

# Anderson Valley Junior/Senior High 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>	Anderson Valley Junior/Senior High School
<b>Street</b>	18200 Mountain View Road
<b>City, State, Zip</b>	Boonville CA 95415
<b>Phone Number</b>	707-895-3496
<b>Principal</b>	Louise Simson
<b>Email Address</b>	lsimson@avpanthers.org
<b>School Website</b>	<a href="https://www.avusd.k12.ca.us">https://www.avusd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	23 65540

## 2022-23 District Contact Information

<b>District Name</b>	Anderson Valley Unified
<b>Phone Number</b>	707-895-3774
<b>Superintendent</b>	Louise Simson
<b>Email Address</b>	lsimson@avpanthers.org
<b>District Website Address</b>	<a href="https://www.avusd.k12.ca.us">https://www.avusd.k12.ca.us</a>

## 2022-23 School Overview

Anderson Valley Jr/Sr High School is a rural school district serving a diverse range of 210 learners from a bi-model socio-economic community with a high EL population. The AVHS staff employ a process for systematic use of student performance data to measure the effects of school programs and services and to build relationships with students and families to increase student performance. Utilizing Multi-Tiered Systems of Supports (MTSS) and Project Based Learning strategies, staff is able to improve the performance of English Learners and increase engagement for students with 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 after school 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. Pre-pandemic the school had a high graduation rate and a large portion of our graduates go on to two- and four-year colleges directly out of high school. Post-pandemic, a new CTE Academy was rolled out to assist with credit recovery and a renewed emphasis on college dual enrollment offerings was developed to extend learners' enrichment opportunities.

Career Pathways opportunities include CTE-aligned courses across multiple industry sectors, including Agriculture, Art Media and Entertainment, and Construction. A-G aligned course offerings include Studio Art, US History, Economics, Government, English, Physics and Spanish

Language/Culture. Students have many dual-enrollment courses to choose from and many opportunities to take courses for college credit. In order to expand opportunities, students are transported weekly to the Mendocino College campus to participate in programs such as Auto Shop and Costume Construction.

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;

## 2022-23 School Overview

- Celebrating the unique diversities within our community and developing a sense of social responsibility;
- Supporting a caring 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	29
Grade 8	45
Grade 9	35
Grade 10	39
Grade 11	38
Grade 12	24
<b>Total Enrollment</b>	<b>210</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.5
Asian	0.0
Black or African American	0.5
Filipino	0.0
Hispanic or Latino	81.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.5
White	17.6
English Learners	16.2
Foster Youth	0.0
Homeless	7.6
Migrant	16.7
Socioeconomically Disadvantaged	84.8
Students with Disabilities	11.4

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.30	67.14	22.60	73.53	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.60	9.89	1.60	5.42	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.90	17.29	4.50	14.68	12115.80	4.41
<b>Unknown</b>	0.90	5.62	1.90	6.33	18854.30	6.86
<b>Total Teaching Positions</b>	16.80	100.00	30.70	100.00	274759.10	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<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	0.70	
Misassignments	0.90	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.60</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	2.90	
<b>Total Out-of-Field Teachers</b>	<b>2.90</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)	7.20	
<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)	5.10	

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

Year and month in which the data were collected		1/2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	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 These texts supplement a novel based curriculum	Yes	0
<b>Mathematics</b>	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 Curriculum Pilot in progress	Yes	0
<b>Science</b>	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 Curriculum Pilot in progress	Yes	0
<b>History-Social Science</b>	Grade 7- McGraw Hill, World History and Geography, Medieval and Early Modern Times Grade 8 - McGraw Hill, United States History and Geography, Growth and Conflict 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
<b>Foreign Language</b>	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
<b>Health</b>	Grade 10- Glencoe, Glenco Health- 2000	Yes	0
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment</b>	Vernier - Pilot Pending		

## School Facility Conditions and Planned Improvements

The District recently passed a \$13 million dollar bond measure to update facilities. Although not enough to meet the needs of 70-year old facilities, strategic replacements will be constructed. The District also replaced a \$600,000 HVAC system at the high school with Covid funding. A septic line replacement is pending with construction expected to be completed by February 2023.

Year and month of the most recent FIT report

10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None
<b>Interior:</b> Interior Surfaces		X		stains on some ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			None
<b>Electrical</b>		X		Some lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Girls bathroom sink need to be re-caulked
<b>Safety:</b> Fire Safety, Hazardous Materials	X			None
<b>Structural:</b> Structural Damage, Roofs	X			None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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	44	N/A	28	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	20	N/A	16	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
<b>All Students</b>	112	108	96.43	3.57	43.93
<b>Female</b>	63	60	95.24	4.76	54.24
<b>Male</b>	49	48	97.96	2.04	31.25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	88	84	95.45	4.55	39.76
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	22	22	100.00	0.00	59.09
<b>English Learners</b>	21	19	90.48	9.52	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	93	89	95.70	4.30	36.36
<b>Students Receiving Migrant Education Services</b>	16	16	100.00	0.00	43.75
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>All Students</b>	112	109	97.32	2.68	20.37
<b>Female</b>	63	61	96.83	3.17	23.33
<b>Male</b>	49	48	97.96	2.04	16.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	88	85	96.59	3.41	14.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	22	22	100.00	0.00	45.45
<b>English Learners</b>	21	21	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	93	90	96.77	3.23	12.36
<b>Students Receiving Migrant Education Services</b>	16	16	100.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	27.27	NT	23.76	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
<b>All Students</b>	68	66	97.06	2.94	27.27
<b>Female</b>	37	35	94.59	5.41	25.71
<b>Male</b>	31	31	100	0	29.03
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	53	52	98.11	1.89	17.31
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	14	100	0	64.29
<b>English Learners</b>	13	13	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	54	52	96.3	3.7	15.38
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

Anderson Valley High School offers CTE programs to support students in exploring and entering the following industries:

Agriculture and Science  
 Design, Visual, and Media Arts  
 Cabinet making, Mill working and woodworking  
 Performing arts

We are also fortunate to collaborate with local industry specialists and colleges to support students in exploring

Fire Science  
 Public and Community Health  
 Patient Care  
 Education

We also partner with Mendocino Community College to provide dual enrollment classes based on student interest. These classes have included Auto Mechanics and Costume Construction. On-site dual enrollment classes have included two full credit English course offerings.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	172
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	93.84
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	3.85

## 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 7	100%	100%	100%	100%	100%
Grade 9	100%	100%	100%	100%	100%

## 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

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. In order to increase parent attendance participation, sports gate fees were removed for all sports in 2022/23.

All of our high school parents meet with teacher mentors as part of our Personal Plan for Learning (PLP) Program. In addition we rely on parent volunteers to help with senior project, field trips and other co-curricular activities. We will also encourage parents and community members to assist students with projects in the athletic coaching and driving support. Pre-pandemic 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/CTE Council and Parent Advisory Committee. Parents participate in Honor Roll, the Annual Sports/Drug Education Dinner, and the College and Career Fair planned for February 2023 as an on-going annual event.

The district passed a \$13 million dollar bond with 72 percent of the vote in June 2022 and community and staff members were supportive and active in driving that measure to a positive outcome.

Parents participate in regular Parent and Health Kid Surveys and topical surveys throughout the year.

## C. Engagement

## State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.2	4		10.7	3.4		8.9	7.8
Graduation Rate		83.3	92		78.6	93.1		84.2	87

### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	25	23	92.0
Female	11	10	--
Male	15	14	93.3
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	20	18	90.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	22	20	90.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	221	217	79	36.4
Female	109	107	39	36.4
Male	112	110	40	36.4
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	176	172	65	37.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	42	42	12	28.6
English Learners	42	41	23	56.1
Foster Youth	0	0	0	0.0
Homeless	16	16	11	68.8
Socioeconomically Disadvantaged	185	182	74	40.7
Students Receiving Migrant Education Services	39	38	17	44.7
Students with Disabilities	25	25	15	60.0

### 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	8.68	5.26	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	0.44	9.05	0.22	7.14	0.20	3.17
Expulsions	0.00	0.45	0.00	0.21	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.05	0.45
Female	3.67	0.00
Male	14.29	0.89
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	9.09	0.57
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.14	0.00
English Learners	14.29	0.00
Foster Youth	0.00	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	10.27	0.54
Students Receiving Migrant Education Services	7.69	0.00
Students with Disabilities	8.00	0.00

## 2022-23 School Safety Plan

### 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 description 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

Disaster procedures, routine and emergency:

The sites update their disaster plan with stakeholder input annually for February Board adoption.

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:

Emergency bag: All rooms are equipped with an emergency backpack with class rosters and supplies. This is to be taken by the supervising adult in emergencies.

All classrooms have a walkie-talkie to be taken by adult in an emergency.

Earthquake: Stop, Drop, and Cover. If outside, take cover on ground away from electrical lines and building site lines. Exit when safe to evacuation location for fire drill if permitted.

Active Shooter: Adults are empowered to make in the moment decisions about student safety. All classrooms are equipped with lock blocks to immediately lock doors from the inside. Most classrooms have additional door hinge safety lock for additional fortification. Blinds are to be lowered and lights off. Rooms are barricaded, if necessary. If a staff member indicates that a better safety opportunity is presented by exiting the room, they are empowered to enable their students to do so. All classrooms have a designated "flight" location where reunification will be confirmed. This off-site information as well as staff phone number are included in an emergency brochure inside the emergency backpack.

Fire: Students assembly in pre-determined location. Administration verifies all students are present through walkie-talkie checks.

Transportation staff: In the event of a wildfire requiring bus evacuation, transportation staff will evacuate in the opposite direction of the fire with administrators coordinating via Parent Square.

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	20	1	
Mathematics	11	17	1	
Science	17	9	1	
Social Science	12	14		

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	24	2	
Mathematics	14	13	3	
Science	20	7	3	
Social Science	18	8	3	

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	19	2	
Mathematics	16	12	2	
Science	16	8	2	
Social Science	16	9	3	

## 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	210

## 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 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	196.84	838,848.42	1,532,742.33	54845.70
District	N/A	N/A	12,033.23	\$57,228
Percent Difference - School Site and District	N/A	N/A	196.9	-4.3
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	198.3	-28.4

## 2021-22 Types of Services Funded

Anderson Valley Jr./Sr. High School strives to provide 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), a drug and alcohol counselor 1.5 days a week. Additionally, contract therapy support is provided with Keystone Therapy and via tele-health with Presence Learning. The school also provides Special Education instructional aides, and the classified support staff includes clerical, custodial, maintenance, transportation, and food preparation personnel. Many of the staff members are bilingual in all areas.

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, independent study, music production, video production, and photography classes. A GSA alliance and cooking class was also added in 2022.

Other support services include group counseling, field trips, guest speakers, assemblies, CTE adjusted credit programs, 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.

## 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
<b>Beginning Teacher Salary</b>	\$44,296	\$46,419
<b>Mid-Range Teacher Salary</b>	\$54,486	\$69,902
<b>Highest Teacher Salary</b>	\$76,456	\$97,912
<b>Average Principal Salary (Elementary)</b>	\$99,990	\$111,731
<b>Average Principal Salary (Middle)</b>		\$122,012
<b>Average Principal Salary (High)</b>	\$106,127	\$122,212
<b>Superintendent Salary</b>	\$94,959	\$150,971
<b>Percent of Budget for Teacher Salaries</b>	27%	29%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	28.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	2

## Professional Development

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 has included trauma informed practices, just in time learning strategies, and project based learning. The Junior/Jenior high school staff has also focused deeply on data analysis related to the upcoming WASC visit in March 2023 and creating a relevant action plan.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	7	7