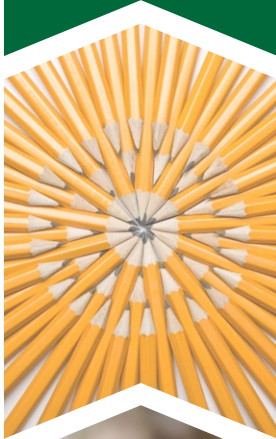


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Alexander Valley School

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Alexander Valley USD



Principal's Message

Alexander Valley School is a small, rural K-6 school located in the beautiful wine country of Sonoma County. With an enrollment of 130 students and no class containing more than 20 students, students receive a great education in an environment that is friendly and nurturing, and at the same time has high academic standards and expectations. The school was modernized and added a new library during the summer of 2007. The entire school is hardwired for technology and has wireless capacity throughout. All classrooms have computers, and students have access to a modern Mac-based computer lab. Desktops, laptops and iPads are available for student use throughout the school.

The teaching staff is highly trained and experienced, and the support staff is excellent. Several consultants provide instruction in art, music, strings, Spanish, hands-on science and technology lab. In addition, students are provided many field trips, assemblies and additional enrichment opportunities such as poetry, opera and astronomy, just to name a few.

Parents are very active in the school. They volunteer in numerous ways with special activities, including the Halloween Carnival, the Valentine's Day Dance and Multicultural Day. The Friday hot-dog days are very popular with the students. The Parents Club puts on the annual Spaghetti Dinner and Auction, which is a huge community event, and the proceeds go to supporting art, music and computer classes for our students.

The faculty participates in a number of curriculum and instruction initiatives through the Sonoma County Office of Education. In addition to being a part of the Sonoma Leadership Network, the staff incorporated the California Common Core State Standards into its daily instruction, well ahead of the state's fall 2014 deadline.

In summary, Alexander Valley School is an incredible place for children to receive a great education and to have an experience that enriches their lives.

Parental Involvement

Alexander Valley School is proud of its extensive parental involvement. Our Parents Club is an active organization that is highly involved and plays a pivotal role within our school community. Not only do parents fulfill the traditional role of classroom volunteers, but they also are active participants on all of our schoolwide committees. Examples of these include the School Site Council, District English Learner Advisory Committee (DELAC), Curriculum and Technology. Our Parents Club is also instrumental through its support of our enrichment programs. Through our annual Spaghetti Dinner and Auction event, the Parents Club funds critical programs such as art, music, technology and the garden.

For more information on how to become involved at the school, please contact Charlie Johnson, Parent Club president, at (707) 838-8761.

School Safety

Alexander Valley School developed its school safety plan during the 1997-98 school year. Each year, the plan is reviewed and revised as needed by the School Site Council. Proposed changes to the plan are brought to the school faculty on an annual basis prior to board adoption. The plan contains the following elements:

- Assessment of the current status of school crime
- Strategies and programs
- Child-abuse reporting procedures
- Disaster procedures, both routines and emergency
- Policies regarding actions which would lead to suspension and/or expulsion
- Procedures to notify teachers of dangerous pupils
- Sexual harassment policy
- Schoolwide dress code
- Procedures for safe Ingress and egress of pupils
- Rules and procedures on school discipline
- Other safe school strategies and programs
- School discipline plan

The plan is kept in the school office and is available for review upon request. The school safety plan was last reviewed, updated and discussed with school faculty in February 2017.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Mission Statement

Alexander Valley School is a challenging learning environment where high expectations for success are communicated, and developmentally appropriate instruction in academics and the arts is provided. Our school is a safe, orderly, caring and supportive environment where students are given the tools they need to thrive. Our parents, teachers and community members are partners, creating a setting where children flourish.

Alexander Valley Union School District Board of Trustees

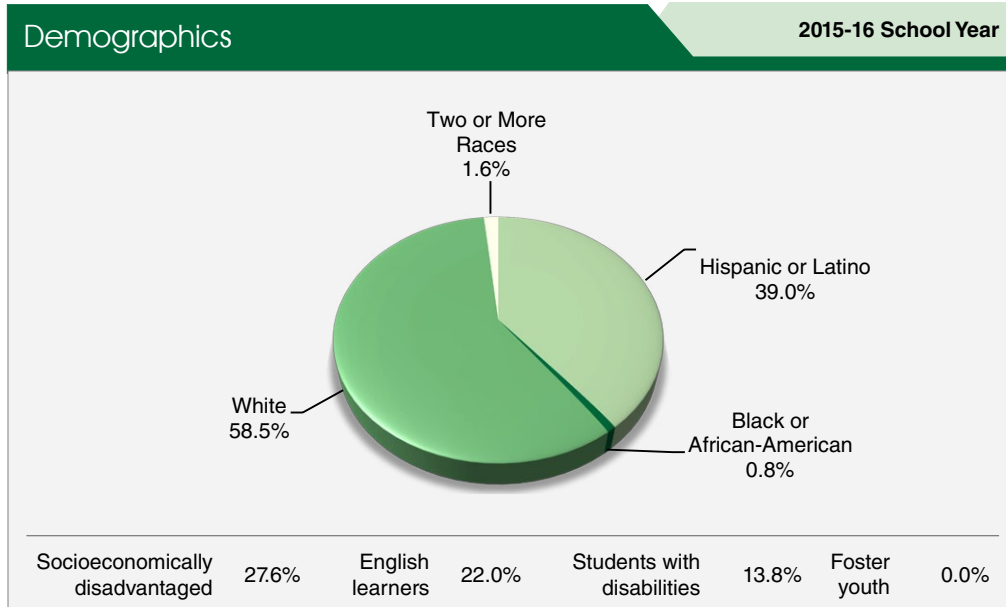
- Yvonne Kreck, president
- Annie Holden, clerk
- Laura Hawkes, trustee
- Steve Smit, trustee
- Alison Doran, trustee

"Alexander Valley School is an incredible place for children to receive a great education and to have an experience that enriches their lives."



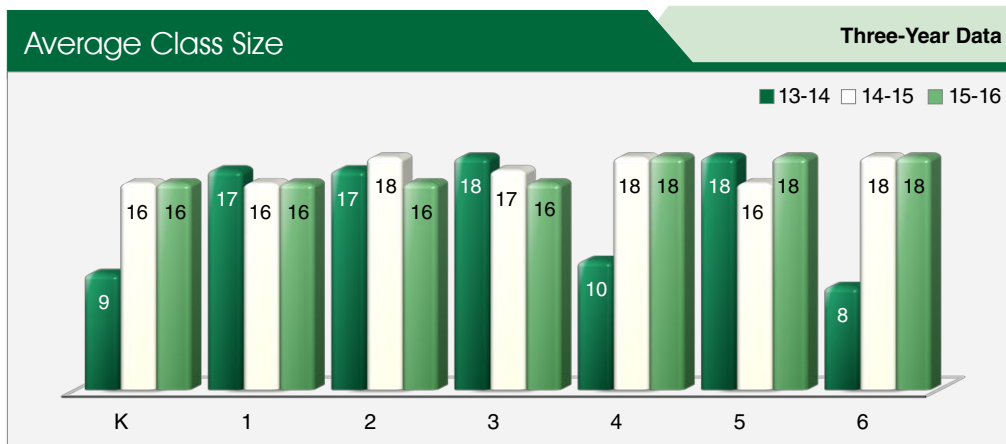
Enrollment by Student Group

The total enrollment at the school was 123 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

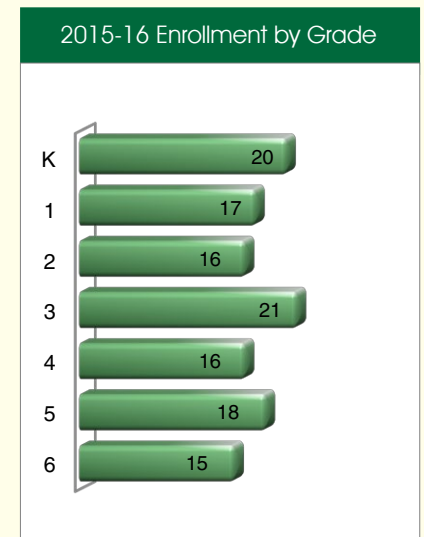


Number of Classrooms by Size Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			1		
1	1			1			1		
2	1			1			1		
3	1			1			1		
4	1			1			1		
5	1			1			1		
6	1			1			1		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Alexander Valley School			
	13-14	14-15	15-16
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Alexander Valley USD			
	13-14	14-15	15-16
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



"Alexander Valley School is a small, rural K-6 school located in the beautiful wine country of Sonoma County."

Professional Development

Teacher and staff training has centered on the language-arts curriculum, the mathematics curriculum, the use of technology in the classroom and the implementation to the California Common Core State Standards. There are three days of scheduled staff development each year. Individual teachers have taken specialized training, which is provided regularly to all staff, in addition to the three district days. Selected staff members have completed the California English Language Development Test (CELDT) training. All teachers have received certification to provide English language development (ELD) and specially designed academic instruction in English (SDAIE) instruction to English learners.

The certificated staff meets in collaborative planning time each Wednesday afternoon for one-and-a-half hours.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Alexander Valley School	3 days	3 days	3 days

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in the 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	Alexander Valley School	Alexander Valley USD
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		0
Percentage of schools currently in Program Improvement		0.00%

◇ Not applicable. The school and district are not in Program Improvement.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2015-16 School Year

Grade 5

Four of six standards	22.2%
Five of six standards	44.4%
Six of six standards	11.1%



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Alexander Valley School			Alexander Valley USD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	85%	68%	72%	85%	68%	72%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	18	18	100.00%	72.22%
Male	13	13	100.00%	69.23%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Alexander Valley School		Alexander Valley USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	62%	57%	62%	57%	44%	48%
Mathematics	66%	58%	66%	58%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-6.

The "percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	21	21	100.00%	52.40%
Male	11	11	100.00%	36.40%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	13	13	100.00%	53.90%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	21	21	100.00%	57.10%
Male	11	11	100.00%	54.60%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	13	13	100.00%	61.50%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	15	15	100.00%	53.30%
Male	❖	❖	❖	❖
Female	11	11	100.00%	54.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	15	15	100.00%	46.70%
Male	❖	❖	❖	❖
Female	11	11	100.00%	45.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	18	18	100.00%	50.00%
Male	13	13	100.00%	46.20%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	18	18	100.00%	55.60%
Male	13	13	100.00%	46.20%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	15	15	100.00%	73.33%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	15	15	100.00%	73.33%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Textbooks and Instructional Materials

Textbooks for core subjects are adopted exclusively from the State Board of Education's approved list. Textbook adoption is consistent with the adoption cycle. Reading/language arts and mathematics textbooks are aligned with Common Core State Standards, and history/social studies and science with the California content standards. All students are provided with individual textbooks and materials for each core subject.

Alexander Valley offers a variety of art and enrichment activities for all students in grades K-6.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Reading Wonders</i>	2013
Mathematics	<i>My Math (K-5)</i>	2014
Mathematics	<i>California Math (6)</i>	2014
Science	Holt Science (K-5)	2008
Science	Macmillan/McGraw-Hill (K-2, 4)	2007
Science	FOSS (3, 5)	2007
Science	Glencoe, Macmillan/McGraw-Hill (6)	2007
History/social science	Teachers' Curriculum Institute (6)	2007
History/social science	Scott Foresman (K-5)	2007
English language development	English Now!	2005

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date	9/12/2016	

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2016-17 School Year
Alexander Valley School	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2016-17 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

"Students receive a great education in an environment that is friendly and nurturing."





School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds



School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			9/9/2016
Date of the most recent completion of the inspection form			9/9/2016

Types of Services Funded

The following programs and supplemental services are provided by the school:

- Gifted and Talented Education (GATE)
- Resource Specialist Program (RSP)
- Speech and language
- English language development (ELD)
- Title I math and reading intervention
- Class Size Reduction (grades K-3)
- Peer Assistance and Review
- Beginning Teacher Support and Assessment (BTSA)

School Facilities

The school has developed both a comprehensive safety plan and a disaster-response plan. Both plans provided the planning necessary to ensure the safety of both students and adults. Staff is trained annually with regard to plan implementation. The school also practices duck-and-cover and evacuation drills on a regular basis. The school conducts monthly safety and cleanliness inspections of its facilities. An annual extensive inspection is made of all systems to ensure they are in good repair and are functional. The facilities are maintained by the school janitor and a maintenance/grounds worker. Outside firms are used to make repairs to heating and air-conditioning, plumbing, and electrical systems. The school was built in several phases, originally opening in 1952.

The school consists of seven classrooms, a multiuse room/computer lab, library building, office and teacher workroom. Each classroom has a high-speed internet connection. The computer lab houses 24 iMac computers, also with high-speed internet connections. There are two to four desktop computers available in each classroom and a number of laptops that can be used as needed. A bus barn with an adjacent storage shed is also present.

Outside resources include a large playing field with a softball diamond, a one-third mile jogging track, one full-court basketball court and several play structures. A school garden and an outside eating area complete the outside resources.

The school approved a Facilities Master Plan during the 2010-11 school year. The district completed a modernization project in 2007. In addition, the new library was completed in the summer of 2007. The school received a hardship grant from the state to renovate all of the roofs and to install air-conditioning in all rooms. That work was completed during the summer of 2010.

The following is a list of recent school facility improvements.

- Summer 2010: completed a total reroofing project (state Facility Hardship grant)
- Summer 2010: installed air-conditioning in all buildings (state Facility Hardship grant)

Continued on the sidebar

School Facilities

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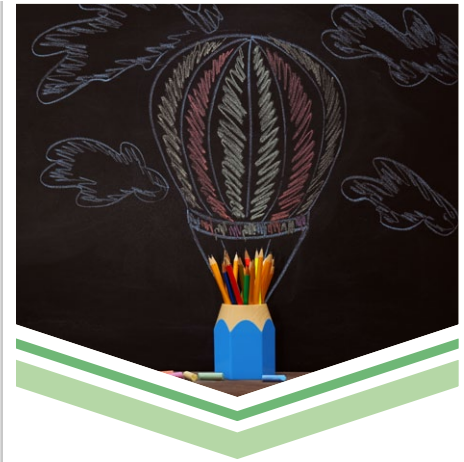
- Summer 2012: complete renovation of the playing field (Deferred Maintenance funds, community donations)
- Summer 2012: installation of one-third mile crushed granite track (district general funds, AVS Parents Club, donations)
- Summer 2013: installation of improved drainage between playground and the school track (Deferred Maintenance funds)
- Summer 2013: resurfacing of the asphalt playground (Deferred Maintenance funds)
- Summer 2014: installation of an emergency-supplies container with ventilation



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Alexander Valley USD	Alexander Valley School		
Teachers	16-17	14-15	15-16	16-17
With a full credential	10	9	9	10
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0



"The teaching staff is highly trained and experienced, and the support staff is excellent."

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Alexander Valley School		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2015-16 School Year

Academic Counselors

FTE of academic counselors	0.00
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Average number of students per academic counselor	◇
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Support Staff	FTE
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Social/behavioral or career development counselors	0.20
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Library media teacher (librarian)	0.00
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Library media services staff (paraprofessional)	0.45
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Psychologist	0.10
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Social worker	0.00
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Nurse	0.10
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Speech/language/hearing specialist	0.20
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Resource specialist (nonteaching)	1.00
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Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Alexander Valley School	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	◇	◇
Low-poverty schools in district	100.00%	0.00%



Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2014-15 Fiscal Year	
	Alexander Valley USD	Similar Sized District
Beginning teacher salary	◇	\$41,085
Midrange teacher salary	◇	\$59,415
Highest teacher salary	◇	\$75,998
Average elementary school principal salary	◇	\$100,438
Superintendent salary	◇	\$116,069
Teacher salaries: percentage of budget	31%	33%
Administrative salaries: percentage of budget	6%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Alexander Valley School	\$12,664	\$62,594
Alexander Valley USD	\$12,664	\$62,594
California	\$5,677	\$60,985
School and district: percentage difference	◇	◇
School and California: percentage difference	+123.1%	+2.6%

◇ Information is not available at this time.

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$15,893
Expenditures per pupil from restricted sources	\$3,229
Expenditures per pupil from unrestricted sources	\$12,664
Annual average teacher salary	\$62,594

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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