

SINGLE PLAN FOR STUDENT ACHIEVEMENT

ALEXANDER VALLEY SCHOOL

49 70599 6051577
CDS Code

Date of this revision: April 25th, 2017

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Alexander Valley Union School District

The District Governing Board approved this revision of the School Plan on
May 8th, 2017

School Vision and Mission

Alexander Valley School is a school with a vision of continuing excellence in meeting the needs of the students it serves academically, emotionally, socially, and physically. We have a firm belief that all students can learn, and, once individual strengths are identified, we are responsible for providing opportunities for our students to be successful and thus gain in academic achievement, confidence, and self-esteem.

School Profile

Alexander Valley Union School District is a single school district located in northern Sonoma County. Alexander Valley School (AVS) is a rural school in an area well known as a premium wine grape-growing region. Several small boutique wineries are present in the valley, producing award-winning wines made from the local harvest of grapes. Many of the families who attend AVS earn their livelihood through the wine-related industry.

AVS serves students in grades Kindergarten through sixth. Students who attend AVS come from diverse cultural and socio-economic backgrounds. Of the 132 students on the October 2016 CBEDS count, 58 live outside the District attendance boundaries. 31% of the students receive ELD services in the school EL Program. The primary language for the majority of these students is Spanish.

AVS employs 7.00 FTE regular classroom teachers, 1 FTE RSP/intervention teacher, .75 TK teacher, .45 certificated Spanish teacher, a .45 Mathematics intervention teacher, .30 Science teacher, .39 FTE Garden Teacher and a .2 FTE speech and language therapist. A .47 FTE classified Physical Education teacher is also employed. Additionally, 2.1 FTE classified employees are assigned to academic support. The students are organized in single grade classrooms in grades Transitional Kindergarten through sixth. The general fund supports low ratios of students in the grades. Average class sizes range from 16 in primary and 18 in intermediate grades.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. *Alignment of curriculum, instruction and materials to content and performance standards:*

We have adopted the California Common Core State Standards as the District standards. Using those, we have adopted CCCSS-aligned materials in English/Language Arts, and Mathematics. Benchmark assessments from McGraw-Hill (the adopted ELA and mathematics curricula) are administered each trimester to measure each student's progress toward standards. Additionally, students in grades 2-6 are assessed via the AR/STAR program each trimester. Primary students use the Lexia reading program, and are assessed in DIBELS grades K & 1. All students, K-6, use the iXL mathematics program.

2. *Availability of standards-based instructional materials appropriate to all student groups:*

The Board of Trustees certifies each year the sufficiency of standards-based instructional materials for all students. We have adopted and purchased standards-aligned textbooks in Language Arts, Mathematics, Science, and History-Social Science. Language Arts materials were adopted for the 2012-13 school year. History-Social Science materials were adopted during the 2006-07 school year. Science materials were adopted during the 2007-08 school year. A new math adoption was also approved in 2013-14. When instructional materials are available for the Next Generation Science Standards, the District will consider adoption.

3. *Alignment of staff development to standards, assessed student performance and professional needs:*

Each year, professional development and common planning days are designed to address the needs of students based on results of State and District assessments. Teacher evaluation is tied to the California Standards for the Teaching Profession. Teachers reflect on their teaching practice for the purpose of developing annual professional growth plans. These plans become an essential focus for evaluation. All staff has been trained to use the McGraw-Hill Reading Wonders ELA program, and the McGraw-Hill My Math mathematics program. Many staff members have received training in Organizing Student Thinking, Write from the Beginning, and Step Up To Writing. A teacher-administrator team has attended the Sonoma County Leadership Network System Coherence trainings during the 2016/17 school year. from 2008-09 to the present. Teachers employed at the time also participated in a year-long exploration of differentiated instruction in 2008-09.

4. *Services provided by the regular program to enable under-performing students to meet standards:*

Teachers differentiate the curriculum in order to accommodate under-performing students. Teachers also use a variety of other instructional strategies so that under-performing students have access to grade level curriculum. An intervention specialist and a team of certificated teachers and classified assistants provide additional support for low performing students within the regular education classroom. Identified students receive additional services from the intervention team in mathematics (with curriculum-based materials) and reading (with curriculum-based materials).

5. *Services provided by categorical funds to enable under-performing students to meet standards:*

Categorical funds are used to provide certificated and classified support staff that work directly with under-performing students. For example, Title III LEP funds are used to provide bilingual classroom assistants to support English Learners in the regular educational program. Title One funds are used to provide additional classroom intervention support. General fund dollars are also expended to support intervention programs.

6. *Use of state and local assessments to modify instruction and improve student achievement:*

Teachers are provided with individual, grade, and whole school results from the Smarter Balanced Assessment (3rd-6th), District Benchmark Assessments (AR/STAR 2-6th), DIBELS (K-2nd), and California English Language Development Test (K-6th). Teachers use these reports to guide instructional planning and focus on areas of individual and whole group needs. Teachers also have access to Illuminate, a web-based program that provides teachers with individual and group data for state and district assessment results.

7. *Number and percentage of teachers in academic areas experiencing low student performance:*

Low-performing students can be found in all classes, and are given special attention. Each of our 7 full time regular classroom teachers are responsible for meeting the needs of under-performing students in mathematics, language arts, science, and social science. Our full time special education/intervention teacher and part time reading and math intervention teachers additionally work with under-performing students in core subjects, including reading.

8. *Family, school, district and community resources available to assist these students:*

The district and school provide a number of resources to support under-performing students. The programs include targeted mathematics and reading intervention. Classified and certificated support staff provide the instruction for these programs. In addition, the district and school provide a range of tiered services for students with identified learning needs in the classrooms.

9. *School, district and community barriers to improvements in student achievement:*

As a rural school with a significant subgroup riding home-to-school transportation, one barrier to increased student achievement is an inability to serve a portion of our population through before or after school programs. However, we have countered this by supporting an After Care "Homework Club" program where individual students can receive one on one tutorial support with their homework.

10. *Limitations of the current program to enable under-performing students to meet standards:*

The district and school have identified grade level benchmarks for language arts and math. Trimester summative and diagnostic assessments in math and language arts have been adopted. In addition, we continue to monitor student progress in data meetings and through on-line Tier II support programs.

School Accountability Report Card (SARC): The SARC evaluates and compares schools in terms of student achievement, environment, resources, and demographics.

Due to the nature of collecting data from various sources, the most current SARC is based on the 2015-16 school year. Our most current SARC can be found on our school

webpage (www.alexandervalleyusd.org) or at the State Department of Education website (<http://www.cde.ca.gov/ds/sp/sa/>).