

Anderson Valley Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Anderson Valley Elementary School
Street	12300 Anderson Valley Way, P.O. Box 457
City, State, Zip	Boonville
Phone Number	7078953010
Principal	Cymbre Thomas-Swett
Email Address	cswett@avpanthers.org
School Website	https://avpanthers.org/
County-District-School (CDS) Code	California

2022-23 District Contact Information

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

2022-23 School Overview

School Description

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

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

Anderson Valley Elementary School is a public school located in Boonville, CA. It has 225 students in grades K-6 with a student-teacher ratio of 22 to 1 and creates and sustains a safe and effective school culture using Positive Behavior Intervention and Support. According to state test scores, 32% of students are at least proficient in math and 42% in reading. The elementary school draws its students from the approximately 3000 community residents who work in agriculture, logging tourism, education and healthcare industries. According to Trulia the median sale price for a home is \$424,000. 30% of the population is single and 47% are homeowners. The median age is 32 years, the median household income is \$42,000, and 22% of the population is college educated. Anderson Valley has seen a series of migrations over the past 160 years. Boonville is well known for their folk language Boontling. This region experiences warm (but not hot) and dry summers, with no average monthly temperatures above 71.6 °F. Boonville has a warm-summer Mediterranean climate

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

Anderson Valley Elementary School is predominantly bicultural and contains the special challenges common to many rural California schools. The school program strives to respond to the community's needs and meet all students' college and career

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goals. One challenge the local residents face is affordable housing for local residents as more and more outside investors come into the community to participate in the agricultural industry.

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

School Description

82% of students qualify for free and reduced lunch. 77% of our students are of Hispanic background and 65% are classified as English Language learners. 21% of the students are white and 1% are of African American decent. Our staff consists of 13 certificated personnel, which includes classroom teachers, special education teacher, and a part-time PE teacher. In addition there are 19 classified employees. The 19 include instructional assistants, 2 secretaries, 2 custodians, a library tech, cafeteria staff, and a primary intervention program specialist. Our special education students are placed in the least restrictive environment to meet their individual needs. We have a learning center staffed with one full-time special education teacher and one part-time resource specialist teacher who work with 'at-risk' students on a pullout basis throughout the day. We contract with an outside agency to meet the speech and language needs of our students. The majority of our staff and students are bilingual in English and Spanish. All of our staff hold a Cultural Language Acquisition Development (CLAD) credential with two holding a Bilingual Cultural Language Acquisition Development (BCLAD) credential.

Our primary funding sources beyond general State funding include, Title I and Supplemental Concentration Grant funding. We maintain an active ELAC Committee and School Site Council. Our Parent/Teacher Organization is also very supportive and actively works to support student learning and enrichment opportunities. Our students at risk of retention and/or not meeting standards of learning are offered after school support in our ASES program. We provide a 'language academy' in our After School Program where students are invited to read in Spanish using the "Accelerate Model." We have a school-wide reading initiative program called "Accelerated Reader". We support good citizenship and positive student behavior with several specific incentive programs; including a character education program called "Second Step" which teaches students good citizenship. Anderson Valley Elementary has implemented PBIS school-wide and meets regularly as a PBIS team and in staff meeting to continue implementing positive behavior interventions and supports.

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

School Vision and Mission

Vision

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

Mission

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	36
Grade 1	31
Grade 2	22
Grade 3	27
Grade 4	33
Grade 5	36
Grade 6	38
Total Enrollment	223

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.9
Filipino	0.0
Hispanic or Latino	75.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	23.3
English Learners	46.6
Foster Youth	0.0
Homeless	4.0
Migrant	17.0
Socioeconomically Disadvantaged	84.8
Students with Disabilities	9.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	84.62	22.60	73.53	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.60	5.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	7.69	4.50	14.68	12115.80	4.41
Unknown	1.00	7.69	1.90	6.33	18854.30	6.86
Total Teaching Positions	13.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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	1	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1	

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	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

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

2021-22 Class Assignments

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

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On Sept 17, 2022 the school board had a public meeting to discuss sufficiency or insufficiency of instructional materials at Anderson Valley Elementary School. The textbook sufficiency report was approved.

Year and month in which the data were collected	12/2022		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	K-6: McGraw Hill, Wonders Series- 2016 Pilot in Progress.	Yes	0
Mathematics	K-6: Houghton Mifflin, Go Math-2014	Yes	0
Science	K-6: Delta Education, Foss Next Generation-2018	Yes	0
History-Social Science	Kinder: Houghton Mifflin, My World-2007 1st Grade: Houghton Mifflin, School and Family-2007 2nd Grade: Houghton Mifflin, Neighborhoods-2007 3rd Grade: Houghton Mifflin, Communities-2007 4th Grade: Houghton Mifflin, California Studies-2007 5th Grade: Houghton Mifflin, US History Early Years-2007 6th Grade: Houghton Mifflin, A Message of Ancient Days Years-2007 TK-6: Social Studies Weekly	Yes	0

School Facility Conditions and Planned Improvements

General

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

Age of School Buildings

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

Cleaning Process and Schedule

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

Deferred Maintenance Projects

Maintenance is performed by facilities maintenance personal. Current measures for replacing windows and updating light fixtures are taking place.

Technology Projects

Extensive WiFi upgrades were performed as a result of a local school bond measure.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		stained ceiling tiles

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	several lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			hydration station has flow issue
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	17	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	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
All Students	134	129	96.27	3.73	17.05
Female	69	68	98.55	1.45	17.65
Male	65	61	93.85	6.15	16.39
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	107	102	95.33	4.67	14.71
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	25	25	100.00	0.00	28.00
English Learners	61	56	91.80	8.20	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	115	111	96.52	3.48	12.61
Students Receiving Migrant Education Services	25	25	100.00	0.00	12.00
Students with Disabilities	18	18	100.00	0.00	11.11

2021-22 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	134	134	100.00	0.00	12.69
Female	69	69	100.00	0.00	8.70
Male	65	65	100.00	0.00	16.92
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	107	107	100.00	0.00	12.15
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	25	25	100.00	0.00	16.00
English Learners	61	61	100.00	0.00	4.92
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	115	115	100.00	0.00	10.43
Students Receiving Migrant Education Services	25	25	100.00	0.00	12.00
Students with Disabilities	18	18	100.00	0.00	5.56

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	17.65	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
All Students	36	34	94.44	5.56	17.65
Female	22	21	95.45	4.55	9.52
Male	14	13	92.86	7.14	30.77
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100	0	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	11	11	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	30	96.77	3.23	16.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement of State Priority (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:

Parents can become directly involved in our school through PTAV, SSC, Parent Advisory and ELAC. All parent committees meet on a regular basis and address school-wide concerns ranging from budgetary spending, school safety, fundraising, curricular and extra-curricular events. Our SSC group (School Site Council) meets regularly to determine how Title funds will be spent and which programs will be implemented at our school. After SSC we meet as a Parent Advisory group and discuss needs of the school.

We also have an ELAC group (English Learner Advisory Committee) that regularly meets in conjunction with the District DELAC (District English Learner Advisory Committee) to focus on the needs of our students that are second language learners. The PTAV group (Parents and Teachers of Anderson Valley) meet monthly to plan events and programs to enrich the student's school experience. Furthermore, we welcome parents to set up appointments to come and visit their child's class anytime so that they may make a stronger connection to the classroom environment. Volunteers in and outside of the classroom are strongly encouraged and appreciated. We provide ongoing parental involvement with parent conferences, IEP meetings, and Student Study Team meetings. Parents are invited to attend awards ceremonies. Parents attend parent-teacher conferences at the end of the first trimester of school and meet with the child's teacher to review academic and behavioral progress. We are proud to say that we have translation services and 100% attendance at parent conferences. Lastly, parents and families are actively encouraged to attend school events including movie nights, ELL awards, Back to School Night and Open House.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	237	233	84	36.1
Female	120	117	48	41.0
Male	117	116	36	31.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	178	174	66	37.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	56	56	17	30.4
English Learners	108	105	39	37.1
Foster Youth	0	0	0	0.0
Homeless	9	9	5	55.6
Socioeconomically Disadvantaged	198	195	77	39.5
Students Receiving Migrant Education Services	39	39	13	33.3
Students with Disabilities	27	27	7	25.9

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	2.42	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	0.00	5.49	0.22	7.14	0.20	3.17
Expulsions	0.00	0.00	0.00	0.21	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.49	0.00
Female	1.67	0.00
Male	9.40	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.79	0.00
English Learners	6.48	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.57	0.00
Students Receiving Migrant Education Services	10.26	0.00
Students with Disabilities	7.41	0.00

2022-23 School Safety Plan

School Safety Plan

Our Safe School Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code Prohibiting "Gang Related" Apparel, Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. It is updated and reviewed annually. The safety plan was reviewed and updated during the 2022/23 school year by parents and staff. It will be reviewed again in the 2023/24 school year.

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:

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.

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.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1		
1	14	1		
2	17	2		
3	19	2		
4	18	2		
5	24		1	
6	21	1	1	
Other	18	2		

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2		
1	20	1		
2	23		1	
3	17	2		
4	18	2		
5	19	2		
6	25		1	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		1	
1	19	1		
2	18	1		
3	18	1		
4	17	1		
5	17	2		
6	17	2		
Other	20	2	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

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	1,958,735.33	3602.78	7,968.98	5,4845.7
District	N/A	N/A	12,033.23	\$57,228
Percent Difference - School Site and District	N/A	N/A	-40.6	-4.3
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	18.9	-28.4

2021-22 Types of Services Funded

2021/22

Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor: 0

Library Media Services Staff (Paraprofessional): 1

Psychologist: 0.2

Nurse: 0

Speech/Language/Hearing Specialist: 0.5

Resource Specialist: 2.0

2020-21 Teacher and Administrative Salaries

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

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

Professional Development

Professional development has focused on Trauma Informed Practices, Accelerating Learning, training for a new ELA curriculum and how to best support English Learners.
All PD attempts to support teachers' practice in the classroom and improve student achievement.

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

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