

Alta Vista Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Alta Vista Academy
Street	730 Medical Center Ct. Chula Vista, CA 91911
City, State, Zip	Chula Vista, CA, 91911
Phone Number	(619) 216-5160
Principal	Mr. Richard Grove - AVA Principal
Email Address	richard.grove@sweetwaterschools.org
School Website	http://ava.sweetwaterschools.org
County-District-School (CDS) Code	37684113731460

2023-24 District Contact Information

District Name	Sweetwater Union High School District
Phone Number	(619) 691-5555
Superintendent	Moises Aguirre, Ed.D
Email Address	moises.aguirre@sweetwaterschools.org
District Website	www.sweetwaterschools.org/

2023-24 School Description and Mission Statement

Alta Vista Academy (AVA) is a public community day school within the Sweetwater Union High School District (SUHSD) that is situated on the site of a Short Term Residential Therapeutic Program (STRTP). Alta Vista Academy provides educational services for students that require a general education program as well as students who receive services through an Individualized Education Program (IEP).

Alta Vista Academy is unique because the school is located on the grounds of New Alternatives, Inc. (NAI), a state licensed children's care program. Through a Memorandum of Understanding (MOU) between the district and New Alternatives Inc., Alta Vista Academy (AVA), in collaboration with New Alternatives Inc. provides a behaviorally based educational program for the students that reside at New Alternatives, as well as for students that live off-site, within the residential boundaries of the Sweetwater Union High School District.

Alta Vista Academy opened in September of 2001 at the request from the San Diego Juvenile Courts (SDJC) to the Sweetwater Union High School District to assume the educational services that were previously provided by a non-public school on the same grounds called, The Advocate (NPS) for students that resided at NAI. SDJC determined that it was ideal for SUHSD to take over the educational services for the students that resided at the NAI because New Alternatives is located within the boundaries of the SUHSD. Also, the District could provide; credentialed teaching staff, a 360-minute school day, an extended school year (two hundred and one days), District approved curriculum, instructional materials, and close communication between school and residential staff.

Youth may be referred to New Alternatives Inc., our partner agency, by Child Welfare Services, County Adoptions, and Probation and the majority are subsequently enrolled at Alta Vista Academy. As a result, many of the students who reside at New Alternatives and attend Alta Vista Academy are foster youth. New Alternatives has undergone a transition from a long-term residential treatment program to now a short-term residential therapeutic program. NA serves youth ages 10-21 for up to a 6-month period of time.

The youth that reside at New Alternatives have experienced severe trauma (i.e., victims of physical/sexual abuse, neglect, domestic violence, abandonment, and other ordeals) making them at the very highest risk of assault, sex trafficking (Commercial Sexual Exploitation of Children – CSEC), substance abuse, crime, self-injury and running away from adult supervision. New Alternatives provides specialized residential and therapeutic treatment for these students. New Alternatives provides rehabilitative services, which include individual and group therapy. Due to a significant history of trauma, mental health needs and unsuccessful placements, students who are placed at New Alternatives require one of the most intense mental health and support programs available in the state of California.

When the school opened in 2001, all the students that attended Alta Vista were residents of New Alternatives. However, with

2023-24 School Description and Mission Statement

the declining enrollment of students being placed residentially due to recent changes to the laws regarding foster youth and the increased need for LRE alternatives, AVA now services referred, non-residential, students that need the extra supports. Enrollment is now approximately 56% to 44% (as of 11/10/2022) between residential and off-ground students. Alta Vista Academy focuses on a holistic approach when working with students. The educational program at Alta Vista Academy is focused on the mental health and well-being of each student, utilizing a system of social, emotional, behavioral, and academic wellness. The school program has been carefully developed throughout the years to ensure that social-emotional and academic expectations are the primary focus of the day-to-day interactions with the students. Alta Vista Academy uses multi-tiered systems of support (MTSS), comprised of preventative and response to intervention (RTI) systems for social, emotional, behavioral, and academic practices for student success.

Mission Statement – The mission of Alta Vista Academy is to provide an all-inclusive, comprehensive, learning environment through academic, behavioral and mental health support systems. Our goal is to empower students to reach educational, personal potential while nurturing self-confidence and self-esteem. AVA recognizes that each student has his/her own individual needs and strives to accommodate those.

Vision Statement – Alta Vista Academy strives to create new opportunities for academic, social and emotional growth, while challenging our students to become dynamic learners and enabling them to reach their full potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	6
Grade 8	6
Grade 9	4
Grade 10	5
Grade 11	11
Grade 12	1
Total Enrollment	33

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.4%
Male	63.6%
Black or African American	15.2%
Hispanic or Latino	63.6%
Native Hawaiian or Pacific Islander	3%
Two or More Races	9.1%
White	6.1%
English Learners	18.2%
Foster Youth	54.5%
Socioeconomically Disadvantaged	81.8%
Students with Disabilities	72.7%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.10	44.43	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	46.43	57.40	3.48	12115.80	4.41
Unknown	0.60	9.00	443.50	26.88	18854.30	6.86
Total Teaching Positions	7.00	100.00	1649.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.20	46.57	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.40	48.57	56.80	3.36	11953.10	4.28
Unknown	0.30	4.71	151.70	8.98	15831.90	5.67
Total Teaching Positions	7.00	100.00	1689.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.20	3.40
Total Out-of-Field Teachers	3.20	3.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		May 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0

	consistent with the textbook cycle in 2017-2018. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/		
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017.High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0

School Facility Conditions and Planned Improvements

The Sweetwater Union High School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Age of School Buildings

This school, which opened in 2001, has 6 classrooms, a conference room, 6 offices, a library, an administrative office and a recreation court. The main campus was built in 1982. The East Pavilion was constructed in 1987.

Alta Vista Academy Community Day School is located on the grounds of a children's residential treatment center operated by New Alternatives. Students attend classes in one of six classrooms. Every student has a district assigned personal laptop that are connected to the district server and the Internet. Five classrooms have desktops for student use and all classrooms have printer access. There is access to online supplemental software support (ALEKS for math & Achieve 3000 for reading). Student's also have access to the Microsoft suite, and have additional supplementary software access. AVA also utilized some online academic programs: Thrively is used for college and career, Quill is used for writing development and grammar support, Khan Academy overall curriculum support. The school library contains high interest books that may be used to target a specific reading level for directed reading in addition to approved English Language Arts resources. Students participate in daily physical education on an outdoor court.

Maintenance and Repair

Maintenance to the facility is provided by New Alternatives. None of the 8 emergency facilities needs identified in the Williams Settlement currently exist at Alta Vista Academy.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. Alta Vista Academy is staffed with a part-time custodian that is responsible for the daily cleaning of the campus facility.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

Year and month of the most recent FIT report

10/01/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Some ceiling tiles are missing and some have stains;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		ant infestation;
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	24	17	50	48	47	46
Mathematics (grades 3-8 and 11)	0	0	26	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	24	23	95.83	4.17	17.39
Female	--	--	--	--	--
Male	15	15	100.00	0.00	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	16	100.00	0.00	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	12	12	100.00	0.00	33.33
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	17	94.44	5.56	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	6.67

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	25	24	96.00	4.00	0.00
Female	--	--	--	--	--
Male	16	16	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	16	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	13	13	100.00	0.00	0.00
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	17	94.44	5.56	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	0.00

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	25.00	25.05	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Not applicable for this school.

2022-23 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	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	90.48
2021-22 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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A

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.

2023-24 Opportunities for Parental Involvement

Alta Vista Academy serves students that live on and off of the campus. Some of the students that attend AVA live within the SUHSD boundaries and are in need of a more interventions and services than those that were provided at their local comprehensive middle/high school. The rest of the students are residents of a children's residential treatment center operated by New Alternatives. The majority of the students that reside at New Alternatives are wards of the court, and parental rights are usually suspended, requiring that visits be closely supervised.

The confidential nature of the student-parent-therapist-court relationship limits opportunities for parent involvement in school activities.

To provide the most effective service to the students, school staff provides daily reports on student behavior (AVA behavioral points & logs) and participation to the residential care providers and therapeutic professionals. The cooperative collaborative relationship between Alta Vista Academy and New Alternatives is intended to simulate the relationship of an effective school with an involved parent in a way that positively impacts student behavior and progress. When appropriate, residential staff may provide assistance to a student during the school day with the collaboration and cooperation of the school staff. Residential staff responds to daily reports in a similar way that a good parent does, i.e. with positive recognition and reward for success and cooperation as well as withdrawal of rewards for negative behavior. The collaboration between "home" and school is the foundation for behavioral success.

AVA Teachers and case managers also email weekly reports on student progress to parents, guardians and educational right's holder(s). The school staff also provides many opportunities for parent/guardian/educational right holder(s) involvement. There is an annual Open House, Title I Meeting, Quarterly Coffee with the Administration Team, Fall Festival, Multicultural Fair, School Site Council, Parent/Guardian Trainings, awards assemblies, etc.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	20	--	27.3	7.6	7	5.9	9.4	7.8	8.2
Graduation Rate	40	--	45.5	83.8	85.5	87.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	5	45.5
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	11	5	45.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	79	61	36	59.0
Female	37	28	17	60.7
Male	42	33	19	57.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	13	9	6	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	42	35	18	51.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	3	3	3	100.0
White	18	11	8	72.7
English Learners	15	12	8	66.7
Foster Youth	48	37	19	51.4
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	68	51	32	62.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	43	26	60.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	26.39	18.99	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.07	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	18.99	0
Female	13.51	0
Male	23.81	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	15.38	0
Filipino	0	0
Hispanic or Latino	21.43	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.56	0
English Learners	26.67	0
Foster Youth	12.5	0
Homeless	0	0
Socioeconomically Disadvantaged	14.71	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	25	0

2023-24 School Safety Plan

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year for Board of Trustee approval by February. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year. In collaboration with the school's safety committee, local law enforcement and New Alternatives, the Comprehensive School Safety Plan was last reviewed by SSC in November 2023. The 2023-2024 School Safety Plan was reviewed and updated in August of 2023, by the safety team. It was shared with staff in the same month and reviewed periodically throughout the school year. The Safety Plan is always due to be reviewed by the SSC in November each school year.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	2	13		
Mathematics	3	10		
Science	3	8		
Social Science	4	10		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	5	5		
Mathematics	2	10		
Science	4	5		
Social Science	3	9		

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	4	8	0	0
Mathematics	3	14	0	0
Science	3	10	0	0
Social Science	3	10	0	0

2022-23 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	55

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$25138.07	\$15848.38	\$9289.69	\$87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-4.9	-2.0
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	33.9	-7.2

Fiscal Year 2022-23 Types of Services Funded

General Operations - services, materials, and support to the general education program.
 TITLE I - federal funding to address academic needs of at-risk students.
 LCAP - state funding to improve academic achievement of students.
 CSI - stated funding to improve academic achievement of students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$48,003	\$57,234
Mid-Range Teacher Salary	\$82,293	\$95,467
Highest Teacher Salary	\$107,730	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$157,167	\$153,476
Average Principal Salary (High)	\$167,100	\$173,198
Superintendent Salary	\$260,000	\$277,572
Percent of Budget for Teacher Salaries	32.97%	31.17%
Percent of Budget for Administrative Salaries	4%	4.46%

2022-23 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 Where there are student course enrollments of at least one student.	0

Professional Development

The primary areas of focus for PD at AVA are: social-emotional health, quality first instruction, delivery of the best first lesson and project based learning. Student, staff and parent/guardian surveys, academic assessments and overall grades were used to determine the areas for professional development. During the 2022/2023 school year the majority of professional development was based on project based learning with Blue Dot Education. Due, to the success of the project based learning projects, the majority of PD for staff will be from Blue Dot Education for the 2023-2024 school year. Staff will also be provided opportunities to attend, Restorative Conference Training in February of 2024.

Professional Development

The number of professional development days listed above are in accordance with our school's academic calendar. For the 2022-2023 school year, Alta Vista Academy staff will participate in 4 pre-service days of staff development and preparation for the school year. The 2021 - 2022 also had 4 preservice days. The 2020-2021 school year had 5 preservice days, while the 2019-2020 school year had 7 professional development days. Furlough days were implemented for the 2018-2019 & 2020-2021 school years, so they show less days.

Alta Vista Academy is a community day school, and as such the minutes are specifically designated throughout the work day. Due to this, Alta Vista Academy teachers participate in professional development outside of those designated days via site pull-out days that are content specific and aimed at planning curriculum and collaborating with content specialists. Teachers also have the opportunities to attend district trainings. Due to Covid-19, some of the PD has been provided via teleconference, online trainings and workshops.

Teachers are supported through conferences, trainings, student data reports, coaching, teacher-principal meetings, additional support is provided by the school psychologist, resource teacher and district content specialists.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	