginning of the pandemic and school closure, and some of the regular communication and planning processes were disrupted, we have been able to reset and get back to our traditional open ways of doing business.

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A4.1-Standard Met	**The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.**
	All teachers are fully credentialed. The school district has strict hiring principles regarding staffing and the site principal plays a key role in this for all staff members. All staff are assigned, by the principal, to make use of their specific qualifications. Additionally, there are programs and funds available for staff development.
A4.2-Standard Met	**The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, *college- and career-readiness standards, and the schoolwide learner outcomes. *<u>discussed here</u>**
	Staff is encouraged to pursue professional development opportunities. Many have recently completed the Beginning Teachers Support and Assessment (BTSA) program while others are pursuing advanced degrees and other staff development programs throughout the district. Release time and administrative support are available.
	Also, there is incentive pay for teachers who have already maxed out on the pay scale in order to encourage teachers to be lifelong learners and continue their PD.

A4.3-Standard Met	**There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.**
	Reduced data from state testing has made use of this analysis of impact much more difficult to measure. To address this, AVHS uses STAR math and STAR reading data as well as ongoing evaluation of student work. More recently, we have used the data gleaned from our CSI and Model Continuation High School research.
A4.4-Standard Met	**The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.**
	There is a standard evaluation process that is used district-wide which includes a significant amount of supervision and evaluation of teachers by the administration. Staff is encouraged to pursue professional development opportunities. Many have recently completed the Beginning Teachers Support and Assessment (BTSA) program while others are pursuing advanced degrees and other staff development programs throughout the district. Release time and administrative support are available. Also, there is incentive pay for teachers who have already maxed out on the pay scale in order to encourage teachers to be lifelong learners and continue their PD.
A4.5-Standard Met	**The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.**
	Alta Vista's decision-making processes and relationships between leadership and staff are extremely clear and well defined. The principal has created the staff handbook that is distributed yearly with staff input. Policies are clear, as our classroom routines, student expectations and course curriculum are all in alignment.

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A5.1-Almost Met	**The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and *college- and career-readiness standards. ***discussed here
	Alta Vista has more than adequate resources to positively impact student learning, and has much latitude in the use of the funds. This includes categorical funds and District funds as well as monies from various community sources. The site and district support the assignment of instructional aides to both the English and math classrooms, in addition to our special education instructional assistant. Most recently, an instructional assistant was moved from part-time to full-time, and her assignment was split, so that she can assist with our college and career goals. A credentialed academic counselor remains our greatest need however.
A5.2-Standard Met	**There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.**
	There is a collaborative relationship between AVHS and the school district regarding allocation of funds. The school staff is supported by the District in meeting our WASC, Model School and CSI goals.
A5.3-Standard met	**The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).**

	Just a few minutes walking around our clean, modern, attractive and beautifully maintained campus assures parents and students alike that not only is the facility equipped to meet learning needs and sufficient to meet program needs, but that student comfort, self respect and equity across the district is being respected.
A5.4-Standard Met	**The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.**
	Again, the evidence of standard met for this indicator would be a walk around campus and spending time in any classroom. For example, the site has a fully appointed art classroom, with all the materials for making artwork in different mediums that students would have access to at the traditional high school.
A5.5-Standard met	**Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.**
	Yes. See A4.4 above

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Supportive board
2. Site and district staff committed to continually support improvement
3. Student-centered curriculum addressing the needs of the AVHS students
4. District support for professional development, technology, and providing adequate facilities
5. An Action Plan to ensure continuous school improvement

Areas of Growth

1. Increase access to academic counseling/CTE opportunities
2. District support for developing access to the trades for all district students
3. To be sure that the district level and board level administration are an active part of our CSI improvement plans and implementation of those plans.
4. District alignment to Ed Code for continuation schools to assure equity
5. District implementation of credit deficiency referral guidelines

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - ○ **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - ○ **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B1.1- standard met	**The teacher provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards**
Math, SAI Math	The math program used in our classroom is an online program called ALEKS. Standards from ALEKS: A-REI.5: A-CED.2: Create equations in two or more variables; graph equations Common Core Standards: CCSS.MATH.CONTENT.HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
SS	SS: In all sections, I challenge students to make connections between historical events and current events. This allows for the curriculum to be relevant and effective in promoting student engagement. In US History, we spent a week discussing the events happening in Afghanistan with the Taliban takeover. We used historical-thinking skills to trace the country's history and discuss US involvement in the region to help the students make sense of the ongoing situation.
Sci	New textbooks and curriculum that are NGSS aligned have been purchased. They come with online activities and simulation software. These tools, skills based assessments such as the "Intro to Science" Unit Test, and labs provide the students with opportunities to work on becoming critical thinkers. Through PD and conferences I am able to refresh or learn new information and skills. I attend all of the district PD days, and even participate in extra training that

	is not mandatory, such as a training for flocabulary. With flocabulary students can learn science concepts through music. Considering the student population --our students ask to listen to their music all the time, music is a great alternate modality for learning. We used flocabulary when learning the scientific method. The students listen to a rap song about the scientific method and watch a video. The video displays the lyrics as they are being sung. Flocabulary provides some assessments and a beat, allowing students to write their own lyrics about the concept.
SAI Eng	SAI Eng: Each quarter we are reading a novel which includes classroom discussions, on the surface and under the surface comprehension questions, and a final project at the end of the novel. I want to demonstrate knowledge of subject matter Common Core standards by establishing sequenced, differentiated curriculum to promote reading and writing abilities. My focus is to teach students how to support their claims with evidence from the text, basically using quote(s) from the text to support their claims. Currently, we are reading "Fahrenheit 451" and here are examples of on the surface (OTS) and under the surface (UTS) questions. OTS: How does Clarisse know that Montag is a fireman? UTS: During the conversation between Montag and Clarisse, Montag becomes upset, but he is not sure why. "He suddenly couldn't remember..and it made him quite irritable" (pg. 9). Why do you think this conversation upsets Montag so much? And, even though he calls her odd and makes him uneasy, later at home he calls her a mirror. How can Clarisse be so foreign to Montag, yet still be a reflection of himself?
Eng	Eng: Student class work and lessons are aligned to student learning outcomes and core content standards. Students do not receive course completions in English until certain standards based assignments have been completed. Course Information Sheet: Eng. 10/11 Course Information Sheet: Eng. 12
Electives	Art: This is a new class for me, so I am using the text books that were in the classroom to derive much of my curriculum. The textbooks are Art in Focus and Creating and Understanding Drawings, both by Glencoe. Culinary Arts: This is a new class for our school. I wanted to give the students an insight into the culinary arts world in what it entails. In order for them to see what culinary arts is, I am following the standards used at the local community college. This way if the students want to pursue a culinary arts certificate or degree, they will have experience before they take their first class.
B1.2- standard met, continued alignment	**My class has defined academic standards and *college- and career-readiness indicators for each subject area, course, and/or program that meet or exceed graduation requirements** *discussed here
Math, SAI Math	Graduation Requirements are 2 years of math and a completion Algebra. Our program allows for students to make up math credits. They have the ability to take all sorts of math courses. Algebra, Algebra 2, Geometry, and Trigonometry. They do this through the online math program ALEKS.
SS	The content I teach is in alignment with California's History Social Science Content standards which is augmented by the use of inquiry based lesson questions and learning goals that promote student engagement with our focal topics. For example, students in World History evaluated and compared Enlightenment

	thinkers in our Power and Revolutions unit which addresses 10.2.1- Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas, Jefferson, James Madison).
Sci	New textbooks and curriculum that are NGSS aligned have been purchased. They come with online activities and simulation software. They are the most current publications of text for my subject areas. They provide me with the tools I need to teach to the most current standards and to present the students with opportunities where they can work on becoming critical thinkers. In one such guided inquiry activity, the students are asked to essentially build a crude microscope using the materials provided. The end result should allow them to see very small text from around a corner. The students share and critique each others' instruments.
SAI Eng	I need to expand my C.C.S.S. knowledge in English, which consists of reading, writing, speaking & listening, and language. I am a Special Education Teacher and understanding every English C.C.S.S. is a bit overwhelming.
Eng	The values of the English department informed the SLOs for Alta Vista High School and the SLOs guide student instruction as well as classroom behavior norms. Students do not receive course completions in English until certain standards based assignments have been completed.
Electives	Art: As a new art teacher I am still learning and familiarizing myself with the California Arts Standards, and so aside from the textbooks mentioned previously, I refer to the following state website to guide my practice and curriculum. https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp Culinary Arts: The students get a lecture and lab in this class. The students learn basic food preparations and prepare small quantities of food for themselves and their teammates.
B1.3- standard met	**There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the *college and career-readiness indicators or standards. *discussed here**
Math, SAI Math	ALEKS courses are standards-based and integrated with the Common Core State Standards. N/A for college/career standards. Academic standards were used to create school SLO's, which are posted throughout campus. As I have been working with students who are interested in many trades, it has become apparent that Algebra is the main focus of math for the trades. So with the students who are interested in the trades, we have been focusing on Algebra with them. Also we have looked at getting supplemental materials and programs to help support the math needed for these trades.
SS	There is congruence between skills taught in my courses and the larger schoolwide learner outcomes. Historical writing and reading skills are embedded into the majority of my lessons, with a specific focus on student generated claims and evidence. Every summative assessment includes entirely or partly a historical claim answering our unit essential question. This skill is emphasized to students as the major focus of their historical skill development in my class. This aligns with our school's Critical Thinkers outcome in which students " develop original arguments

	supported by evidence."
Sci	"Classroom habits" which include attendance, engagement, participation, and collaboration is factored into their grade. Students keep all of their work organized in a notebook. Students are rewarded for being in their seats on time with their materials out --showing that they are prepared to learn-- with a ticket system. Students are regularly updated with their points total and google classroom is regularly updated --almost daily, so at any time they can see their grade and all assignments, missing or completed. Every so often, I have students read aloud during lessons to teach them how to read and pronounce words that they might not be familiar with. Then I take a moment to ask and explain what those words mean. I also include CER assignments into the curriculum when the topic allows.
SAI Eng	In my English class, we do address SLO, but not on a daily basis. I need to remind myself to address SLO on a daily basis and work more on the critical thinkers category.
Eng	The values of the English department informed the SLOs for Alta Vista High School and the SLOs guide student instruction as well as classroom behavior norms. Students do not receive course completions in English until certain standards based assignments have been completed.
Electives	Art: This is my first time teaching the course so I am spending time learning how to organize the class, finding resources, discerning what will be most useful or interesting to our students. The assignments and field trips are meant to introduce them to the basics of art, spark their interest in the arts, and show them career possibilities in the arts. My next steps are to continue *my* learning by attending workshops and conferences, accessing the most current resources, and developing a better understanding of the most current standards, in order to successfully meet this standard. Culinary Arts: Since this class is just getting off the ground, our skill sets that we are learning are more surface. The students are learning skills such as reading recipes, learning to use measuring cups, spoons, and scales. The purpose is for them to learn skills they can use at home and to introduce them to the world of culinary arts.
B1.4- standard not met	**There is integration and alignment among academic, and *career technical disciplines at the school** *discussed here
Math, SAI Math	My curriculum is not aligned for a career technical discipline. However I have started talks with our Instructional Aide who works as a college and career counselor to talk about how to adjust my curriculum so that it would support students wanting to go into a trade. Special education students have access to Workability and Dept of Rehab services, but the services do not extend outside of special education.
SS	At the moment, there is no intentional or planned alignment between my course sections and other disciplines at the school. At times, there will be overlap between the content covered in my courses and English but this is not a result of interdisciplinary collaboration. This overlap was highlighted from several students who noted the similarity in covering topics like the Zoot Suit Riots and Harlem

	Renaissance.
Sci	Presently, there are no career technical disciplines at the school. I am a new teacher and I plan on looking into a curriculum --that the previous teacher in my position used-- that teaches career technical skills for different jobs in the science field. There is a curriculum with labs for careers such as: veterinarian, medical assistant, dental assistant, radiologist, etc. I will review the material and learn it myself, first, then I will incorporate it into my biology class.
SAI Eng	Graduation requirements in English is a critical/essential skill in the real world, which integrates and aligns among academic and career technical disciplines at the school.
Eng	At the moment, there is no intentional or planned alignment between my course sections and other disciplines at the school. At times, there will be overlap between the content covered in my courses and SS but this is not a result of interdisciplinary collaboration.
Electives	Currently this standard is not addressed in my art class. Culinary Arts: This course is in its infancy. We are currently learning how to read recipes and to use the right tools to create the dishes that we are making. We have not yet collaborated with other academic areas on campus.
B1.5- standard not met	**The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools around curriculum. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program**
Math, SAI Math	In math we are looking at the requirements for the community college and for the trade schools. We are taking these requirements and trying to implement them into our curriculum. For the community college, intermediate algebra is where most of the students should be at. So for our students in Algebra 2, we have talked about giving the old practice test (accuplacer) for the entrance exam in math. This would give us a better understanding of how our students would feed into the community college and how they would perform. We are also looking into our algebra curriculum so we can better support our students who are interested in the trades. Ed code requires intensive academic and career counseling for continuation students.
SS	At this time, this goal has not been addressed in my classes. There is a great need for a designated academic counselor at our site to support this goal.
Sci	Currently this standard is not addressed in my classes.
SAI Eng	No to the technical schools. Relationships with feeder schools, community colleges, and community partners are described in the Narratives portion of our WASC report.
Eng	Without an Academic Counselor, implementation of this standard is impossible.
Electives	Art:Currently this standard is not addressed in my art class. Culinary Arts: I went back to school to take culinary arts classes in order to run this class. During my time at the local community college, I would regularly talk to my professor about what I can do for my class. I took his syllabus and used it as a starting point to set up my class. This has been the only contact with feeder

	schools for this course.
Stakeholder feedback	The Community Focus Group, Student Focus group identified tracking of graduates as a growth area for AVHS. Parents are eager for us to develop CTE options for their students that will articulate with the next steps for their students. Certification programs would be useful.

B2. *Equity and Access to Curriculum Criterion*

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1- standard partially met	**The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program**
Math, SAI Math	All students are able to make limited choices and pursue a few realistic college and career and/or other educational options. What we offer, we offer to all students. Our options are limited. Special Education students are given annual vocational assessments and have access to Workability and Department of Rehabilitation services. However, the rest of the students receive sporadic assistance in these areas.
SS	Many of our students on track to graduate are encouraged to extend their education through community college enrollment upon graduating from our program. We do not have sufficient opportunities and networking to help students explore other career options such as vocational schools.
Sci	Currently not addressed in my classes besides casual conversations with students about their future plans or the pathway to university through community college. This is a personal goal that I'd like to work to find ways to embed in my curriculum.
SAI Eng	Since our school is a continuation site, we have a lot of flexibility and options to play with in order to meet our students' needs. It is the lack of resources in career exploration, preparation for postsecondary education, and career technical options for all students, which has been a continuing area of need at AVHS.
Eng	As a site, we continue to scrape together half-hearted solutions. This has continued to be an area of need at Alta VIsta High School.

Electives	Art:Currently not addressed in my art class besides casual conversations with students about their future plans or the pathway to university through community college. This is a personal goal that I'd like to work to find ways to embed in my curriculum Culinary Arts: This is a new course, so I have not reached out to former students. We have talked in class about how there are lots of careers and Culinary Arts is just one, however this has not been the main focus of the course.
B2.2- standard met	**A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students**
Math, SAI Math	Our current math curriculum gives students a rigorous curriculum with also real world problems. We are working on adding supplemental materials that will support students with math in their field of choice that they want to pursue once they are done with high school. For example if a student is in Algebra 2 we want to give the accuplacer test so that they can see how they would fare in college. If the student wants to go to a trade school we are looking into supplemental materials that will support their algebra skills while also supporting their career goals. All students have access to all classes on campus.
SS	A large majority of our topics across the social studies classes challenges students to make connections between historical events and contemporary realities. Students are compelled to think both critically and analytically about situating today's global and local conflicts within a larger historical story. In my World Studies class, students discussed how the Korean War created lasting legacies still felt today in the demilitarized zone between North and South Korea and influenced conversations about communism and capitalism.
Sci	All students have access to all of my classes
SAI Eng	Students are able to take all classes at AVHS to fulfill their needs for graduation and to prepare them for the real world.
Eng	All students are enrolled in all classes. Master schedule
Electives	Art: There are two new practical/fine art classes which offer all students the opportunity to complete their graduation requirement for art or elective. The classes are Culinary Arts and Art. If any student has already completed their art requirement, but still wants to take an art class --as long as their credit recovery needs allow-- they are invited to take the classes. When possible the curriculum allows students to work at their own pace because the attendance varies so much. Culinary Arts: This course is available to all students. There has been difficulty with this course this year, but I believe this is mainly because the program is new. It is hard to plan for group activities and cooking activities when the number of students in class vary each day. For example it is hard to do a 2 day cooking lesson when there is one day with a few students and the next day a full class. So I have tried to make the cooking assignments fairly simple. After this first year of the course, I hope to have a better grasp on the class and can challenge the student more in their cooking skills.

B2.3- standard partially met	Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.
Math, SAI Math	There is a lot of student and staff collaboration when it comes to monitoring a student's individual learning plan (ILP), and college and career goals. Not as much parent involvement with these goals. Parents are sent bimonthly updates (student's ILP is emailed home twice a month), but there is not much response back. Advisory meetings and guidance, care conferences, IEP meetings, Workability and Dept of Rehab meetings
SS	Although parents and families can have input on their students' learning plan, there isn't yet a standardized system established at our site to address this goal.
Sci	There is an advising portion to what we do here at Alta Vista. Advising allows me to really get to know a handful of students and work with them one on one to understand and carry out their graduation plan. This graduation plan is a living document that is regularly updated to show course completion, points totals, and the student's most current points goal or goal to return to a comprehensive site. This document was created by Lisa Falsetti. She has analyzed each students' credits, points, and areas of need. I work with her in order to fully understand each student's plan and convey what I have learned to my advisees. Staff are in regular communication with each other in passing, through email, and weekly meetings. Personally, as a newer teacher to the site, I rely heavily on the guidance and support from my colleagues who have so graciously given it. For science I am in communication with parents through email to update them or to receive more information that will help me better address the student's needs.
SAI Eng	Email logs, point system, advisory rosters, ILPs, interventions meetings, and a Community Resource Coordinator (Alba).
Eng	Email logs, point system, advisory rosters, ILPs, intervention meetings, and a Community Resource Coordinator (Alba).
Electives	Art: Staff are in regular communication with each other in passing, through email, and weekly meetings. Personally, as a newer teacher to the site, I rely heavily on the guidance and support from my colleagues who have so graciously given it. Culinary Arts: I talk weekly to the students in my class about the choices of the classes they want to take and what electives they can take.
B2.4- standard not met	The School implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness. This year, there is a new 5 hour-a-week position that is dedicated to helping AV meet this goal. The position is filled by an IA who is enthusiastic about providing information and opportunities to our students. This small program is being developed from scratch this year and has already had some success in connecting students with postsecondary opportunities. While the ultimate success of this program is still unknown, it seems clear that the very limited

	number of hours and the lack of a credentialed counselor ultimately make this solution insufficient to meet Alta Vista's college and career goals for our student body. Again this year, as in pre COVID years, Foothill College will come on campus during the 2nd semester to run a Foothill Orientation class for our seniors, so students become College students while HS students.
Math, SAI Math	There is a lot of support to help students with transitioning to community college, but now with our aide having college and career hours (which is a new assignment), there is becoming more support to help students who are interested in the trades. She has had a speaker come in this year, and has given the students info about webinars that the different trades are hosting. Advisory meetings and guidance, care conferences, IEP meetings, Workability and Dept of Rehab meetings. Minimal work has been directed at evaluating the effectiveness of the programs/meetings.
SS	We do not have an academic counselor to provide this service to our students.
Sci	Too laborious a process for any current staff member to successfully try to address. We need a full time academic counselor in order to address this standard.
SAI Eng	We do not have an Academic Counselor, but every Friday, we have an advisory class, in which the teacher reviews the students' points. It is not enough to facilitate transitions to college, career, and other postsecondary high school options.
Eng	Without an Academic Counselor, implementation of this standard is impossible.
Electives	Art: Too laborious a process for any current staff member to successfully try to address. We need a full time academic counselor in order to address this standard. Culinary Arts: College and Career is a new part time position at our school. This person in this position reaches out to the students constantly to see what needs and interests the students have for post graduation. With this knowledge she has tried to set up presentations for students to learn about careers they are interested in. This is done outside of the culinary arts classroom. Each student has an advisor to talk about their goals in school and outside of school. Again this is done outside of the culinary arts class.
Stakeholder feedback	This is a growth area

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Effective, coherent curriculum (in core classes, especially). Skills based
2. Student & staff collaborate on learning plan
3. Teachers' support and relationship w/ students
4. Curriculum connections to real world
5. Students have access to all classes
6. Master schedule

Areas of Growth

1. Career counseling/pathways
2. Follow up studies of graduates, so that we know what works
3. Parent involvement
4. Academic counseling services
5. Expanding extracurricular activities (clubs, sports, leadership) (impacted by declining enrollment)
6. PTA or school site council

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - ○ o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - ○ o **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C1.1-Standard met	**All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.**
Eng	Student work samples, student essays, Directed Study- short stories curriculum, students do not receive course completions in English until certain standards based assignments have been completed.
SAI Eng	Student work samples, student essays, short stories, mini projects, and classroom discussions.
Soc St	In my US History class, students are working towards being able to demonstrate their engagement in challenging work related to our units of study. To conclude our unit on American resistance movements, students were asked to research their own case study specific to Indigenous communities and produce a creative infographic poster. Students were aware of the established expectations of the assignment since we went over the scoring guide as a class before they began their work days. Inevitably, some students exceeded expectations and met the majority of the criteria while other students produced incomplete posters despite my frequent reminders to address all required components. There is still a need to encourage students to challenge themselves in the work they produce, especially in following scoring guides and meeting teacher expectations for summative assessments. Here are examples of posters from students who met the projects assessed criteria that were posted on the wall in the class. https://photos.app.goo.gl/1AfgVaR886xRrLJ2A https://photos.app.goo.gl/LRmFhhrwhwmqDXoN7
Math/SAI Math	ALEKS courses are standards-based and integrated with the Common Core State Standards. ALEKS Knowledge Checks automatically confirm and enhance retention, creating a continuous cycle of learning and assessment. If mastery is not met, students will have to continue to work on Standards until this happens. Small class sizes allow for individual support and continual progress.
Sci	New NGSS aligned curriculum provides relevant case studies and current events for students to examine. Such as the "Algae as Biofuel" lab where students answer the question, "will algae fuel the future?" through guided inquiry.

Stakeholder feedback	Student survey results and parent interviews support Standard Met for this criterion.
C1.2-Standard met	**All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.**
Eng	English assignments have rubrics which are integrated into each assignment and students and teachers use to evaluate student work.
SAI Eng	Students understand the expectations in the classroom and if they fail to meet them, they will be addressed. If a student fails to correct their mistakes based on rubrics, their grades will reflect on their quality of the assignment and performance.
Soc St	Students are very aware of the learning expectations set in class. Students understand that each lesson has a learning goal within a larger unit that is guided by a content specific essential question. We start each new unit in all sections by specifically going over the unit essential question and breaking down relevant key terms that will be used throughout our study. In Civics, for example, students know that the unit on Politics and Political Behavior will conclude with a socratic seminar answering the following question: Should the electoral college be abolished? Students understand that our content lessons in between are preparing them to answer this question with their own claim and supported with reasoning and evidence.
Sci	Students are expected to produce at minimum, C level work. They make corrections or retake assessments in order to meet the expected performance level and cannot complete the course until they have.
Math/SAI Math	Students understand they must complete Aleks at 80% mastery in each area of study, which demonstrates continued learning and college and career readiness when the appropriate mastery level is achieved. Students also understand their bi-monthly point updates which helps them develop a completion timeline.
	Students know the standards they must meet in order to earn credit for their classes so that they can graduate high school. For example, a student who is working on pace in math must complete 2 topics a day which will let them earn one point in math. 75 points is needed to earn 5 credits of math. This decision for how to earn points was based on if a student completes at least 70% of the work in ALEKS with an 80% or higher, they should be met standard on the SBAC. However, the students do not understand what is expected of them to progress on after high school. They know that they need math or English for college, but they do not fully understand the scope of what is expected of them and the level that they need to be at to move on.
Stakeholder feedback	Student survey results support Standard Met for this criterion.

C2. *Student-Centered Instruction through a Variety of Strategies and Resources Criterion*

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C2.1-Standard met	**Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.**
Eng/SAI Eng	Observing the classroom, evaluating student work, access to technology, differentiating grade level standards within the same class.
Soc St	In my teaching practice, I rely on a variety of instructional methodologies as a facilitator to promote student learning. I try to include a mix of both teacher led and student-centered instruction to optimize opportunities for student growth. Many of my classes include short lectures, guided discussion, collaborative classwork and independent inquiry.
Sci	Document camera and projector are used daily; Peardeck warm-ups using chromebooks daily; online curriculum: labs, videos, activities.
Math/SAI Math	ALEKS courses are standards-based and integrated with the Common Core State Standards. Students utilize technology to complete their Aleks work and for resources. Each individual student has their own learning plan with an appropriate mastery level for their skill set. At this time we are also looking at bringing in supplemental materials to help students with the math they will need to know in order to go into a specific trade.
C2.2-Standard met	**All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook**.
Eng/SAI Eng	Academic projects created to develop student exposure to literary content, creative writing projects, multimedia projects, presentations, and group work.

Soc St	Students are able to demonstrate critical thinking of the content across a variety of instructional materials. They understand that lessons will sometimes include a mix of text and videos to help strengthen their grappling with the material. In Civics, for example, we reviewed the philosophies of Enlightenment thinker Thomas Hobbes. As a class, students watched a video describing Hobbes's take on the biblical creature Leviathan. After a short discussion, students read a biography on Hobbes's upbringing and his ideas on government and humanity. After answering a few comprehension questions, students read primary source excerpts from Hobbes's Leviathan. Students were asked to rephrase Hobbes's writing in their own words and explain if they agreed or disagreed with his views. This varied assignment provided opportunities for students to demonstrate their critical thinking skills.
Sci	The students have opportunities to be creative and work on becoming critical thinkers. In one such guided inquiry activity, the students are asked to essentially build a crude microscope using the materials provided. The end result should allow them to see very small text from around a corner. The students share and critique each others' instruments.
Math/SAI Math	Students utilize a variety of resources, and manipulatives to complete assigned work.
C2.3-Standard partially met	**All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.**
Eng/SAI Eng	Post Covid, many students' motivation has dropped drastically which reflects on their performance at school. Even with AB104, students struggle to meet graduation requirements.
Soc St	My students are given many opportunities to demonstrate their application of historical skills, most specifically generating claims and providing evidence. Most of our formative assignments ask students to create some form of claim related to the lesson's topic and students generally are able to include some sort of opinion-based argument. Many still struggle to augment their claims by providing appropriate evidence and will have to work on this skill for the rest of the year.
Sci	New NGSS aligned curriculum provides opportunities to connect the information students are learning to real world issues. One such example is the "Algae as Biofuel" lab where students answer the question, "will algae fuel the future?" through guided inquiry. Students are completing this as we go through our unit on cell structure and function.
Math/SAI Math	This occurs when students complete Knowledge Checks on Aleks. ALEKS Knowledge Checks automatically confirm and enhance retention, creating a continuous cycle of learning and assessment.
Stakeholder feedback	Student survey results support Standard Partially Met for this criterion.
C2.4-Standard NOT met	**All students have access to and are engaged in career preparation activities.**
Eng/SAI Eng	No academic counselor to coordinate these activities. We do not have an academic counselor to address this area, but we do have a

	part-time advisor that facilitates career preparation activities and it was new this year.
Soc Sc	This is a shortcoming in my classes at the moment. I do not currently have specific activities embedded into our curriculum that work towards this goal.
Sci	Presently, there are no career technical disciplines at the school. I am a new teacher and I plan on looking into a curriculum --that the previous teacher in my position used-- that teaches career technical skills for different jobs in the science field. There is a curriculum with labs for careers such as: veterinarian, medical assistant, dental assistant, radiologist, etc. I will review the material and learn it myself, first, then I will incorporate it into my biology class
Math/SAI Math	All students have access to career preparation activities, but some do not engage or participate in the activities, which has been observed to have a negative effect. Without an academic counselor it is difficult to organize the events on campus. Coordinating the events has been sporadic with turnover in staffing. With our newest staff position of a college and career counselor, this will hopefully change.
Stakeholder feedback	Student interviews and parent interviews and community focus group feedback all support this as a desired growth area for AVHS.

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Teachers facilitate learning as coaches
2. Differentiation and the integrated use of technology
3. All students demonstrate creative and critical thinking within a variety of instructional settings

Areas of Growth

1. Increased access to intensive academic counseling
2. Increased access to post high school transitional services
3. Increased access to career and technical training

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - ○ **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - ○ **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D1.1-Standard met	**The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.**
	WASC report, action plan, SBAC data, frequent access to individual student transcripts, staff meeting notes, Renaissance Place test results, Dashboard data, data disaggregation for CSI process, district LCAP, Tracking System (parent version), ILPs. Student performance data is collected and communicated regularly with faculty and students. Emails and letters are sent home regarding individual student performance data.
D1.2-Standard partially met	**The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.**
	Students must pass with at least 70% and are supported to meet that criteria. This conversation is relevant to the CSI goal of improving graduation rates by balancing point production with mastery, and credit recovery options. We need to consider grade level credit recovery options for 9th grade classes and 10th grade

	classes that need to be made up to meet grad requirements.
D1.3-Standard Partially Met	**The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and *college- and career-readiness indicators or standards.** *<u>discussed here</u>
	There is an Advisory Program at Alta Vista. Advisory allows staff to really get to know a handful of students and work with them one on one to understand and carry out their graduation plan. This graduation plan is a living document that is regularly updated to show course completion, points totals, and the students' most current points goal or goal to return to a comprehensive site. This document was created by Lisa Falsetti. She has analyzed each students' credits, points, and areas of need. Staff work with her in order to fully understand each student's plan. Advisory also involves meeting with students every two weeks to discuss their progress in each of their classes, and providing progress feedback to each parent. Advisory teachers also regularly communicate with parents and provide any updates. In addition, they frequently request for Ms. Falsetti to join these meetings to help bring clarity to whatever the concern may be. Every semester our entire staff participates in parent teacher conferences tailored towards students identified with the greatest needs. The purpose of the meeting is to address any impediments to a student's learning and to find solutions, to create a plan for supporting the student. Within content areas we monitor students' points every two weeks as well. Teachers discuss missing assignments, points totals, point goals, and how close they are to course completion. Then when a student completes a course, as a staff we are quick to identify that they have finished. We communicate with the particular student's advisor and the principal who then applies the credit to the transcript and makes a schedule change if necessary. If a student has great need in a particular subject area, we do not keep them in a course they have finished, instead we adjust their schedule right away. We have ongoing subscriptions for Renaissance Place's STAR tests in Reading and math. These are nationally norms-based computer adaptive tests that allow us to track individual student growth in these two areas, as ed code requires of small schools. This is only partially met because our students do not have access to individual comprehensive academic and career counseling nor access to career and technical education.
D1.4-Standard Met	**In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.**
	Principal partners with district leadership. School leadership and instructional staff regularly assesses programs and expectations, almost weekly at staff meetings. CSI has highlighted our need to evaluate this again, through the very specific need of increasing ontime graduation rates, and we have begun that work.

	Staff meeting agendas and WASC meeting agendas.
	Weekly staff meeting, ILP's, parent teacher conferences, advisory meetings, teacher/parent meetings, bilingual staff members for parent outreach. Discussions about master schedule, CSI, AB104, course completions.
D1.5-Standard Met	**The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.**
	We use assessment results to make changes in the school program and to allocate resources. We have some professional development activities, always geared specifically towards our at risk students. Staff would be open to have access to more PD. Evidence includes master schedule, budget allocations, PD schedule, WASC action plans, staff meeting agendas, changes to action plan based on CSI data findings.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D2.1-Standard met	**Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.**
Eng/SAI Eng	SAI English: Some of the formative assessments that are being used in the classroom are comprehension and short responses questions, reading guide analysis, quizzes, and classroom discussions. Some of the summative assessments that are being used in the classroom are writing an essay, timeline project, character analysis, and exams. English: English uses a backwards planning model to create classroom tests, assignments, discussions, and activities to monitor student learning throughout a unit. These assignments are collected and formally graded every two weeks, but the teacher and instructional aide both work with students one on one and in small group settings daily as a check for understanding throughout the duration of an assignment. Often, if common errors are identified in class assignments, re-teaching is essential for students to refine the skills and standards being addressed in a unit. Summative assessments at the end of a unit are a direct reflection of assignments throughout a unit and a students' ability to grow in analysis and his/ her ability to meet the standards addressed.
Soc St	In their formative coursework, students synthesize content from the lesson to answer the assignment's guiding questions in alignment with the stated learning goals. Formative lessons prepare students with evidence needed to construct arguments in their culminating summative projects.
Sci	Daily warm-ups inform the lessons for the next day; assessments at the end of every week inform the lessons for the following week.
Math/SAI Math	ALEKS courses are standards-based and integrated with the Common Core State Standards. ALEKS Knowledge Checks automatically confirm and enhance retention, creating a continuous cycle of learning and assessment.
D2.2-Standard met	**Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, *college- and career-readiness standards, and schoolwide learner outcomes. *discussed here**

	Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.
Eng/SAI Eng	SAI English: Students are given a checklist for every two weeks of what they have been working on. It consists of the number of points they have earned for the two weeks and which assignments are completed and missing. I also meet with each student 1-1 to discuss their progress in the class and to address any concerns that prevent them from achieving their learning goals and outcomes. Quizzes, exit tickets, classroom discussions, student reflection, and comprehension questions are some of the techniques that are used to monitor their progress and to check their comprehension level. English: Students are given portfolio cover sheets every two weeks to create packets of their work every two weeks. These assignments are collected and formally graded every two weeks, but the teacher and instructional aide both work with students one on one and in small group settings daily as a check for understanding throughout the duration of an assignment. Often, if common errors are identified in class assignments, re-teaching is essential for students to refine the skills and standards being addressed in a unit. Additionally, students are given frequent point updates throughout individual work time so students are aware of their progress in class and their needs to complete courses.
Soc St	Comments are left on formative assignments, ranging from affirming student achievement of learning standards to adding suggestions to help students reach proficiency with the material at hand. Summative assignments are assessed using a scoring guide where students can access their strengths and areas of improvement, along with seeing their points earned.
Sci	Assignments and assessments are posted in google classroom. Comments are left for assignments and for individual questions in the assessments to help students make corrections/improvements. Students are given their points total, in class, and we discuss missing or incomplete assignments every 2 weeks. In Tracking, I need to work on providing students the opportunity to share more feedback with me.
Math/SAI Math	Advisory class (meetings), IEP meetings, staff meetings (student concerns), care conferences.

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Data disaggregation and reporting
2. Tracking system- parent/student access
3. Summative and formative assessment within content areas that guides curriculum and instruction and differentiation for each student in each class
4. Multiple ways for students to demonstrate mastery within each content area
5. Renaissance Place purchased again this year for norms based testing and individual student growth monitoring

Areas of Growth

1. The school leadership and instructional staff need to continue the work around the basis for students' performance levels and credits earned to ensure an ontime graduation (CSI Goal)
2. Lack of access to comprehensive academic and career counseling services

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - ○ o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - ○ o **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Growth

Support for Students Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E1.1- Standard met	**The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.**
Office, Comm Res	Community Resources Coordinator and our office manager reach out to parents and vice versa regarding student academic progress on a daily basis, The cornerstone of the interventions are based on the support for student learning in the classroom. As a school, we recognize that our students' and parents' access to a Community Resources Coordinator is one of the most important factors that makes us unique in the level of services we provide regarding meeting students' needs for learning, progress and success.
Students	We have meetings with our advisors to talk about our courses and what courses we need and what we should take next for an on time graduation. Students commented on how helpful these meetings are for them. Students also have a chance to talk about what services they need during their initial intake. They can also schedule an appointment at any time with a teacher or principal to discuss what is working and not working for them at our school. 62.1% of our students agree or strongly agree that they can talk to the principal when necessary. Student surveys are given yearly so that the school has input from the students. Lastly, students are part of their SST meetings. Student Survey
School Board	Throughout the years, the board comes to visit the campus many times. This has slowed because of COVID, also part of their board meeting there are times where the principals present what is happening on campus and the programs that our school offers. This allows for the board to to keep abreast of what is happening on campus.
District Office	The District Office meets with the principal (cabinet meetings) on a weekly basis to share what is happening at the school site and to bring back what the district office would also like to see at the school site. Our Superintendent of Facilities stated that Alta Vista has the flexibility to change to meet student needs and he has provided the resources to implement many programs over the years. An example of this is the student farm.
Parents	Parents and students have an intake meeting at the start of their time at Alta Vista. This meeting allows for parents and students to request services such as Community Health Awareness Council (CHAC). Parents are also given progress reports every

	two weeks to know how their students are doing. Many parents respond about how appreciative they are of this report. Parents also can request conferences at any time with teachers. Parents always have access to a student Individual Learning Plan (ILP). Parents are part of their student's SST meetings. However with all that said, we can always develop more effective ways to increase parent involvement and input, knowing that it is an important factor for student success, so this will always be a priority for our site action plan. Intake Meeting Questionnaire
Community	Our school site offers lots of programs throughout the school year that are put on by different community groups. FLY is a 12 week law program put on by Fresh Lines for Youth where they teach students about their rights and laws that impact minors, Foothill College offers a course in Interview Skills and Resume Writing for our students, etc. We also have a mentor program that is available to each student and allows for them to connect with a community member throughout their time at our school and beyond. The community did feel that we needed more support for our parents.
Teachers	During weekly staff meetings, a big chunk of time is spent discussing how to support individual students in their classes and on campus. All staff are part of the SST meetings and parent student meetings for quarterly check ins. Staff Meeting Agenda

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E2.1- **Standard met**	**The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.**
Office, Comm Res	Student contracts and agreements, parent notifications, individual phone calls home if concerned, behavior contract, responding to parent concerns are all in place to assure that the school is safe, clean and orderly all interactions are handled with a culture of respect for all students.
Students	64.8% of our students stated that they agree or strongly agree that they understand the attendance policy. 94.6% of the students stated that they agree or strongly agree that the campus is well cared for. 86.5% of the students stated that they agree or strongly agree that they feel safe while attending school. 86.5% of the students agreed or strongly agreed that they are treated with respect by all staff. 67.5% of the student disagree or strongly disagree that the staff does not take their concerns seriously (Wondering if this is low because of the question written as a negative compared to the others written in the positive?)
School Board	The board has stated that they are willing to put the resources into supporting Alta Vista in order to continue having a small campus where the student to staff ratio is 10:1. They love that our Community Service Coordinator is stationed on campus, this allows for students and families to check in with her at any time. They also stated that the closed campus is what is best to ensure a safe nurturing environment. They also stated that it is great for our students that the school has its own dedicated/specific space.
District Office	Provides a ground crew which keeps the facilities clean. This includes a custodian, gardners, and maintenance crew. The district has taken a stronger stance about classroom cleanliness because COVID 19, which now includes using specific disinfectants to clean all classrooms. The district is also providing daily testing for all students who want testing, have provided KN95 masks for all students who need a mask, and have provided at home testing kits to any student who wants a testing kit.

Parents	Parents attend enrollment meetings, review school rules and expectations, and establish relationships with office staff. Many parents stated that the office staff is their first line of communication when they need support with their student.
Community	Community members reported that the campus feels very welcoming to all. The community members felt that the school offers a lot of support for the students. Many community members who run programs on our campus felt honored to be on our campus and to be able to help students who have greater needs. The A La Carte Van that comes to our campus to provide meals for our students weekly is planning on starting a training program in the near future to give students culinary skills for life after high school. The members of this program have stated that when they are up and running because of the connection to our students they would like to see our students as part of this program.
E2.2- **Exceeds standard**	**The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.**
Office, Comm Res	The Community Resources Coordinator position exists not just to honor individual differences but to ensure that all students are treated justly and equally. The Community Resources Coordinator is an advocate for our students on campus and within the community. Our front office also does this work as the initial contact person for the community.
Students	86.5% of the students stated that they agree or strongly agree that they felt safe while attending school. 89.2% stated that they agree or strongly agree that students treat each other with respect. 86.5% stated that they agree or strongly agree that they are treated with respect by staff.91.9% of students agree or strongly agree that staff at their school care about students. 86.5% of students also felt that they strongly agree or agree that they are appropriately challenged in their courses.
School Board	The board stated that they think the small size of the school allows for students to feel like they are a family. The board stated that the teachers are caring, resourceful, flexible, and are always trying to get the students to be continuous learners. The board did state that the small school size is a double edge sword. The small size allows for the family feel, but because the school is so small it is hard to offer more electives and other extracurricular activities because the number of students doesn't allow for the staffing.
District Office	Has provided our school with a Community Resource Coordinator and with a part time CHAC counselor. The district shared that Alta personalizes or individualizes their program based on student needs. They love that our school focuses on more than just academics, our school also offers CHAC, the health van, mental health services, and other services. They love the flexibility the school has for offering different core courses for students and that we are able to participate in sports with other continuation schools. The district takes great pride in the small student to teacher ratio. They also love that the school is able to have animals on the grounds. For example, the school has chickens on the grounds and had goats at the start of the school year.
Parents	The parent focus group said that this was a met standard. They stated that their students are happy to go to school each day. They do think that some

	teachers could work on this more.
Community	Community members shared that they felt that Alta created strong relationships with the students.
Teachers	This category is a source of pride for the teachers at Alta. Teachers are flexible, they will allow for a student to take their class a few days a week and take another class for a few days a week. This allows for students to be in the classes they need to be in. Teachers also dominate the staff meeting so that they can talk about individual students and the support that the students need. The staff meeting is also used to talk about not only support, but student successes. This allows for teachers to acknowledge students when they see them on campus about wonderful things they have done in other classes.
E2.3- **Standard met** **(80% of our students feel respect and trust from the staff)**	**The entire school community has an atmosphere of trust, respect, equity, and professionalism.**
Office, Comm Res	The front office and Community Resources Coordinator are friendly and greet every parent/student they encounter by name. Parents share that they feel acknowledged and heard by our school staff. Every interaction with students and families is full of empathy and practical individualized opportunities for help. The office would hear complaints about staff professionalism and this infrequently happens. We facilitate parent conferences based on this type of concern and it is almost always resolved immediately.
Students	The students in their survey stated that 86.5% of the students strongly agree or agree that they are treated with respect and dignity by staff. 89.2% said that they strongly agree or agree that they are treated with respect and dignity by their peers.
School Board	The board stated that they think this is what Alta does best. They feel that the staff is caring and dedicated to their students. They feel that the staff excels at working with students who have different levels of capabilities. They stated that the staff understands that the school is a family, and that this family supports students' success.
District Office	The district states that they see love and care for all students at Alta. They stated that the staff is there to support all students.
Parents	The parent focus group said that this would be a met standard. They feel that the school provides an opportunity for trust and respect. One parent stated that she has seen this when she goes on the day of the health van. She claims that Alba and Debi are there for the students and are the first line of contact for parents who need support. Another parent stated en lo personal todos los maestros, personal definitivamente son los mejores gracias por su ayuda especialmente Alba and Debi
Community	The community members shared that they felt that Alta created strong relationships with the students. They felt that both the school and community are very supportive of the Alta students. Mentor Tutor Connection (This is a group that is on our site that matches a community member to a student. The

	community member is there as a support for the student. They talk about what is happening in the students life and they do activities together outside of school.) would like to become part of the safety net for students at Alta.
Teachers	The teachers love the small campus because they feel that the campus is more like a family atmosphere. Students feel like they can come and talk to someone on campus about issues they are having because of the close knit groups.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E3.1- **Exceeds Standard**	**School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs.**
Office, Comm Res	The front office, teachers, leadership and the Community Resource Manager all present student needs at staff meetings to brainstorm, develop and implement effective interventions as a staff based on any individual student needs. Being a small school is critical to this aspect to supporting student academic needs.
Students	Example of this is a student who has had a different school day because of circumstances, which we frequently do as needed. One single mom met with staff because the current school schedule was not working for her and her needs. The staff put into place an alternative schedule that will help the student come to school, but also be at home for her child. Other students talked about needing a class, and were able to take the class through Edgenuity. Some students even took classes at the local community college. Students also stated that they love that they take the classes they need. Students shared that at the big high school, they were sometimes forced into taking a course even though they had already earned the credits. Here they feel that they take what they need or what they enjoy.
School Board	The board knows that students want more pathways for trade programs. Currently, the school has no pathways, but there will be a pathway coming in March for an Optometry Assistant. The board realizes that these pathways could help support students meet their academic needs and post high school goals. The board stated that they are willing to support Alta with the resources needed to help implement CTE courses.
District Office	This is what the school does best. The district states that the school personalizes or individualizes for the needs of the students. They are able to address student

	needs because of the smaller setting. The school provides opportunities for students who are behind to graduate, and provides a small setting for students where the comprehensive site did not work for them.
Parents	The parents felt that this again was a met standard. They stated that they were able to take classes in-seat and online. This allows them to gain points and move towards their graduation goal. Another parent said that she knows her student meets with an advisor and looks over tracking. She would love it if the parents were looped in on the conversations that are happening with the advisor. She would also love it if we offered classes like chemistry. Not sure what happens to classes (like chem) when the students are transferred over. She also stated that she would like to have a counselor that could guide her student, and wished that once a quarter connect with the advisor on where the students are at and what they need for future goals. Is willing to reach out to the superintendent about having someone (counselor) on campus to help students with goals. Lastly, she would like better communication about point sheets and ILPs.
Community	Front office staff helpful, supportive, respectful of staff, volunteers and students.
Teachers	Teachers feel that they provide lots of support for students to earn credits in their class. The master schedule is designed each year to support the courses that the students need. The schedule is also looked over during the year and changes are made if needed. Students are able to easily transition between classes when one class is done and they are moving into a new class.
E3.2- Exceeds Standard	**School leadership develops and implements alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.**
Office, Comm Res	The same individual academic attention students receive in E3.1. It is also done in staff meetings around the social emotional needs of every student.
School Board	The board realizes that the students want more CTE programs and is willing to help support the school in implementing CTE courses. With the support of the district and the board, there will be one course easily available to our students starting in March. This course is Optometry Assistant.
District Office	Alternative Instruction Options include: Shorten schedule, Option B, Direct Study English, Edgenuity Classes, Community Resource Coordinator
Parents	Parents stated that the accessibility to Alba (community service coordinator) is great. Students adore Alba. Students reach out to Alba, Debi or other staff on campus when they feel like the normal day is not working for them. Many students will set up an appointment with either Alba or Mr. Pierce to talk about what is working and what is not working and how they can modify their schedule to fit what they need. Another parent mentioned that the school keys into what helps her student thrive. Her son loves to play basketball (sports) during the day. When he finishes his work he gets to play basketball, which gives him a reset. Everyone at the school gets him and is understanding of his needs. The students also have access to CHAC which allows for them to check-in when they need some support with their socio-emotional well being.
Community	The community offers a lot of ways for students to earn points and ways for students to receive support for social and emotional needs. FLY and Foothill college offer alternative ways for students to earn points. Both community groups will come to campus and offer classes, and the students can receive credits for

	these classes. CHAC, Mentor Tutor Connection, A La Carte, and the 4H club offer ways to support students with their social emotional needs. A La Carte helps students and families with food support. 4H club has provided goats to the campus, so that students can learn not only about animals, but learn about self worth when they are taking care of the animals. CHAC supports students with social emotional needs, and Mentor Tutor Connection pairs a student with a community member who will help support that student in and out of school. This connection allows for a student to receive support in the goals that they have for their life, or to help make goals for their life. This connection is a chance where a community member bonds over a shared interest with the student and the support builds from there.
Teachers	Teachers feel that they provide lots of support for students to earn credits in their class. Students are able to work on math online while at school or at home. Teachers will also meet with students via zoom after the work day to help students with their online math. English teachers provide opportunities in class to earn points, and if students are caught up in their in class points, they can also work on short stories to earn additional points in English. In history they are allowed to work ahead on assignments to earn credits, and in Science they have the opportunity to do extra projects or assignments if they need to make up more credits. Plus teachers are always available during optional 6th if a student needs to stay around and receive more support in a class.
E3.3- Standard Met	**The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.**
Office, Comm Res	Student concerns are a primary topic in every weekly staff meeting. It is here that the success and failure of different interventions would be discussed and evaluated and adjusted based on input from parents, mentors, staff, student, counselor, front office, Site Administration, District Office. As the primary source for non academic support of students and families, we have a rich environment of support available when a need is identified. The Community Resource Coordinator does follow up work with each family and student as services are accessed.
Students	Students feel that there are many different options and methods to earn credits and get back on track for graduation.
District Office	WASC action plans are used to align the multi-tiered supports to our district and school plan.
E3.4- **Partially met**	**The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and *college- and career-readiness standards.** *[discussed here](#)*
Students	Students feel that the school needs to provide trade courses and electives for students.
School Board	The school board realizes that there are not many co-curricular activities. They stated that this was due to the small size of the school and not having enough staff to offer many co-curricular activities and not having enough students to fill the classes. The board also realizes that the students want exposure to trades, which will help them for after high school. The board is willing to support the school in providing resources implementing CTE courses.
Community	We have curricular activities, but do not have many co-curricular and college and

	career as a focus has just started this past year. Many community members stated that they love that sports are back.
Parents	The parents do not think this standard is met. The parents felt that due to the size, more schools like Alta could allow for more sports or interactions with each other. They felt that we needed to have dances and homecoming. The students should be able to interact with other schools and not be treated like bad kids. They felt that our students should be included under the umbrella of Mountain View High School (comprehensive school). This would allow them to play sports. They don't know why a family is choosing between athletics (extra curricular) and academics. The last parent stated that yo pienso que deberían usar los campos de MVHS y asi podrian hacer deportes todos los estudiantes de AVHS ya que no son la misma cantidad de la otra escuela.
Teachers	This is the first year that we have a staff member who has part of her day (.40 FTE) dedicated to college and career readiness. Because our school is in the early stages of providing college and career counseling, this is still a big area of need for our school. Both staff and students would like to see trade courses offered at our school. In February, the school partnered with our adult school to offer our students a chance to take a program in Optometry Assistant. This program will begin in March and will be 2 days a week for 8 weeks. At the end of this program, our students will have a certificate to be an Optometric Assistant. This is a great start, but our school knows we can do more.
E3.5- **Partially met**	**Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.**
Office, Comm Res	The Mentor Tutor Connection Program, Fresh Lines for Youth (FLY) program and CHAC provide students the opportunity to engage in activities that strengthen their advocacy skills. Giving students the opportunity to make community connections could be further developed including extra curricular opportunities, community based leadership workshops, etc.
Students	Counseling, Mentor program (Mentor Tutor Connection) are the two main resources that the students feel they use when it comes to advocating for their own needs. Many students stated in the survey that they did not realize all of the support and programs that were available to them through our school.
Parents	The parents felt that this standard was met and if not completely met that Alta is on the path for this being met. The one suggestion for this standard from the parents was that the school community could be more connected with the community at large. A suggestion was to volunteer or do projects in the community.
Community	Mentor Tutor Connect program is the program that allows students to interact with others in our community. Each student is paired with an adult from the community who shares similar interests. The adult is a mentor for the student and someone that student can turn to when needed. Many of our students who join the program continue through the program while they are in high school and still stay in touch with their mentors after high school.
Teachers	Our school SLOs are that students will be accountable, learn social emotional skills, think independently and continue to grow in their knowledge, and be academic achievers. The subcategories for the SLOs include: develop short and long term goals; prioritize social, emotional and physical well-being; speak and act

	in a way that positively contributes to the community; advocate for yourself; etc. These goals were just created, so they are what we are prioritizing for the next six years.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Community Services Coordinator on site
2. CHAC, FLY, Health Van and other services brought on campus
3. Positive school culture (safe, respectful) and environment (clean, orderly, well maintained)
4. Personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students
5. Excellent front office staff to support parents and students
6. Front office, individualized support for parents

Areas of Growth

1. Increased parent involvement
2. Increased access to college and career readiness options
3. Integrate motivational theory throughout program to improve student connectedness

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - o **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A through E

1. Increase graduation rates
2. Increase access to academic counseling
3. Access to CTE
4. Parent involvement
5. Extracurricular activities
6. Motivational theory
7. Alumni follow up

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

1. By June 2023, 80% of seniors who start the year with AVHS and were MVLA or PAUSD students will graduate on time.
    1. Review referrals: Referral standards/process implemented across district
    2. Evaluating points and credit recovery
    3. Increase ways to recover/earn English and Elective Credit (CTE options for electives)
2. Students will have access to an Academic/College and Career Counselor. <mark>No PPS credentialled person on campus after this school year</mark>
3. School Culture, specifically:
    1. Site discipline, specifically: Behavior & Drugs- school rules
    2. Traditional Schools-> positive vs negative reputation
    3. Making kids want to be here to make this place better (leadership, clubs, sports)
    4. A student voice/power/autonomy/ownership over program
    5. Parent involvement
    6. Infusing motivational theory throughout every aspect of the school day

Chapter V: Schoolwide Action Plan

A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**

B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan**.

C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Site Action Plan

Appendices:

AVHS guiding documents Mission and Vision Statements Schoolwide Learner Outcomes
Budgetary information, including school budget - Attached below
California School Dashboard performance indicators
CBEDS school information form
- **Grade and Subgroup**
- **Grade-Race-Ethnicity**

Community Based Alternate Pathways for students Alternate paths

Course Catalog 2021-2022 Course Catalog

Credit Referral Thresholds for ontime graduation, DRAFT Example of referral thresholds

Edgenuity, Additional details regarding Edgenuity

Foothill Class Information Foothill Spring 2022 Info

Glossary of terms unique to the school

Graduation requirements

Intake Questionnaire Intake Questionnaire

Local Control and Accountability Plan (LCAP)

Master schedule

Results of Board interviews WASC Focus Group (Board)

Results of community interviews Results from Community Focus Group

Results of District Administration interviews WASC District Administration Focus Group

Results of parent interviews WASC Parent Feedback

Results of student questionnaire/interviews Student Focus group work Student Survey

School accountability report card (SARC)

Site Action Plan Site Action Plan

Staff Meeting Agenda

Wellness Flier Wellness Flier