

Alta Vista High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

| 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 | Bill Pierce |
| E-mail Address | bill.pierce@mvla.net |
| Web Site | http://www.mvla.net/AVHS/ |
| CDS Code | 43696094334736 |

| District Contact Information | |
|-------------------------------------|---|
| District Name | Mountain View-Los Altos Union High School District |
| Phone Number | 650.940.4650 |
| Superintendent | Jeff Harding |
| E-mail Address | jeff.harding@mvla.net |
| Web Site | http://www.mvla.net/avhs |

School Description and Mission Statement (School Year 2017-18)

Alta Vista High School (AVHS) is the continuation high school for the Mountain View-Los Altos Union High School District and the Palo Alto Unified School District. The campus is located in a residential neighborhood next to Mountain View High School, and the district office. The school has a capacity of 150 students, grades 10 through 12. Our student demographics on CBEDS day were: 16% Caucasian, 70% Hispanic, 5% African American, 4% Asian, and 4% Pacific Islander. Males constitute 75% of the student body.

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

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

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

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

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|---------------------------|---------------------------|
| Grade 9 | 1 |
| Grade 10 | 16 |
| Grade 11 | 23 |
| Grade 12 | 38 |
| Ungraded Secondary | 4 |
| Total Enrollment | 82 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 4.9 |
| American Indian or Alaska Native | 0 |
| Asian | 3.7 |
| Filipino | 0 |
| Hispanic or Latino | 69.5 |
| Native Hawaiian or Pacific Islander | 3.7 |
| White | 17.1 |
| Two or More Races | 1.2 |
| Socioeconomically Disadvantaged | 59.8 |
| English Learners | 31.7 |
| Students with Disabilities | 20.7 |
| Foster Youth | 0 |

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 |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 9 | 7 | 6 | 220 |
| Without Full Credential | 0 | 1 | 1 | 3 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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 2017-18)

Year and month in which data were collected: August 2017

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

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

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

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: April 2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: 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 Rating (Most Recent Year)

| Year and month of the most recent FIT report: April 2017 | | | | |
|--|-----------|------|------|------|
| Overall Rating | 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, 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 | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 30 | 44 | 70 | 81 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | | 6 | 63 | 67 | 36 | 37 |

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 44 | 32 | 72.73 | 43.75 |
| Male | 35 | 26 | 74.29 | 50 |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 22 | 81.48 | 31.82 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 26 | 20 | 76.92 | 30 |
| English Learners | 14 | 10 | 71.43 | 10 |
| Students with Disabilities | -- | -- | -- | -- |
| 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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 44 | 31 | 70.45 | 6.45 |
| Male | 35 | 25 | 71.43 | 8 |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 21 | 77.78 | 0 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 26 | 19 | 73.08 | 0 |
| English Learners | 14 | 10 | 71.43 | 0 |
| Students with Disabilities | -- | -- | -- | -- |
| 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 | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 0 | 32 | 76 | 79 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 0 |
| % of pupils completing a CTE program and earning a high school diploma | N/A |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | N/A |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission | 69.51 |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

State Priority: Pupil Engagement

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

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 14.3 | 41.4 | 5.9 | 2.6 | 3.3 | 1.4 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 66.67 | 48.28 | 70.59 | 94.65 | 95.12 | 96.35 | 80.95 | 82.27 | 83.77 |

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group | Graduating Class of 2016 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 71.79 | 97.21 | 87.11 |
| Black or African American | 50 | 90.91 | 79.19 |
| American Indian or Alaska Native | 0 | 0 | 80.17 |
| Asian | 50 | 98.04 | 94.42 |
| Filipino | 0 | 93.33 | 93.76 |
| Hispanic or Latino | 64 | 93.56 | 84.58 |
| Native Hawaiian/Pacific Islander | 100 | 100 | 86.57 |
| White | 85.71 | 98.71 | 90.99 |
| Two or More Races | 100 | 100 | 90.59 |
| Socioeconomically Disadvantaged | 87.5 | 98.69 | 85.45 |
| English Learners | 58.33 | 62.5 | 55.44 |
| Students with Disabilities | 18.18 | 91.23 | 63.9 |
| Foster Youth | 0 | 100 | 68.19 |

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 12.8 | 12.8 | 14.2 | 1.6 | 1.6 | 2.4 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

Maintaining a climate that is truly conducive to learning is one of our highest priorities. The district supports this effort through rigorous follow-through on recommendations for expulsions and suspensions. The principal works collaboratively with school site staff on developing and enforcing uniform behavioral standards.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement* | | |
| Number of Schools Currently in Program Improvement | N/A | 0 |
| Percent of Schools Currently in Program Improvement | N/A | 0 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | 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 | 11 | 12 | | | 10 | 11 | | | 12 | 6 | | |
| Mathematics | 13 | 7 | | | 10 | 7 | | | 9 | 6 | | |
| Science | 12 | 7 | | | 11 | 4 | | | 9 | 2 | | |
| Social Science | 12 | 7 | | | 11 | 7 | | | 8 | 8 | | |

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 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | 0 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 0 | N/A |
| Resource Specialist | | N/A |
| Other | | 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 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$15,252 | | | \$119,208.29 |
| District | N/A | N/A | | \$120,814 |
| Percent Difference: School Site and District | N/A | N/A | | -1.3 |
| State | N/A | N/A | \$6,574 | \$77,535 |
| Percent Difference: School Site and State | N/A | N/A | | 42.4 |

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

Types of Services Funded (Fiscal Year 2016-17)

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$74,858 | \$46,060 |
| Mid-Range Teacher Salary | \$119,118 | \$70,769 |
| Highest Teacher Salary | \$141,451 | \$98,039 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | \$195,301 | \$127,576 |
| Superintendent Salary | \$262,500 | \$170,379 |
| Percent of Budget for Teacher Salaries | 35% | 33% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

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

Professional Development (Most Recent Three Years)

As a result of our latest WASC process, our first Action Plan is to develop and implement a research based best practices professional development program to improve student success. This WASC action item directly addresses 2 critical areas for follow up as identified by the WASC visiting committee in 2011: Instructional strategies to Ensure Access for All and Professional Development Plan to support School-wide Goals.

In addition to district teacher/staff training and collaboration opportunities, teachers participated in various professional development activities outside of the school site. Listed below:

1. English department: Reading Apprenticeship throughout the 14-15 school year; completion of administration credential this year; Classroom Management, Equity and Emotional Intelligence, Differentiation, and Culturally Responsive Pedagogy; Investigating Instructional Strategies and Shifts for the CCSS Workshop (via Stanford SCOPE, CTA, and the National Board Resource Center); Authentic Student Talk Course (via Stanford Center to Support Excellence in Teaching)
2. Core content teachers: SBAC training, and the district Learning Palooza with a focus on integrating technology into the classroom;
3. Special Education: Completed the VPSS English Tier I and Tier II certification.
4. Social Studies: Wharton School of Business, High School Economics Seminar (San Francisco, June 2015); Google Classroom Training (Mountain View, June 2015); Evo Prep California Preliminary Administrative Credential Examination Seminar (Aptos, May 2015); Reading Apprenticeship Workshop (Mountain View, 2014-2015; California Teacher Education Association Common Core and Beyond Seminar (Stockton, May 2014)
5. Science: 2014/15 Nasa Climate Literacy Workshop, Ocean Plastic Pollution Summit & Connecting Conservation & Technology Workshop at Monterey Aquarium, Google for Education Summit, Bite of Science at Stanford, and SBAC training. 2015/16 American Vacuum Society Conference, Paxton and Patterson Health Science Careers Training.