

Alexander Valley Elementary 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)

School Contact Information	
School Name	Alexander Valley Elementary School
Street	8511 Highway 128
City, State, Zip	Healdsburg, CA 95448-9020
Phone Number	(707) 433-1375
Principal	Matt Reno
E-mail Address	mreno@alexandervalleyusd.org
Web Site	www.alexandervalleyusd.org
CDS Code	49705996051577

District Contact Information	
District Name	Alexander Valley Union Elementary School District
Phone Number	(707) 433-1375
Superintendent	Matt Reno
E-mail Address	mreno@alexandervalleyusd.org
Web Site	www.alexandervalleyusd.org

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

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 120 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. In June of 2018, our voters approved a general bond measure which brings a new Multi-Purpose Room, Kindergarten Room, and Science/Art room to our campus in August of 2021. The entire school is hardwired for technology and has wireless capacity throughout. Learning is maximized for the 21st Century as all students have access to a one to one device as kindergarteners are each equipped with an IPAD, and students in grades 1-6 have individual Chromebooks.

The teaching staff is highly trained and experienced, and the support staff is excellent. Several consultants provide instruction in Art, Music, Library, Mindfulness, Physical Education, Spanish, Garden and Nutrition, and Interactive-Science in the 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 Parents Club puts on the annual Spaghetti Dinner and Auction, which is a huge community event, and the proceeds go to supporting our enrichment programs for our students.

The faculty participates in a number of curriculum and instruction initiatives through the Sonoma County Office of Education. Earlier this year all staff receiving a multi-day training in connection with the Sonoma County Office of Education on social-emotional learning and wellness for students.

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.

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 are 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.

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

Grade Level	Number of Students
Kindergarten	16
Grade 1	18
Grade 2	16
Grade 3	18
Grade 4	15
Grade 5	19
Grade 6	14
Total Enrollment	116

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	36.2
Native Hawaiian or Pacific Islander	0.0
White	62.1
Socioeconomically Disadvantaged	23.3
English Learners	22.4
Students with Disabilities	10.3
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	10			
Without Full Credential	0			
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	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: 9/12/2016

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders 2013	Yes	0
Mathematics	My Math (K-5) 2014 California Math (6) 2014	Yes	0
Science	Holt Science (K-5) 2008 Macmillan/McGraw-Hill (K-2, 4) 2007 FOSS (3, 5) 2007 Glencoe, Macmillan/McGraw-Hill (6) 2007 PROJECTED: NEW 2018 ADOPTION	Yes	0
History-Social Science	Pearson MyWorld History-Social Sciences (K-6) 2018	Yes	0
Foreign Language	Sonrisas Spanish Curriculum (K-6) 2017		

School Facility Conditions and Planned Improvements (Most Recent Year)

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 building manager and custodians. 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, an aftercare room, library building, office and teacher workroom. Each classroom has a high-speed internet connection. 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. In addition, a general obligation bond measure was approved by the voters of Alexander Valley in 2018. This 6 million-dollar measure is being used to build a Multi-Purpose Room, kindergarten classroom, and Science/Art room. Construction is scheduled to begin in June of 2020, and be completed by August of 2021.

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)
- 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 the 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
- Projected Summer 2018: Student restrooms remodeled

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: 9/9/2016		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Summer of 2018 Remodel
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/9/2016	
Overall Rating	Exemplary

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)	59.0	63.0	59.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	48.0	53.0	48.0	53.0	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	61	59	96.72	62.71
Male	27	25	92.59	48.00
Female	34	34	100.00	73.53
Hispanic or Latino	24	23	95.83	56.52
White	36	35	97.22	65.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	16	94.12	75.00
English Learners	14	13	92.86	61.54
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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	61	59	96.72	52.54
Male	27	25	92.59	40
Female	34	34	100	61.76
Hispanic or Latino	24	23	95.83	43.48
White	36	35	97.22	57.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	16	94.12	37.5
English Learners	14	13	92.86	53.85
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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.

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)

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 our school office, at (707) 433-1375.

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	0.8	0.0	0.0	0.8	0.0	0.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 October 2018.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	10	2			12	2			16	1		
1	17	1			17	1			18	1		
2	16	1			17	1			16	1		
3	21		1		18	1			18	1		
4	16	1			20	1			15	1		
5	18	1			18	1			19	1		
6	15	1			16	1			14	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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		0.00
Counselor (Social/Behavioral or Career Development)	0.20	N/A
Library Media Teacher (Librarian)	0.00	N/A
Library Media Services Staff (Paraprofessional)	0.45	N/A
Psychologist	0.10	N/A
Social Worker	0.00	N/A
Nurse	0.10	N/A
Speech/Language/Hearing Specialist	0.20	N/A
Resource Specialist (non-teaching)	1.00	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15,893	\$3,229	\$12,664	\$62,594
District	N/A	N/A	\$12,664	
Percent Difference: School Site and District	N/A	N/A	0.0	
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A		

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 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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,375
Mid-Range Teacher Salary		\$65,926
Highest Teacher Salary		\$82,489
Average Principal Salary (Elementary)		\$106,997
Average Principal Salary (Middle)		\$109,478
Average Principal Salary (High)		
Superintendent Salary		\$121,894
Percent of Budget for Teacher Salaries	32.0	32.0
Percent of Budget for Administrative Salaries	6.0	7.0

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)

Teacher and staff training has centered on the History/Social Sciences curriculum, the mathematics curriculum, the use of technology in the classroom and the continued fidelity 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.

The certificated staff meets in collaborative planning time collectively, in teams, or independently each Wednesday afternoon for one-and-a-half hours.