

## 2019 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

### **School Contact Information (School Year 2019-20)**

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

<b>School Name</b>	Anderson Valley Elementary School
<b>Street</b>	12300 Anderson Valley Way
<b>City, State, Zip</b>	Boonville
<b>Phone Number</b>	7078953010
<b>Principal</b>	Tracy Anderson
<b>E-mail Address</b>	tanderson@avpanthers.org
<b>School Website</b>	<a href="https://www.avusd.k12.ca.us/avelementary">https://www.avusd.k12.ca.us/avelementary</a>
<b>CDS Code</b>	2365540

### **District Contact Information (School Year 2019-20)**

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

<b>District Name</b>	Anderson Valley Unified
<b>Street</b>	12300 Anderson Valley Way
<b>City, State, Zip</b>	Boonville
<b>Phone Number</b>	7078953774
<b>Superintendent</b>	Michael Warych
<b>Web Site</b>	<a href="https://www.avusd.k12.ca.us/">https://www.avusd.k12.ca.us/</a>
<b>E-mail Address</b>	<a href="mailto:mwarych@avpanthers.org">mwarych@avpanthers.org</a>

## School Description and Mission Statement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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### School Description

Anderson Valley Elementary School is located approximately 150 miles north of San Francisco. Nestled in rolling hills, Anderson Valley is a unique, beautiful and rural valley, accessible only by a winding two-lane country highway. Stretching approximately 40 miles, this beautiful valley is filled with panoramic views of apple orchards, olive groves, grazing sheep, vineyards and rolling hills studded with giant oaks in the southern portion of the valley, giving way to the beauty of the redwoods in the north.

Historically, the valley's economy has dominated the lumber industry, the raising of sheep, and farming. In recent years, the addition of world-class wineries has been growing source of economy for the valley. The valley is home to a unique group of vineyards and wineries producing a broad range of excellent wines including world class Pinot Noir and Alsace Varietals.

Anderson Valley Elementary School is a public school located in Boonville, CA. It has 269 students in grades K-6 with a student-teacher ratio of 22 to 1 and creates and sustains a safe and effective school culture using Positive Behavior Intervention and Support. According to state test scores, 32% of students are at least proficient in math and 42% in reading. The elementary school draws its students from the approximately 3000 community residents who work in agriculture, logging tourism, education and healthcare industries. According to Trulia the median sale price for a home is \$424,000. 30% of the population is single and 47% are homeowners. The median age is 32 years, the median household income is \$42,000, and 22% of the population is college educated. Anderson Valley has seen a series of migrations over the past 160 years. Boonville is well known for their folk language Boontling. This region experiences warm (but not hot) and dry summers, with no average monthly temperatures above 71.6 °F. Boonville has a warm-summer Mediterranean climate

Originally populated by a northern branch of the coastal Pomo Indians, Anderson Valley saw its first white settlers in the mid-1800's. The white population of the region grew throughout the 20th century, spurred by the growth of the logging industry in the 1930's and the back-to-the-earth movement in the 1970's. A different pattern of settlement started in the late 1980's when a large influx of immigrants, mostly from Mexico, came to the valley to work in the agricultural industries.

Anderson Valley Elementary School is predominantly bicultural and contains the special challenges common to many rural California schools. The school program strives to respond to the community's needs and meet all students' college and career goals. One challenge the local residents face is affordable housing for local residents as more and more outside investors come into the community to participate in the agricultural industry.

We are proud of the many diverse programs that are offered and the responsiveness to the requests, interest and desires of the school community members. We welcome everyone to join us in the journey of making AVES the best it can be!

### School Description

82% of students qualify for free and reduced lunch. 77% of our students are of Hispanic background and 65%

are classified as English Language learners. 21% of the students are white and 1% are of African American decent. Our staff consists of 18 certificated personnel, which includes classroom teachers, special education teachers, a part-time computer teacher, and a part-time reading support teacher. In addition there are 10 classified employees. The 10 include instructional assistants, 2 secretaries, 2 custodians, a library tech, cafeteria staff, a primary intervention program specialist, a contracted counselor and ASES staff. Our special education students are placed in the least restrictive environment to meet their individual needs. We have a learning center staffed with one full-time special education teacher and one part-time resource specialist teacher who work with 'at-risk' students on a pullout basis throughout the day. We contract with an outside agency to meet the speech and language needs of our students. The majority of our staff and students are bilingual in English and Spanish. All of our staff hold a Cultural Language Acquisition Development (CLAD) credential with two holding a Bilingual Cultural Language Acquisition Development (BCLAD) credential. Our primary funding sources beyond general State funding include, Title I and Supplemental Concentration Grant funding. We maintain an active ELAC Committee and School Site Council. Our Parent/Teacher Organization is also very supportive and actively works to support student learning and enrichment opportunities. Our students at risk of retention and/or not meeting standards of learning are offered after school support in our ASES program. We provide a 'language academy' in our After School Program where students are invited to read in Spanish using the "Accelerate Model." We have a school-wide reading initiative program called "Accelerated Reader". We support good citizenship and positive student behavior with several specific incentive programs; including a character education program called "Second Step" which teaches students good citizenship. Anderson Valley Elementary has implemented PBIS school-wide and meets regularly as a PBIS team and in staff meeting to continue implementing positive behavior interventions and supports.

The majority of our staff and students are bilingual in English and Spanish.

## School Vision and Mission

### Vision

The vision of Anderson Valley Elementary School is to inspire our community to be lifelong learners dedicated to personal excellence and responsible citizenship.

### Mission

Through collaboration with families and our community, Anderson Valley Elementary School is committed to: fostering integrity, self-motivation, curiosity, and creativity in all students; teaching academic excellence and career preparation, as well as cultural and technological literacy, by offering challenging educational opportunities; celebrating the unique diversities within our community and developing a sense of social responsibility; supporting a caring, well-trained faculty and staff who promote creative expression and critical thinking; and, preparing students to demonstrate leadership, self-direction, confidence, and a strong work ethic to help guarantee a sustainable future.

## [Opportunities for Parental Involvement \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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### C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3): Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2018-19)

Parents can become directly involved in our school through PTAV, SSC, ELAC, and through our Independent Study Parent Advisory Committee. All parent committees meet on a regular basis and address schoolwide concerns ranging from budgetary spending, school safety, fundraising, curricular and extra-curricular events. Our SSC group (School Site Council) meets regularly to determine how funds will be spent and which programs will be implemented at our school. We also have an ELAC group (English Learner Advisory Committee) that regularly meets in conjunction with the District DELAC (District English Learner Advisory Committee) to focus on the needs of our students that are second language learners. The PTAV group (Parents and Teachers of Anderson Valley) meet monthly to plan events and programs to enrich the student's school experience. Furthermore, we welcome parents to set up appointments to come and visit their child's class anytime so that they may make a stronger connection to the classroom environment. Volunteers in and outside of the classroom are strongly encouraged and appreciated. We provide ongoing parental involvement with parent conferences, IEP meetings and Student Study Team meetings. Parents are invited to attend awards ceremonies. Parent attend parent-teacher conferences at the end of the first trimester of school and meet with the child's teacher to review academic and behavioral progress. We are proud to say that we have translation services and 100% parent attendance at conferences. Lastly, parents and families are actively encouraged to attend school events including movie nights, ELL awards, Back to School Night and Open House, and the Day of the Child celebration in the spring

#### School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan. (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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#### School Safety Plan

Our Safe School Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code Prohibiting "Gang Related" Apparel, Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. It is updated and reviewed annually.

#### Other Information

AVES offers a strong Response to Intervention program for students who aren't progressing at a rate that will likely reach grade level benchmarks by the end of the year. Interventions are offered throughout the day as well as during the after school program. In addition, the after school program offers homework club for help with homework as well as enrichment and recreational opportunities and a healthy snack. There is a continuum of counseling services from the PIP (Primary Intervention Program) a half hour weekly in the "playroom" with a trained paraprofessional for children 5 - 8 years old, a mentoring program with a Health Corps volunteer and two Bilingual MFT providing weekly counseling. Migrant Education offers academic support for our 2nd graders who are transitioning to English reading. Breakfast, lunch and a snack of fresh fruits and vegetables are served to all children free of charge. The collaboration with our local health center

combined with our Carol White Physical Education Grant has provided many nutrition and physical activities for all students and special support for students in the 98% on the BMI with a fitness plan and goal setting with the child and parents.

Staff members continuously build skills by taking part in many conferences and workshops throughout the year and sharing ideas, knowledge, and techniques with colleagues. The district offers five staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

### **School Facility Conditions and Planned Improvements (School Year 2019-20)**

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

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**Year and month of the most recent FIT report:** 10/16/2018

This section should be kept to 1-2 paragraphs.

#### General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

#### Age of School Buildings

This school has 14 classrooms, a multipurpose room, a library, a computer lab, 3 portables, an administration office, and a covered outdoor eating area. The main campus was built in 1958 Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. The principal and the Director of Maintenance and Operations works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff work over the summer to deep clean the classrooms.

#### Deferred Maintenance Projects

There are several projects targeted for the 2019 including the replacement of an obsolete modular classroom to an upgraded Gen 7 building that will be a multi-purpose space for music, performance arts, and parent

meetings and will provide a dry space for rainy day recess. The previous buildings were removed in 2018.

Technology Projects

Extensive WiFi upgrades were performed.

**School Facility Good Repair Status (School Year 2019-20)**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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

**This data should match the most recent inspection/FIT report for your school.**

<b>System Inspected</b>	<b>Repair Status</b> (the marks should match your most recent inspection)	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	
<b>Interior:</b> Interior Surfaces	<b>Fair</b>	Rm 12: 4. Ceiling tile stains around one dark light fixture 7 Rm 15: 7. 3 dark fixtures; 4. ceiling stains; 12. secure file cabinet near east door and, 10. re-mount fire extinguisher Rm 18: 7. 2 dark fixtures plus 1 tube out; 4. broken ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	

<b>System Inspected</b>	<b>Repair Status</b> (the marks should match your most recent inspection)	<b>Repair Needed and Action Taken or Planned</b>
<b>Electrical:</b> Electrical	<b>Poor</b>	Cafeteria: 7. 3 dark fixtures, 1 tube out Library: 7. 3 dark fixtures Rm 12: 4. Ceiling tile stains around one dark light fixture 7 Rm 15: 7. 3 dark fixtures; 4. ceiling stains; 12. secure file cabinet near east door and, 10. re-mount fire extinguisher Rm 18: 7. 2 dark fixtures plus 1 tube out; 4. broken ceiling tile Rm 19: 7. 1 dark fixture = 1 tube out; 11. bleach under sink
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	Computer Lab: 9. fountain outside in hallway inoperative Rm 10: 9. Student reported sink drain was slow
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	Rm 11: 10. Fire extinguisher needs proper hanger. Currently hanging from nozzle hose Rm 15: 7. 3 dark fixtures; 4. ceiling stains; 12. secure file cabinet near east door and, 10. re-mount fire extinguisher Rm 19: 7. 1 dark fixture = 1 tube out; 11. bleach under sink Staff: 10. No fire extinguisher
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	Rm 15: 7. 3 dark fixtures; 4. ceiling stains; 12. secure file cabinet near east door and, 10. re-mount fire extinguisher
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	
<b>Overall Rating:</b>	<b>Good</b>	

### Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	16			
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	2			
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0			

### Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.		0	
<b>Total Teacher Misassignments</b> '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.		0	
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.		1	



### Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** 08/14/2018

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: McGaw Hill, Wonders Series- 2016	Yes	0
Mathematics	K-6: Houghton Mifflin, Go Math-2014	Yes	0
Science	K-6: Delta Education, Foss Next Generation-2018	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Kinder: Houghton Mifflin, My World-2007 1st Grade: Houghton Mifflin, School and Family-2007 2nd Grade: Houghton Mifflin, Neighborhoods-2007 3rd Grade: Houghton Mifflin, Communities-2007 4th Grade: Houghton Mifflin, California Studies-2007 5th Grade: Houghton Mifflin, US History Early Years-2007 6th Grade: Houghton Mifflin, A Message of Ancient Days Years-2007	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>			

♦ means data is not required. The fields are intentionally not provided.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)**

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	1,948,735.33	3602.68	7,968.98	54845.7
District	♦	♦	12,033.23	
Percent Difference: School Site and District	♦	♦	-40.6	-2.5
State	♦	♦		
Percent Difference: School Site and State	♦	♦	11.2	-14.8

♦ means data is not required. The fields are intentionally not provided.

**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.

**Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

**Types of Services Funded (Fiscal Year 2018-19)**

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

2017-2018

Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor: 0

Library Media Services Staff (Paraprofessional): 1

Psychologist: .2

Nurse: .5

**Professional Development (2017-18, 2018-19 and 2019-20)**

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

**School Completion and Postsecondary Preparation**

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

**Career Technical Education Programs (School Year 2018-19)**

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district’s CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

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