

Alta Vista High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Alta Vista High School
Street	1325 Bryant Avenue
City, State, Zip	Mountain View, CA 94040
Phone Number	650.691.2433
Principal	Suzanne Woolfolk
Email Address	suzanne.woolfolk@mvla.net
School Website	https://avhs.mvla.net/
Grade Span	9-12
County-District-School (CDS) Code	43696094334736

2025-26 District Contact Information

District Name	Mountain View-Los Altos Union High School District
Phone Number	650.940.4650
Superintendent	Eric Volta
Email Address	eric.volta@mvla.net
District Website	http://www.mvla.net/avhs

2025-26 School Description and Mission Statement

<https://avhs.mvla.net> | (650) 691-2433

Alta Vista High School (AVHS) is an alternative high school in Mountain View serving the Mountain View-Los Altos Union High School District (MVLA) and the Palo Alto Unified School District (PAUSD). AVHS is recognized by the California State Department of Education as a Model Continuation High School. Alta Vista High School has been fully accredited by the Western Association of Schools and Colleges (WASC) since 1999 and we received a six-year (with a mid-term visit) accreditation after our last visit. AVHS has also been recognized as a Model Continuation High School by the State of California since 1999.

2025-26 School Description and Mission Statement

AVHS is for students who prefer a small school setting, have not found success in a traditional school setting, and/or work best in flexible classrooms where students' individual learning styles and needs are honored.

The campus is located in a residential neighborhood next to Mountain View High School, and the MVLA district office. The school has a capacity of 110 students, grades 10 through 12. Our student demographics on January 13, 2026, were:

Total Enrollment – 80

75% Hispanic
5% Caucasian
9% Asian
4% African-American
1% Asian-Indian
0% Filipino
6% Pacific-Islander

61% Male
39% Female
0% Non-gender

AVHS is designed to: enable students to graduate from high school prepared to attend college and career programs; allow students to complete required credits/courses to transition or return to a traditional high school; and encourage students to take courses at community college, adult education, or traditional schools. Faculty instruct and guide students who have unique needs and may need: independent study, work-study, or a modified schedule due to extenuating circumstances, and provide special education services for those students who qualify.

AVHS students must meet the same graduation requirements as students who attend the comprehensive high schools within Mountain View Los Altos High School District. AVHS offers college prep courses in math, science, English and history on site, as well as options for college prep and advanced placement courses online in all subjects. All courses required for high school graduation are offered on site.

Our staff includes one principal, two Special Education teachers, four full-time General Education teachers, two instructional aides (one of which is part-time College Career Coordinator), Program Support Specialist, as well as part-time support from: one Community Resources Coordinator, one evening custodian, one school psychologist, and one computer technician. Additional counseling services are provided by CASSY Counseling Services, Pacific Clinics, and substance abuse services. In addition, the Lucille Packard Children's Hospital's Adolescent Health Van visits our campus every month. The Aztec Boutique is available to all students and operates as a gently used clothing closet, as well as toiletry and school supply resource. AVHS has a pilot "Wellness Room," open on Tuesdays and Thursdays in which students can self-regulate and take a break with wellness passes.

Several of our staff members and our programs have been singled out for honors and awards. Our Math/Culinary teacher was named the MVLA Teacher of the Year for the 2021 school year, and our math instructional aide and our school's administrative assistant have been honored as Classified Persons of the Year by the California Continuation Education Association (CCEA). Our social studies teacher was named a Teaching Ambassador Fellow with the U.S. Department of Education, serving with distinction in Washington D.C. for a full academic year. Additionally, our past principal was named administrator of the year by both CCEA and the Association of California School Administrators (ACSA).

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	17
Grade 11	26
Grade 12	35
Total Enrollment	78

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	53.8
Non-Binary	1.3
Asian	6.4
Black or African American	2.6
Filipino	2.6
Hispanic or Latino	66.7
Native Hawaiian or Pacific Islander	7.7
Two or More Races	6.4
White	7.7
English Learners	29.5
Foster Youth	1.3
Homeless	5.1
Socioeconomically Disadvantaged	57.7
Students with Disabilities	23.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.2	62.5	225	93.75	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.69	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2	0.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	35.58	5	2.1	11953.1	4.28
Unknown/Incomplete/NA	0.1	1.92	6.2	2.62	15831.9	5.67
Total Teaching Positions	5.2	100	240	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.7	64.1	223.7	93.58	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.9	0.83	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2.8	1.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	35.9	3.6	1.52	11746.9	4.23
Unknown/Incomplete/NA	0	0	6.8	2.85	14303.8	5.15
Total Teaching Positions	5.8	100	239	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	70.07	221.9	94.65	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.8	1.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.1	29.79	2.3	1.01	12112.8	4.34
Unknown/Incomplete/NA	0	0	7.2	3.11	13705.8	4.91
Total Teaching Positions	7.2	100	234.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.80	2.1	2.1
Total Out-of-Field Teachers	1.80	2.1	2.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent	0
Mathematics	Excellent	0
Science	Excellent	0
History-Social Science	Excellent	0
Foreign Language	Excellent	0
Health	Excellent	0
Visual and Performing Arts	Excellent	0
Science Laboratory Equipment (grades 9-12)	Excellent	0

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

School Facility Conditions and Planned Improvements

Alta Vista High School students and staff are enjoying our 12th year in our beautiful campus. It is well-maintained and cared for by district maintenance and groundskeepers. The campus features (8) regular classrooms (English, Social Sciences, science, science/career explorations, PE/Special Education, art/culinary, math, and English/Special Education respectively). We also have a wellness/textbook room, a converted game/lunch room, an administrative building, a prep kitchen and a large multi multi-purpose building with an indoor/outdoor stage and weight conditioning stations. We have a shared parking lot and our own outdoor basketball and volleyball courts, both of which have been newly paved and painted. The grounds and all classrooms and facilities are cleaned daily, and outdoor spaces and lawns cared for daily.

Year and month of the most recent FIT report	December 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	35	77	78	47	48
Mathematics (grades 3-8 and 11)	11	5	65	67	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	29	20	68.97	31.03	35.00
Female	--	--	--	--	--
Male	21	14	66.67	33.33	35.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	14	73.68	26.32	35.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	18	75.00	25.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	29	19	65.52	34.48	5.26
Female	--	--	--	--	--
Male	21	13	61.90	38.10	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	13	68.42	31.58	7.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	24	17	70.83	29.17	5.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	15.38	64.86	60.71	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	13	50.00	50.00	15.38
Female	13	6	46.15	53.85	--
Male	12	6	50.00	50.00	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	11	55.00	45.00	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	10	58.82	41.18	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

In Mountain View Los Altos Union High School District, in just 3 years, we have expanded our Career and Technical Education (CTE) offerings from 4 to 8 of the 15 industry sectors recognized in California. Within those sectors, we have grown from 8 pathways to a total of 19 districtwide. For the 2025–2026 school year, we added a new pathway at Los Altos High School in Fashion and Interior Design. In addition, we are in the planning stages for Agri-Science and Sports Medicine pathways, which are slated to launch in 2026–2027 pending board approval.

Alongside this growth, we continue to prioritize Dual Enrollment in partnership with Foothill College through our CCAP agreement. This year, we are offering 26 dual enrollment courses districtwide, 12 of which are directly tied to CTE. One highlight is our Commercial Art Pathway, where students can complete a sequence of courses that earns them a 14-unit Certificate of Achievement in Graphic Design from Foothill College, fully transferable toward an AA degree which then matriculates to a BA and many of our UCs and CSUs.

To strengthen our work, we are proud recipients of the CCAP Dual Enrollment Opportunities Grant (Round 2), which supports new articulation efforts, particularly in our Business Management Pathway. As part of this pathway, we are also launching Future Business Leaders of America (FBLA), a Career Technical Student Organization (CTSO) that will give students hands-on leadership, competition, and networking opportunities aligned with business careers. Our additional focus this year is on expanding access to industry-recognized certifications and strengthening pathways following recent personnel transitions.

2024-25 Career Technical Education Programs

We also continue to celebrate signature programs that showcase the depth of MVLA CTE. Our award-winning Robotics Pathway competes at the highest levels and has earned numerous distinctions. Our Culinary Pathway leads community engagement through events such as “Feed Me Fridays,” and this year will host our CTE Industry Partner Celebration with a gourmet brunch and tours of our classrooms and facilities. At Freestyle Academy, students in the Arts, Media, and Entertainment sector pursue four unique pathways integrated with English courses, creating an immersive industry-aligned high school experience, and our Animation Pathway is now dual enrolled.

At Alta Vista High School, our continuation school, we have expanded CTE exploratory offerings from 4 to 6 industry sectors this year, thanks to our GSPP Grant award, and are implementing our first dual enrollment English 12 course—the first such course offered at any of our three high schools.

Finally, we continue to strengthen partnerships with the South Valley Metropolitan Education District, our regional ROP, through an MOU that allows MVLA students to access pathways not currently offered within the district, such as Fire Science, Construction Trades, and Electric Vehicle Automotive Technology. To sustain and expand these opportunities, we actively pursue additional funding through competitive grants.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	55.13
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Alta Vista High School parents may participate in a variety of ways, beginning with Back-to-School Night and family dinner in August, and weekly parent/student communications home regarding school activities, resources and upcoming district and community events. AVHS also holds multiple nights of family/student/all-staff conferences each semester to individually focus on 25-30 of our most at-risk students. Each Spring, AVHS also holds an Open House & Dessert for all families. Families are also invited as spectators to home and away sports league events when held.

The school has weekly staff meetings, and invites community and parents when discussing school safety plan and student learner outcomes, and we have had parent representation on the MVLA Foundation Board. We currently are represented by principal, teacher and parents at the MVLA Family Partnership Council, and include AVHS parents in all invitations and recording links for the Foundation Board's Parent Education Series presentations monthly.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.8	2.3	10.9	3.3	2.6	3	8.2	8.9	8
Graduation Rate	80.6	70.5	78.3	93.9	93.9	94.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acqrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	46	36	78.3
Female	20	18	90.0
Male	25	17	68.0
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	29	24	82.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	18	14	77.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	34	28	82.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	7	63.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acqrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	104	98	81	82.7
Female	44	40	34	85.0
Male	59	57	47	82.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	67	57	85.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	32	32	28	87.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	67	62	51	82.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	26	24	20	83.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
15	13.59	7.69	1.97	1.1	1.22	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.69	0.00
Female	2.27	0.00
Male	11.86	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Final AVHS site approval of our 2025 Safe Schools Plan will occur on February 2, 2026, with following MVLA approval occurring Spring 2026. Maintaining a climate that is truly conducive to learning is one of our highest priorities. The district supports this effort through support of our school behavior intervention and positive behavioral incentives, and MVLA aligns closely in our emergency protocols. The principal works collaboratively with school site staff on developing and enforcing uniform behavioral standards

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	7	0	0
Mathematics	12	4	0	0
Science	0	0	0	0
Social Science	15	5	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	8		
Mathematics	12	4		
Science				
Social Science	17	5		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	7		
Mathematics	13	4		
Science				
Social Science	16	5		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$53,369	\$9,043	\$34,311	\$172,916
District	N/A	N/A	\$9,728	\$170,536
Percent Difference - School Site and District	N/A	N/A	111.6	1.4
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	101.9	41.4

Fiscal Year 2024-25 Types of Services Funded

For a small continuation high school, AVHS offers an amazing array of programs, services and course options to its students, as noted in earlier sections of this document. Most are funded with general fund dollars and CSI grant monies; however, AVHS

Fiscal Year 2024-25 Types of Services Funded

also receives private donations as a result of its excellent reputation in the community. These private funds are used to further enhance student services and provide scholarships for post-secondary studies.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$101,947	\$67,238
Mid-Range Teacher Salary	\$162,224	\$106,841
Highest Teacher Salary	\$192,641	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$261,966	\$193,950
Superintendent Salary	\$362,748	\$314,304
Percent of Budget for Teacher Salaries	31.63%	29.51%
Percent of Budget for Administrative Salaries	5.18%	4.87%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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

Professional Development

In addition to the annual district teacher/staff training and collaboration opportunities, AVHS staff has engaged in professional learning at the annual California Continuation Education Association (CCEA+) conferences in past years, and will bring past

Professional Development

speakers to AVHS in 2026 for in-depth training. Teachers also participate in various professional development activities outside of the school site.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	7