

Anderson Valley Junior/Senior High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Anderson Valley Junior/Senior High School
Street	18200 Mountain View Road
City, State, Zip	Boonville CA 95415
Phone Number	7078953496
Principal	James Snyder
Email Address	jsnyder@avpanthers.org
Website	https://www.avusd.k12.ca.us
County-District-School (CDS) Code	23 65540

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Anderson Valley Unified
Phone Number	7078953774
Superintendent	Michael Warych
Email Address	mwarych@avpanthers.org
Website	https://www.avusd.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Anderson Valley Jr/Sr High School is known for its innovative approaches to learning and preparing graduates to be ready for college and career. The AVHS staff employ a process for systematic use of student performance data to measure the effects of school programs and services and to guide staff development and to modify instruction for all students. Utilizing Multi-Tiered Systems of Supports (MTSS) and cutting edge Project Based Learning strategies, staff is able to improve the performance of English Learners and engage all students in enriching academic opportunities.

Anderson Valley Junior Senior High School creates and sustains a safe and effective school culture using Positive Behavior Intervention and Supports (PBIS). The school offers a wide range of afterschool enrichment programs and a competitive sports program. Our school offers a full comprehensive A-G curriculum. The Senior Seminar course requirement includes a robust Senior Project, Service Learning, Job Shadowing and other college and career preparation activities, which not only increases the rigor of the Senior year and prepares our graduates for college and beyond. Our school boasts a very high graduation rate and the majority of our graduates go on to two- and four-year colleges directly out of high school.

Career Pathways opportunities include Agriculture, Art Media and Entertainment, and Construction. AP and honors course offerings include AP Studio Art, US History, Economics, Government, English, Calculus, Physics and Spanish Language/Culture. Students have many dual-enrollment courses to choose from and many opportunities to take courses for college credit. We are proud that our graduates leave AVHS prepared for college and careers in the 21st century.

Anderson Valley Junior/Senior High School aims to inspire our school community to be lifelong learners dedicated to personal excellence and responsible citizenship.

Through collaboration with families and our community, we are 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	38
Grade 8	40
Grade 9	47
Grade 10	30
Grade 11	34
Grade 12	18
Total Enrollment	207

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1
Hispanic or Latino	77.3
White	20.3
Two or More Races	1
Socioeconomically Disadvantaged	87
English Learners	19.3
Students with Disabilities	15.5
Homeless	8.2

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	15	14	15	22
Without Full Credential	5	4	5	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 09/28/2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 7- College Board, Springboard 7 & Core Novels - 2014 Grade 8- College Board, Springboard 8 & Core Novels - 2014 Grade 9- College Board, Springboard 9 & Core Novels - 2014 Grade 10- College Board, Springboard 10& Core Novels - 2014 Honors 9 & 10- Prentice Hall- Timeless Voices Timeless Themes Platinum, Uses core novels-2006 Grade 11 - Writers Inc, Write for College-2006 Grade 11- Prentice Hall, American Experience-2006 Honors 11 & 12- Prentice Hall British Tradition, Uses core novels-2006 Grade 12-Writers Inc, Write for College-2005	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Grade 7- CPM Educational Learning, Core Connections Year 2-2004 Grade 7- CPM Educational Learning, Core Connections Year 3-2004 Grade 8 - 12- CPM Educational Learning Integrated I - 2013 Grade 9-12-CPM Educational Learning Integrated II - 2013 Grade 10-12-CPM Educational Learning Integrated III - 2013 Grade 10 -11- McGraw Hill ALEKS online-2008 Grade 12- CPM Educational Program Calclus-2013	Yes	0
Science	Grade 7- Holt, Science & Technology Life Science-2000 Grade 8- Holt, Physical Science-2000 Grade 9- Prentice Hall, Earth Science-2006 Grade 10- Prentice Hall, Biology by Miller/LeVine-2005 Grade 10- Prentice Hall, Biology by Miller/LeVine-2005 Grade 11 & 12- Prentice Hall, Conceptual Physics- 2008 Grade 11 & 12- Holt, Chemistry, by Myers, Oldham, Tocci-2007 Thompson Delmar Learning, Intro Horticulture -2007 Interstate Publishers, Ag Science-2003	Yes	0
History-Social Science	Grade 7- Holt, World History: Medieval to Early Modern Times-2007 Grade 8 - Holt, Rinehart, & Winston, Independence to 1914-2006 Grade 10 - McDougal Littell, Pattern of Interaction- 2007 Grade 11 - McDougal Littell, Americans-2007 Grade 12 - Glencoe-McGraw Hill, Democracy in Action - 2000	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Grade 8-11(Spanish I) Pearson, Realidades-2005 Grades 9 - 10 (Spanish 200) Vista Higher Learning, Vistas-2005 Grades 9 - 12 (Spanish 200) Vista Higher Learning, Vistas-2005 Grades 11-12(AP Spanish)Wayside Publisher, Reflexiones, Axulejo-2006 Grades 11-12(AP Spanish Lit.)NexText,Abriendo Puertas-2005 Spanish for Spanish Speakers- Harcourt, Nuevas Vistas-2005	Yes	0
Health	Grade 10- Glencoe, Glenco Health- 2000	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	Vernier		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/4/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Poor	Several rooms in need of replacing carpet. Several missing/damaged ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Light bulbs and light diffusers need replacement in several rooms. Some extension cords need to be removed or replaced with permanent wiring.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	One exterior fountain not functioning
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Fair	File cabinets need to be secured to walls
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
Overall Rating	Fair	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	58	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	29	N/A	29	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

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

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	19	N/A	22	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

We have 52% of our courses sequenced with institutions of postsecondary education.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	209
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	20
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.25
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	46.51

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parent and community support is vital to our success at Anderson Valley. Anderson Valley Education Foundation is a community based organization that raises funds to support educational activities throughout the community. This includes classroom special projects, trips and student projects and internships. The Anderson Valley Booster Club raises funds that support our athletic programs.

All of our high school parents meet with teacher mentors as part of our Personal Plan for Learning (PPL) Program. In addition we rely on parent volunteers to help with history day, science fair, senior project, field trips and other co-curricular activities. We will also encourage parents and community members to assist students with projects in the new Maker Space. Students host regular Exhibition events where the parents and community are invited to view student work and achievements on display throughout the school. Parents are involved in school decision making through the Site Council and Parent Advisory Committee.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0	3.7	0	0	5.7	4.3	9.1	9.6	9
Graduation Rate	97.8	92.6	95	96	85.7	89.4	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	10.3	4.3	7.0	3.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Strategies and programs A. Child abuse reporting procedures: All school staff actively monitor the safety and welfare of all students. Staff understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse. To assure that school staff have adequate training, newly hired teachers sign a statement indicating their completion of child abuse training as part of their certification requirement; school administrators, teachers, classroom assistants and other classified school employees participate in periodic training in child abuse identification and reporting procedures. Written descriptions

of reporting requirements and disclosure of employee confidentiality rights are also provided as part of training. When a case of child abuse becomes apparent or is suspected, discussion is conducted with the employee having the knowledge of the abuse and a school administrator. Plans are developed at this time to verbally report the abuse to the police department or to Child Protective Services in a timely manner and to complete a written "Suspected Child Abuse Report" faxed within 24 hours and mailed within the required three days. Plans are also completed to assure ongoing monitoring of the student. School staff work closely with

police and Child Protective Services with follow-up actions needed. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in the school site administrative offices. References: AVUSD Policy 5141.4 AVUSD

Handbook for Teachers B. Disaster procedures, routine and emergency: In keeping with the provisions of Board Policy and Administrative Regulation, the following highlights the main points of consideration taken from the AVUSD Disaster Preparedness Plan: 1. Given the geographic location of the Anderson Valley Unified School District, the most likely disasters, which could occur would include: Natural Disaster (e.g. fire, flood, earthquake), Chemical Spills, Pandemic or Civil Defense or an armed intruder. 2. Given the occurrence of any of the disaster conditions listed above, notification to the school district would come via: Law Enforcement,

California Department of Transportation, Community Service District, Public Health or California Division of Forestry. 3. The number of students and staff to be considered in any of the aforementioned disasters is approximately six hundred (600). Given any disaster requiring mobilization and/or evacuation, the school district, through staff and officials, will make every effort to be self-sufficient. The charge of school district personnel is to coordinate and care for the students. 4. Procedural Plan: Given the occurrence of any of the disasters under consideration, and following notification by one of the agencies listed, school district officials

will immediately establish an action plan based on the following premises: a. The district will attempt to be self-sufficient: staff remaining in charge of all students. b. If one or both school sites are available and safe, all students will be moved to a common location (so that older brothers/sisters could assist with younger family members). c. If neither school site is deemed to be safe, all students and staff will be evacuated via school bus and private transportation to one of the following sites, given assurance of reasonable safety existing there: Fairgrounds (Boonville), California Division of Forestry (Boonville), I&E Lath Mill, or Fairgrounds

(Ukiah). d. The disaster transportation plan will be utilized if evacuation is necessary. e. If a pandemic should occur, the District Prevention and Response Committee made up of the Superintendent, Principals, representative from the AV Health Center in coordination with Mendocino Public Health, will determine the surveillance levels in monitoring illness and absences on forms in Attachment B and will suspend school following Public Health's recommendations. 5. Parent Notification: Given the occurrence of the disaster condition under consideration, the school district will make every attempt to first, keep all students and staff of the district together as a group and act according to the plans herein outlined, and second, notify parents to the fullest extent possible through the most appropriate means as to where the students and staff are located. 6. The District Disaster Preparedness Plan shall be available to staff, students and the public in the office of the Superintendent and in the office of each principal. Individual building disaster plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with the plan and shall periodically conduct

preparedness drills to ensure effective behavior in the event of an actual emergency or disaster. 7. In the event of an actual emergency or disaster, school personnel will carry out the responsibilities and procedures as follows: (See attached Emergency Procedure flow sheets) The principal or designee shall: a. Direct evacuation of buildings, using fire signals and procedures as required for fire, threatened explosion, or following cessation of earthquake tremors, and using a manual bell for signals in case of power failure or give directions for sheltering in place. b. Arrange for transfer of students when their safety is threatened by

floods or approaching fires. c. Issue an order to teachers if children are to assemble in predetermined safer areas within the school. d. Schedule monthly/periodical

(fire/evacuation, earthquake and lockdown) drills and keep appropriate records during the regular school day and after school. e. Use discretionary judgment in emergencies that do not permit execution of prearranged plans. f. Inform the Superintendent or designee of all emergency actions taken as soon as possible. G. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc. Teachers shall: a. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warning written notification, or intercom orders. b. Give the command to "duck and cover" during an

earthquake or in a surprise attack. c. Take roll when the class is relocated in an outside or inside assembly area or at another location. d. Report missing students to the principal or designee. e. Send students in need of first aid to the school nurse or person trained in first aid. Custodians or designee shall: a. Survey and report damage to the principal. b. Direct rescue operations as required. c. Direct fire-fighting efforts until regular fire fighting personnel take over. d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines. e. Disburse supplies and equipment as needed. f. Conserve usable water supplies. School secretaries or designee shall: a. Report a fire or disaster to the appropriate authorities. b. Assist the principal as needed. c. Provide for the safety of essential school records and documents. Other classified staff shall report to the principal or the incident commander to receive assignment such as: man telephones, monitor radio emergency broadcasts, assist the health center staff as needed, and act as

messengers and carriers when so directed. Health center staff shall: a. Administer first aid. b. Supervise the administration of first aid. c. Organize first aid and medical supplies. The cafeteria manager or designee shall direct the use and preparation of the cafeteria stock and water supply whenever the feeding of students becomes necessary during a disaster. Bus drivers shall: a. Supervise students if a disaster occurs while they are in the bus. b. Issue the Duck and Cover command if an earthquake or surprise attack occurs while students are in the bus. c. Transfer students to a new location when directed by the principal/Incident Commander. d. Shelter students in the buses if determined necessary by the principal or incident commander. e. Report to the Principal /Incident Commander to provide assistance as assigned by the Principal/Incident Commander. References: AVUSD Disaster Plan AV Community Disaster Response Plan AVUSD Board Policy 6114 and 6114.3 AVUSD Administrative Regulation 6114(a), 6114(b) and 6114.4 C. Policies regarding actions that would lead to suspensions and/or expulsion In adherence to district policy 5144.1, "The Governing Board recognizes that maintaining an environment which promotes learning and protects the health, safety,

and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify district behavior standards. Except in cases where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Ed code 48900.5)" However, a student may be suspended or recommended for expulsion for any of the reasons enumerated in AR5144.1(C). Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student. If necessary, a principal's conference may be scheduled before the end of the suspension period to discuss terms of returning to school with a behavior contract or to consider further disciplinary action, including an administrative transfer to another school or recommending expulsion. If an administrative transfer is determined appropriate, the student and parents will be notified in a timely manner verbally and in writing by the school principal. Offenses that result in mandatory suspension and referral for expulsion (with the principal or superintendent having the authority to make an exception, if appropriate due to the particular circumstances) include: 1. Caused or threatened serious physical injury to another person, staff or student, except in self-

defense 2. Possessed any firearm (real or imitation), knife, explosive, or other dangerous object of no reasonable use to the student. 3. Unlawful possession of any controlled substance for the furnishing, or use of alcohol, tobacco or any intoxicant of any kind or paraphernalia. This infraction requires mandatory counseling with the substance abuse therapist for 6 weeks. Parent participation in the counseling is recommended. 4. Robbery, extortion, vandalism, stealing or accepting stolen school or private property. 5. Obscene act, habitual vulgarity 6. Committed or attempted sexual attack or assault or battery. 7. Harassment or intimidation

- of a student who is a complaining witness in a school disciplinary proceeding. 8. Hazing, Bullying or hate violence. 9. Terrorist threats against school officials or property 10. Committed sexual harassment Offenses that result in mandatory suspension and referral for expulsion with the principal having no authority to make an exception include: 1. Possession/selling/furnishing a firearm at school or at a school activity 2. Brandishing a knife at another person. 3. Unlawfully selling a controlled substance 4. Committing/attempting to commit a sexual assault/battery. 5. Possessing an explosive. References: AV Student Handbook AVUSD Policy 5144.1 Procedure to notify teachers of dangerous pupils Each September, all teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the previous three years. The following procedure is used in notifying teachers of the suspension history: 1. Suspension lists are reviewed in a staff meeting and then provided in writing using a routing sheet. All teachers initial the routing slip
- verifying their review of the data. 2. Teachers are advised about the confidential nature of the data. 3. All routing sheets and suspension reports are to be returned and filed in the school office. To notify teachers of suspensions as they occur during the school year, the following process is used: Current suspensions are announced in staff meetings. Teachers are provided with written notice of a student's suspension routed among all teachers who have the

- student enrolled in a class. All teachers initial the routing slip verifying review of the suspension notice and reminder of the confidential nature of the data. All routing sheets and suspension reports are to be returned and filed in the school office. When students are administratively transferred from one school to another for disciplinary reasons, teachers at the new school are notified by the school administration and provided with written information about reasons for the
- student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office. When students transfer into the school midyear, school administration will provide written notice of any suspensions or expulsions in the past three years, in a timely manner from receipt of the cum folder routed among all teachers who have the student enrolled in class. When the district receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the Superintendent. Copies of this notice are maintained in the school office and the district office. References: AVUSD Board Policy 4158, 4258 & 4358 Sexual Harassment Policy: Sexual harassment of any student or employee by another person is prohibited. AVUSD Policy 5145.7, 4119.11, 4219.11 and 4319.11

prohibits sexual harassment of employees and students. It is the policy of the Anderson Valley Unified School District to provide an educational, employment, and business environment free from sexual harassment. Students and employees who feel aggrieved because of conduct that may constitute sexual harassment should directly inform the persons engaging in such conduct that such conduct is offensive and must stop. Students who feel aggrieved because of conduct that may constitute sexual harassment should notify a teacher, administrator or the guidance counselor so that he/she may take remedial action. All reports are thoroughly investigated in a timely manner. A school administrator will determine an appropriate action for each complaint. Actions may include the following: a. Student counseling and education, when appropriate b. Parent notification, when appropriate c. A report to the police or Child Protective Services as appropriate or required by law. d. Student disciplinary actions may include suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion. District policy related to sexual harassment of students requires the following: a. Posting of the district's sexual harassment policy in a prominent location near each principal's office. b. Notifying the staff, students, and parents of the sexual harassment policy at the beginning of each school year or at the time of enrollment. c. Including notification of the sexual harassment policy as part of any orientation materials or programs for new students at the

- beginning of the year or when they enroll. d. Including the sexual harassment policy in school and district publications. e. Taking appropriate administrative actions to reinforce the district policy by providing staff in-service and student instruction and/or counseling. References: AVUSD Board Policies 4119.11(a), 4219.11, and 4319.11 AVUSD Student Handbooks AVUSD Teacher Handbooks F. School-wide dress code The following standards are designed to clarify appropriate apparel for school activities. The following criteria will be used to determine "appropriate" in any specific instance: Student safety and health Distraction to the learning
- atmosphere No gang relation or promotion No promotion of drugs, alcohol, or tobacco. Students and parents are given written notice of the school dress code at the beginning of each school year or at the time of enrollment. The enforcement of the school dress code is the responsibility of all school staff and we must rely on their judgment for the determination of "appropriate" and "inappropriate" dress. In most instances, students will be asked to remove or cover any inappropriate clothing or accessories, and violations will typically lead to disciplinary measures only when students repeatedly violate the dress code or defy staff authority. When a new student arrives mid-year, they will meet with counselor or principal to review student handbook and school policies. References: AVUSD Student Handbooks AVUSD Teacher Handbooks G. Procedure for safe ingress and egress of pupils, parents and staff to and from school Students, parents, staff and all individuals are expected to arrive and depart all campuses in an orderly and safe manner. To that end, staff is assigned bus duty before and after school to supervise the main entrance/exit locations of each campus during student arrival and departure times. There are designated loading zones at each campus where

students should be dropped off and picked up to avoid parking lot accidents. At the AV Jr/Sr High School campus, where some students are licensed drivers and may be providing their own transportation to and from school, rules of driving and safety outlined by the California Vehicle Code must be observed at all times. Students who violate these rules may lose the privilege to bring their cars on campus and other forms of discipline may be imposed as deemed appropriate by the school principal. Students who drive their own vehicle to school must register with the office and obtain a parking permit. Any students who arrive after the beginning or leave prior to the end of the official school day must be checked in or checked out of the school office by their parent or guardian (or provide a written note from a parent or guardian) giving the reason and authorization for the student's absence. No student shall be released from school to any person other than his custodial parent or guardian without the expressed consent of such parent or guardian. References: AV Jr/Sr HS Student Handbook AVUSD Teacher Handbooks H. A safe and orderly environment conducive to learning The Governing Board, administration and staff of Anderson Valley Unified School District believes that students and employees have the right to learn and work in a safe environment. The Governing Board is fully committed to preventing violence and crime on school grounds. The Superintendent and staff shall strictly enforce all Board policies related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline. In an effort to establish and maintain a safe and orderly school environment, clear behavioral expectations have been set forth in writing and are communicated to students and parents at the beginning of each school year and enforced by staff on an ongoing basis. Behavioral expectations of students are as follows: Students should view learning as their primary focus at school. To this end, students are expected to maintain a positive attitude toward learning. The classrooms and adjacent hallways, computer labs and the libraries are considered places where respectful and studious behavior is displayed. Students should come to class ready to learn with the requisite materials: text, binder, writing implements,

calculator, gym clothing. Snacking, making telephone calls, socializing and visiting the restroom should be taken care of during break or lunch or before or after school. All behavior in the classroom should support rather than distract from the learning climate. The school campus is a safe social and educational environment. All behavior on campus including assemblies, rallies, sporting events, and dances, must allow students, staff, and guests to feel safe and respected at all times. We encourage positive relations between all students. We will not tolerate fighting or harassment of any kind. Intimidating behavior, physical violence and threats of

physical violence have no place on the campus. Consequences will depend on the nature of the offense. Repeat offenses will be dealt with more severely. The classroom is a learning environment; all behaviors in the classroom must allow learning and teaching to take place. Students must adapt to the expectations of their different teachers. References: AVUSD Board Policies 3514, 3515(a), and 5000(a) AVUSD Student Handbooks AVUSD Teacher Handbooks I. School discipline rules and procedures The Governing Board believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment, which reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary measures. In order to maintain an environment conducive to attaining the highest quality of education in the district, there must exist certain disciplinary policies and regulations relating to student conduct,

which delineates acceptable behavior and provides the basis for sound disciplinary practices within each school in the district. These policies and regulations will be enforced fairly and uniformly and consistently without regard to race, creed, color or sex. The administration, teachers and classified staff share the mutual responsibility for student conduct and safety and the enforcement of district policies and regulations. The Board shall give all reasonable support and assistance to all employees with respect to student discipline. The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support

services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school. In order to ensure that school site rules for student discipline are enforced fairly and uniformly and consistently, the Superintendent shall establish procedures for the development of such rules. All school site rules shall be strictly based on district policy, regulation and existing law. All avenues provided in policy, regulation and law for the discipline of students may be utilized in developing site level rules.

These include but are not limited to advising and counseling students, conferencing with parents/guardians, detention during and after school hours, alternative educational environments and, if necessary, suspension and expulsion. The Governing Board believes that all students have the right to a public education in a positive environment free from disruptions, which interfere with teaching and learning activities. In order to promote an atmosphere conducive to learning, it is imperative that the Board, parents/guardians, students, teachers and the administration be cognizant of their responsibilities related to student conduct.

Teachers are expected to have a clearly stated discipline policy and to enforce it. The policy should be posted in the classroom and included in the syllabus. All classroom discipline policies should reflect the school policies outlined in the Student Handbook. No one's classroom should be a place where exceptions to school rules are allowed as a matter of policy. Teachers should deal directly with students and, when necessary, parents before involving the administration. It is

important to document discipline issues that have been dealt with directly by the teacher by submitting a pink slip to the office. When discipline problems arise, they should be addressed quickly, making the problem clear to both the student and his parents to prevent a pattern of inappropriate behavior from developing. If the teacher is unable to correct a problem by dealing directly with the student and parents, the administration should be called in. If a clear record of discipline problems and attempts at resolution is kept, the teacher and administration will be more effective identifying and correcting patterns of misbehavior. School rules and behavioral expectations are clearly stated in the school site Student Handbooks, which are disseminated to students and parents for review at the beginning of each school year and at the time of new student enrollment.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	12	24			10	25	1		11	20	1	
Mathematics	9	24			12	19			11	17	1	
Science	13	13			16	13			17	9	1	
Social Science	12	12	3		13	11	4		12	14		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	207

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	196.84	838,848.42	1,532,742.33	54845.70
District	N/A	N/A	12,033.23	\$55,948
Percent Difference - School Site and District	N/A	N/A	196.9	-2.0
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	198.0	-22.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Anderson Valley Jr./Sr. High School provides 100% CLAD and/or SDAIE certificated teachers for every class, an experienced administrator, one school counselor offering academic and career counseling and crisis intervention, and a bilingual college counselor who's available one period a day. In addition, AVHS provides a speech/language therapist (as needed), an ATOD Counselor (one day a week), and two bilingual counselors who provide the school (in total) with three days of student counseling services. The school also provides a Migrant Education program coordinator, two Special Education instructional aides (one of whom is bilingual) and one ELD bilingual aide, and the classified support staff includes clerical, custodial, maintenance, transportation, and food preparation personnel.

Academic and ELD support options are provided within the curricular framework, with an ESL Grammar class for beginning language learners, English for Mastery classes for intermediate language learners, and leveled Reading classes for 7th and 8th graders, and a one semester Literacy class for 9th graders. Extracurricular support services include an extensive JH After School program, a HS After School Tutorial program, and a library that's open to students for a half hour before school daily.

AVHS also provides numerous curricular and extracurricular services that promote health, career/college exploration, and creativity, including an extensive athletic program, an agriculture program (with FFA), CTE Pathways, AVID, art, yearbook, industrial arts, technology, a STEM program, the Anderson Valley Space Program, independent study, music production, video production, and photography classes.

Other support services include group counseling, field trips, guest speakers, assemblies, a continuation school, FAFSA preparation night, and twice-yearly Student- Parent-Staff-Advisor meetings. We also have an excellent local Education Foundation that supports and funds projects and field trips and a local Unity Club (Panther Pals) that support all of our teachers with their classroom needs.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,261	\$44,318
Mid-Range Teacher Salary	\$53,213	\$67,053
Highest Teacher Salary	\$74,669	\$90,163
Average Principal Salary (Elementary)	\$108,915	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$98,059	\$114,214
Superintendent Salary	\$109,507	\$141,066
Percent of Budget for Teacher Salaries	27.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	2	29.3

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	7	5	10

Staff members continuously build skills by taking part in many conferences and workshops throughout the year and sharing ideas, knowledge, and techniques with colleagues during a weekly collaboration which occurs through a shortened student day. The district offers four staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The district's focus is on using the

Common Core Standards and developing CTE Pathways and a new Maker Space that will allow students to demonstrate what they can do with the knowledge they have acquired.