

**Alps View Continuation High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2017-18 School Year**  
**Published During 2018-19**

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

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

**About This School**

**Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Alps View Continuation High School
<b>Street</b>	321 Victory Lane
<b>City, State, Zip</b>	Weaverville, CA 96093
<b>Phone Number</b>	530.623.6127 x206
<b>Principal</b>	Mike Flint
<b>E-mail Address</b>	mflint@tausd.org
<b>Web Site</b>	tausd.org
<b>CDS Code</b>	53-76513-5330014

<b>District Contact Information</b>	
<b>District Name</b>	Trinity Alps Unified School District
<b>Phone Number</b>	(530) 623-6104
<b>Superintendent</b>	Jaime Green
<b>E-mail Address</b>	jgreen@tausd.org
<b>Web Site</b>	www.tausd.org

## School Description and Mission Statement (School Year 2018-19)

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### Principal's Message

Alps View High School is a continuation high school in the Trinity Alps Unified School District. Alps View High School is located in Weaverville on state highway 299 approximately one hour west of Redding and 2 hours east of Eureka. Our school was selected as a 2000 California Model Continuation High School by the California Department of Education.

### School Goals:

To provide a safe, orderly, and supportive learning environment for students.

To support and develop the uniqueness of each student while recognizing the need for them to be a successful contributing member of society.

To develop positive self-esteem in students.

To prepare students for the world of work in the 21st Century.

To provide health education and services to students.

To improve performance in the skills of reading, writing, speaking, listening, calculating, problem solving, studying, and critical thinking for all students.

To improve student knowledge of civic values, including honesty, integrity, tolerance, fairness, magnanimity, and self-discipline.

To encourage the development of individual students' talents and abilities at all levels.

To review and enhance quality of instructional time and homework.

To develop more effective instructional methodologies that meets the needs of all students.

To involve parents, students, businesses, and the community in the education process.

To provide opportunities for student participation in volunteer community service.

### Student Learning Outcomes (developed by the Associated Student Body)

Upon graduating, students will be able to:

- \*Work effectively in a variety of professional and social situations
- \*Openly approach problems with optimism and acceptance
- \*Lay a foundation to achieve success and independence in life
- \* Value and respect a diverse set of viewpoints
- \*Establish healthy relationships in all areas of life
- \*Sustain involvement in and/or support community projects

### Mission Statement

Alps View High School is an innovative nontraditional education program that strives to prepare students for citizenship and employment by supporting their personal, academic, and ethical development in an individually structured environment.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Grade 10	7
Grade 11	6
Grade 12	3
<b>Total Enrollment</b>	<b>16</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	6.3
Asian	0.0
Filipino	0.0
Hispanic or Latino	6.3
Native Hawaiian or Pacific Islander	0.0
White	75.0
Socioeconomically Disadvantaged	75.0
English Learners	0.0
Students with Disabilities	0.0
Foster Youth	6.3

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	.5	.5	.5	46
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** January 2018

All textbooks and media used at the site are Standards-aligned. In most instances the same textbooks and materials used at the traditional high school are used at the site. Each student has his/her own assigned textbooks and materials to use at school and home. There are sufficient texts and materials for all students.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Readers Choice, Glencoe/McGraw, Adoption Year 2006 Starline Press- 2010 FuelEducation - 2017	No	0%
<b>Mathematics</b>	Algebra, Applications, Equations, and Graphs, McDougal Little Adoption Year 2006  Applications and Connections, Glencoe/McGraw Adoption Year 2006 Starline Press- 2010 FuelEducation - 2017	No	0%
<b>Science</b>	Earth Science, McGraw-Hill Adoption Year 2007  Biology, Concepts and Applications, Brooks/Cole Adoption Year 2006 Starline Press- 2010 FuelEducation - 2017	Yes	0%
<b>History-Social Science</b>	World History: Modern Times, Glencoe Adoption Year 2006  Modern Times: The American Vision, Glencoe Adoption Year 2006 Starline Press - 2010 FuelEducation - 2017	No	0%
<b>Foreign Language</b>	Starline Press - 2010 FuelEducation - 2017	No	0%
<b>Health</b>	Starline Press - 2010 FuelEducation - 2017	No	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Starline Press - 2010 FuelEducation - 2017	No	0%
Science Laboratory Equipment (grades 9-12)	Starline Press - 2010	No	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

There were two classrooms, one set of restrooms and one office in use during the school year. A custodian splits his time between two sites each day which works out to a half time person. All cleaning is done after the end of the school day. The classrooms and office are carpet so they are vacuumed each day. The bathrooms are cleaned and mopped each day. The sidewalks are swept as needed. The grounds person from Trinity High School mows the lawns and takes care of the landscape as needed.

Deferred maintenance plan for next year, Repair and paint interior of buildings on site.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/8/2018	
Overall Rating	Fair

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	--	--	49.0	43.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	--	35.0	33.0	37.0	38.0

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

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

Students participate in the career technical programs that are available at the high school which include ROP courses in: wood, cabinet making, agriculture science, digital photo, video design, graphic design and computer applications.

Trustee Lynn Gervasi serves as the Board’s representative to the career technical advisory board. Metal and wood fabrication, agriculture, and computer technology as well as retail business are represented.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	7
% of pupils completing a CTE program and earning a high school diploma	27%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Parents as partners loses much of its impact at this level, however we invite parents to participate in their child's education by sending home regular reports of progress and holding a parent night at the start of each year to discuss the school, the curriculum and student expectations. Individual conferences are held as necessary.

For more information, please contact Mike Flint, Principal at: (530) 623-6127 extension 206.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	--		--	3.8	5.5	10.2	10.7	9.7	9.1
Graduation Rate	--		--	93.6	90.4	87.5	82.3	83.8	82.7

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



**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	97.5	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	0.0	87.5	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	94.7	92.1
Two or More Races	0.0	90.9	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	0.0	100.0	56.7
Students with Disabilities	0.0	75.0	67.1
Foster Youth	0.0	0.0	74.1

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	21.4	31.8	34.4	5.5	12.2	9.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

The school safety plan covers routine matters as well as how to deal with an emergency should one take place. Fire and earthquake drills are completed each year as required. Students and staff review where they are to meet in a designated area should an emergency occur as well as at least one alternate location should the primary be blocked. The District is pro-active in dealing with issues of safety, to this end a district “tip line” was implemented to allow stake holders to call in anonymously with concerns and issues. We provide a clean and safe environment for students and staff.

The school safety plan was last reviewed in February 2017.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.03	397
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.12	N/A
Psychologist	.12	N/A
Social Worker	0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	.25	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,931	\$1,097	\$12,834	\$48,500
District	N/A	N/A	\$10,508	\$63,680
Percent Difference: School Site and District	N/A	N/A	19.9	-27.1
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	57.2	-26.9

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

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

### Types of Services Funded (Fiscal Year 2017-18)

The district has continued to fund the continuation school with LCFF the funding base has changed school is now funded based on only ADA it is no longer receiving funds as a separate school. In order to expand opportunities for students' classes at the high school such as ROP, computers, foreign language, shops, and art have been opened to them. Several of the students take some of their "core" classes at the high school. Since the students are at different instructional levels funds are available to provide them with appropriate materials.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,395	\$42,990
Mid-Range Teacher Salary	\$76,513	\$61,614
Highest Teacher Salary	\$81,345	\$85,083
Average Principal Salary (Elementary)	\$98,723	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$107,112	\$106,243
Superintendent Salary	\$120,625	\$132,653
Percent of Budget for Teacher Salaries	30.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

Staff development days were used for transition to the common core curriculum and smarter balanced testing. Our teachers spend staff development days collaborating and working towards the ideals of becoming a professional learning community (PLC). In addition teachers are able to attend conferences and workshops by requesting to do so through their site administrator