

# Alexander Valley Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2022-23 School Contact Information

<b>School Name</b>	Alexander Valley Elementary School
<b>Street</b>	8511 Highway 128
<b>City, State, Zip</b>	Healdsburg, CA 95448-9020
<b>Phone Number</b>	(707) 433-1375
<b>Principal</b>	Matt Reno
<b>Email Address</b>	<a href="mailto:mreno@alexandervalleyusd.org">mreno@alexandervalleyusd.org</a>
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	49705996051577

## 2022-23 District Contact Information

<b>District Name</b>	Alexander Valley School District
<b>Phone Number</b>	(707) 433-1375
<b>Superintendent</b>	Matt Reno
<b>Email Address</b>	<a href="mailto:mreno@alexandervalleyusd.org">mreno@alexandervalleyusd.org</a>
<b>District Website Address</b>	<a href="http://www.alexandervalleyusd.org">www.alexandervalleyusd.org</a>

## 2022-23 School Overview

### 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 115 students and no class containing more than 18 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. Over the past three years, the school has consistently ranked in the top two performing schools in the county per Niche.com. In addition, our school was recognized by the State as "A California Distinguished School" in 2023.

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 brought a new Multi-Purpose Room, Kindergarten Room, and Science/Art room to our campus in August of 2022. 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 students in grades TK/K-6 have individual Chrome books.

The teaching staff is highly trained and experienced, and the support staff is excellent. Several teaching consultants provide

## 2022-23 School Overview

enrichment 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 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.

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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	16
Grade 1	17
Grade 2	16
Grade 3	17
Grade 4	16
Grade 5	14
Grade 6	17
<b>Total Enrollment</b>	<b>113</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.0
Male	46.0
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	1.8
Filipino	0.0
Hispanic or Latino	33.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.8
White	62.8
English Learners	12.4
Foster Youth	0.9
Homeless	0.0
Migrant	2.7
Socioeconomically Disadvantaged	31.9
Students with Disabilities	9.7

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.40	85.89	8.40	85.89	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	14.11	1.30	14.11	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	<b>9.70</b>	<b>100.00</b>	<b>9.70</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.30	
<b>Total Out-of-Field Teachers</b>	<b>1.30</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected

09/01/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Reading Wonders 2017	Yes	0
Mathematics	McGraw Hill "My Math" (K-5) 2014 California Math (6) 2014 Freckle Math (K-6) 2019	Yes	0
Science	My Science Holt Science (K) 2019 Discovery ED (1-6) 2019	Yes	0
History-Social Science	Pearson "MyWorld History"-Social Sciences (K-6) 2018	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## School Facility Conditions and Planned Improvements

The school has developed both a comprehensive safety plan, a disaster-response plan, and Covid-19 Safety Plan. All 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 a multi-purpose room, Science/Art Lab, seven classrooms, an aftercare room, library building, office, teacher staff room, 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 kickball diamond, a one-fourth-mile jogging track, one full-court basketball court, and several play structures. A school garden and an outside eating area complete the outside resources. Pending am =n

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 began in June of 2021, and the project was completed in August of 2022.

The following is a list of recent school facility improvements.

- Summer 2010: completed a total re-roofing 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
- Summer 2019: Student restrooms remodeled
- August 2022: Master Facilities Completed with three new additional buildings on campus.

Year and month of the most recent FIT report

01/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Roof leaks in 1st, 5th, RSP and boys restroom
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



**Overall Facility Rate**

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	70	N/A	70	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	61	N/A	61	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	56	91.80	8.20	69.64
Female	33	31	93.94	6.06	77.42
Male	28	25	89.29	10.71	60.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	20	16	80.00	20.00	62.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	38	37	97.37	2.63	72.97
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	21	17	80.95	19.05	58.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	61	56	91.80	8.20	60.71
Female	33	31	93.94	6.06	61.29
Male	28	25	89.29	10.71	60.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	20	16	80.00	20.00	50.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	38	37	97.37	2.63	62.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	21	17	80.95	19.05	58.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	58.33	NT	58.33	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	12	92.31	7.69	58.33
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for 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 school wide committees. Examples of these include the School Site Council, School Safety Committee, and Curriculum and Technology. Our Parents Club is also instrumental in 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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	114	113	6	5.3
Female	62	61	4	6.6
Male	52	52	2	3.8
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	39	38	4	10.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	71	71	2	2.8
English Learners	14	14	2	14.3
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	37	36	5	13.9
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	12	12	1	8.3

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.00	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.83	0.88	0.83	0.88	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.88	0.00
Female	0.00	0.00
Male	1.92	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.41	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

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 Safety Committee, and Staff annually. 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:

- School Mission
- Description of School Climate
- Description of Safe and Orderly Environment
- Assessment of the current status of school crime
- Strategies and programs
- Child-abuse reporting procedures
- Disaster procedures, both routines, and emergency
- Policies regarding actions that 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 plan is comprehensive and includes both the legal requirements and the benefits of safety planning. The school safety plan was last reviewed, updated, and discussed with the school faculty and was approved by the School Safety Committee in the Fall of 2022. The past two years of the Site Safety Plan included multi-page plan documents around the safety and mitigation measures the school site is taking due to the Covid-19 global pandemic.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	5		
1	17	4		
2	17	4		
3	16	4		
4	18	4		
5	14	4		
6	14	4		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4		
1	16	4		
2	16	4		
3	17	4		
4	17	4		
5	19	4		
6	13	4		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	5		
1	17	4		
2	15	4		
3	16	4		
4	16	4		
5	13	4		
6	16	4		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21,333	\$3,413	\$17,920	\$81,988
District	N/A	N/A	\$17,920	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	92.4	10.2

## 2021-22 Types of Services Funded

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

- Certificated Intervention Specialist (RSP)
- Speech and language (SLP)
- English language development (ELD)
- Math and reading intervention
- Class Size Reduction (averaging 16 students per class section)
- Peer Assistance and Review
- New Teacher mentoring through the North Coast County Consortium and the Sonoma County Office of Education

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$46,844
Mid-Range Teacher Salary		\$73,398
Highest Teacher Salary		\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary		\$136,296
Percent of Budget for Teacher Salaries	32%	30%
Percent of Budget for Administrative Salaries	7%	6%

## Professional Development

Teacher and staff training has continued to center on our developing high-quality teaching through the mathematics curriculum/framework (Freckle Math), 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. Our PD has included 100% of all staff as CPR certified, as well as staff development in the area of social-emotional development post-pandemic. Training has also included the GoGuardian student cyber safety systems for students to work online safely outside the district network. In addition, each certificated staff member sets professional goals annually with a specific PD interest in which they wish to grow from professionally. The administration meets three times a year to review goal progress and guide successful outcomes through a collaborative process.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3