

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Anderson Valley Elementary
Street	12300 Anderson Valley Way
City, State, Zip	Boonville, Ca, 95415-0830
Phone Number	707-895-3010
Principal	Donna Pierson-Pugh, Principal
E-mail Address	dpp@avpanthers.org
County-District-School (CDS) Code	23655406025084

District	
District Name	Anderson Valley Unified
Phone Number	(707) 895-3774
Web Site	http://www.avusd.k12.ca.us
Superintendent First Name	Mr.
Superintendent Last Name	James R. Collins
E-mail Address	jcollins@mcn.org

Last updated: 1/27/2014

School Description and Mission Statement (School Year 2012-13)

Anderson Valley Elementary School is committed to all students achieving high levels of academic performance in a pleasant, clean, safe and caring learning environment. The faculty of Anderson Valley Elementary School teaches to high grade level standards. In addition to the basic subjects of literacy, mathematics, science and social studies, the educational program includes art, music (both choral and instrumental), physical education, health, and technological applications. A recent textbook inventory showed that all instructional materials are state board of education approved with current copyrights. Every child is known by name. The 20 fully credentialed teachers and the 13 highly qualified instructional assistants establish an adult: student ratio of 1:10. The school library has a full-time library specialist and the technology /media lab is staffed by a fully credentialed teacher. A wide range of before and after school programs provide enrichment and academic support for students. A state funded preschool prepares the youngest members of our school community for kindergarten.

Last updated: 1/27/2014

Opportunities for Parental Involvement (School Year 2012-13)

Parent collaboration is a school district priority. Parent teacher conferences are held twice a year. All communication from school to home is in both English and Spanish. Parent involvement is encouraged and parent opinion is respectfully considered. There are currently 26 parents and community members who volunteer in the classrooms on a regular basis. Additional parents and community members assist with special projects such as reading before school in the Breakfast Club in the library, assisting with field trips, athletic and enrichment activities. The School Site Council meets monthly to review the educational program and student achievement and to monitor budgets to support school-wide goals. The English Learner Advisory Council meets monthly to advise the board and administration on issue pertaining to English language learners. The Parents & Teachers of Anderson Valley group provides two children's book fairs, a holiday crafts event, and raises funds for field trips and classroom budgets for the elementary school.

Last updated: 12/16/2013

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

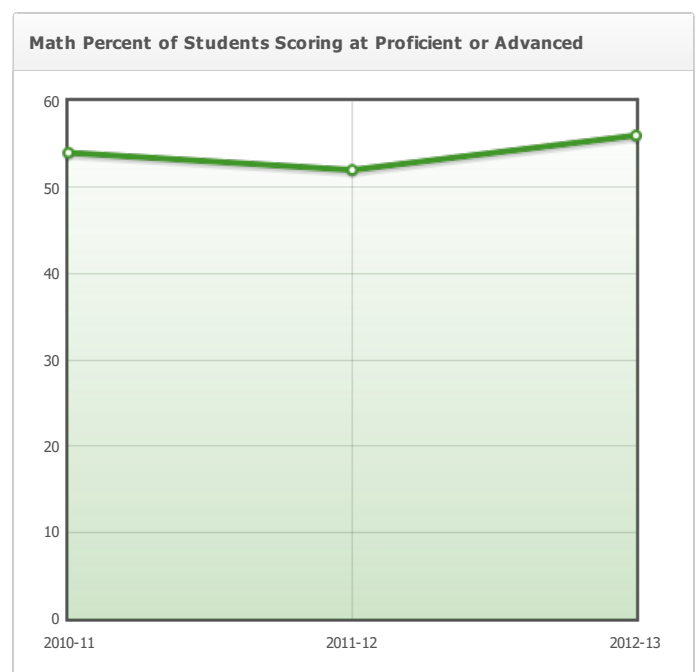
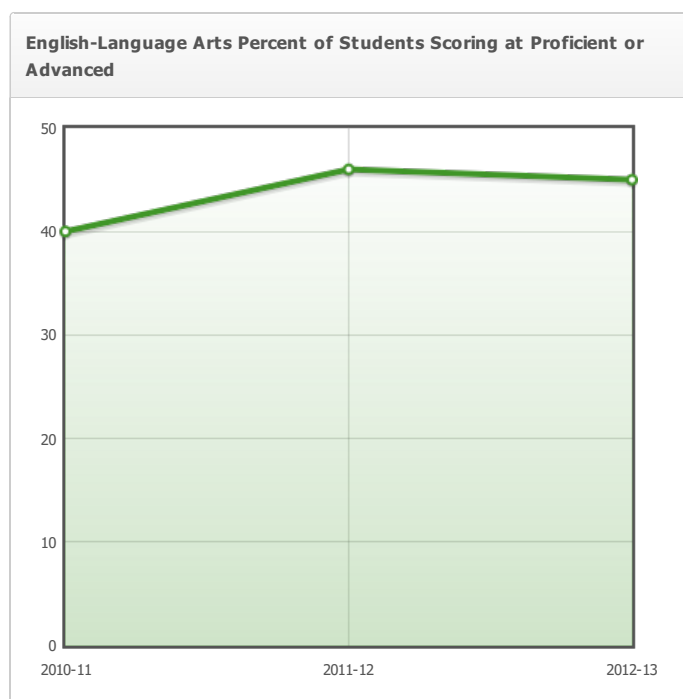
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

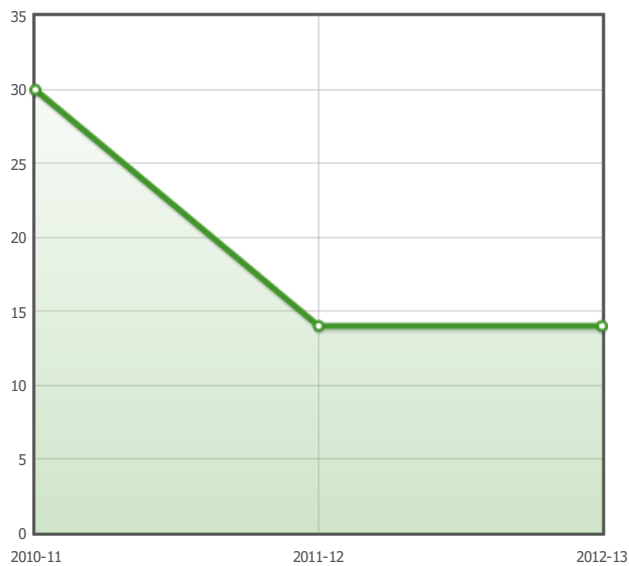
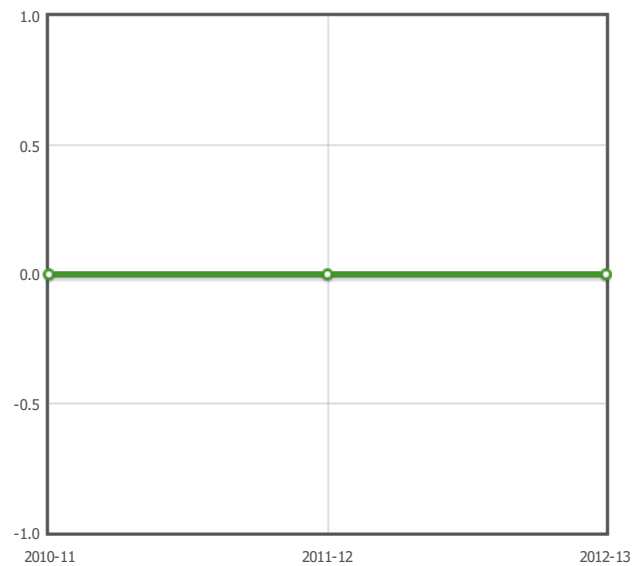
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	40%	46%	45%	46%	47%	45%	54%	56%	55%
Mathematics	54%	52%	56%	57%	51%	50%	49%	50%	50%
Science	30%	14%	14%	56%	44%	48%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	61%	65%	59%	48%	49%	49%

Note: Scores are not shown 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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 12/16/2013

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	45%	50%	48%	59%
All Students at the School	45%	56%	20%	N/A
Male	47%	58%	25%	N/A
Female	42%	52%	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	38%	50%	8%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	71%	78%	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	41%	54%	15%	N/A
English Learners	28%	45%	11%	N/A
Students with Disabilities	50%	73%	N/A	N/A
Students Receiving Migrant Education Services	31%	49%	N/A	N/A

Note: Scores are not shown 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.

Last updated: 12/16/2013

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43%	23%	34%	32%	34%	34%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	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	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	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	N/A

Note: Scores are not shown 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.

Last updated: 1/29/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.7%	26.7%	16.7%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Scores are not shown 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.

Last updated: 12/16/2013

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	4	2	3
Similar Schools	9	5	8

Last updated: 12/16/2013

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-18	25	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-26	27	24
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-46	33	24
English Learners	-26	27	16
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/16/2013

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	185	783	397	788	4,655,989	790
Black or African American	1		1		296,463	708
American Indian or Alaska Native	0		0		30,394	743
Asian	0		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	142	756	302	766	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	41	870	93	859	1,200,127	853
Two or More Races	1		1		125,025	824
Socioeconomically Disadvantaged	164	772	346	778	2,774,640	743
English Learners	118	748	157	712	1,482,316	721
Students with Disabilities	25	758	45	655	527,476	615

Last updated: 12/16/2013

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	Yes	N/A
Met API Criteria	Yes	N/A
Met Graduation Rate	N/A	N/A

Last updated: 12/16/2013

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

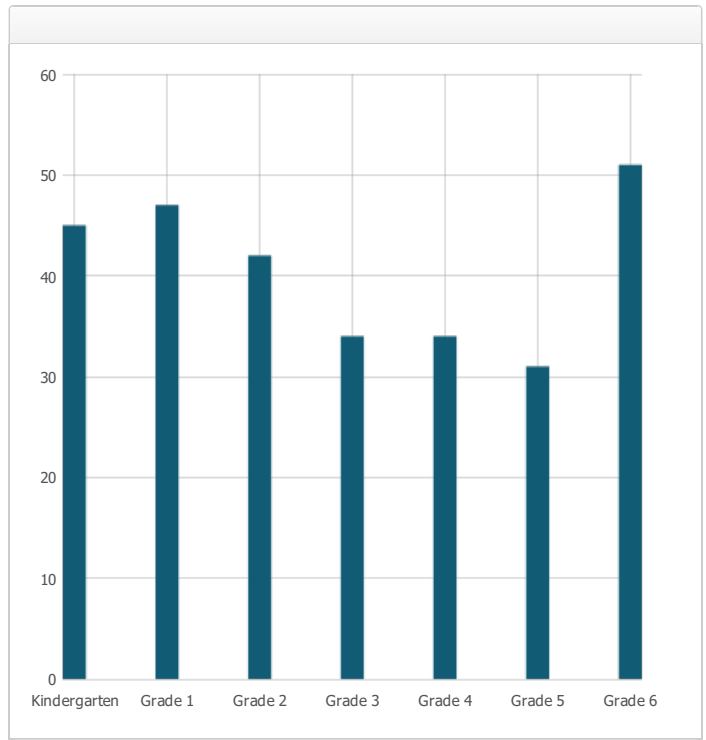
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/30/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

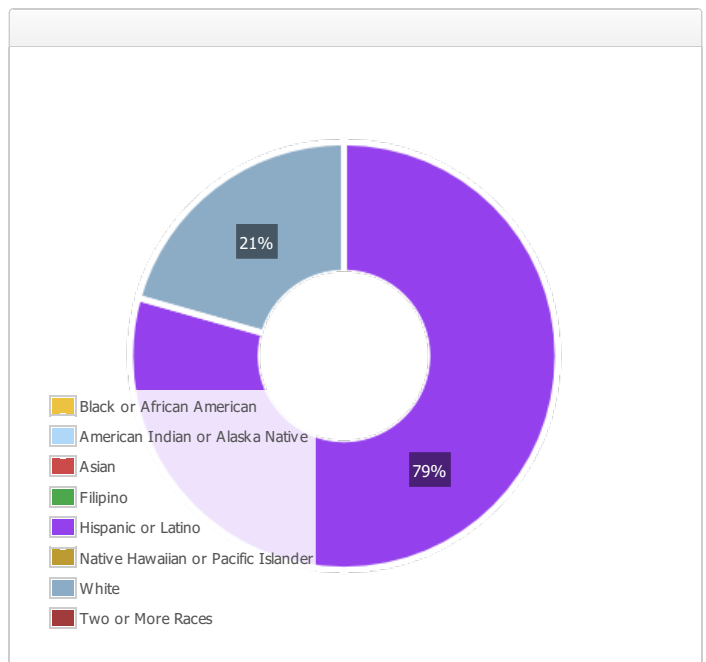
Grade Level	Number of Students
Kindergarten	45
Grade 1	47
Grade 2	42
Grade 3	34
Grade 4	34
Grade 5	31
Grade 6	51
Total Enrollment	284



Last updated: 1/27/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.4
Asian	0.0
Filipino	0.0
Hispanic or Latino	77.5
Native Hawaiian or Pacific Islander	0.0
White	20.8
Two or More Races	0.7
Socioeconomically Disadvantaged	87.7
English Learners	63.7
Students with Disabilities	9.5



Last updated: 1/27/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.5	2	0	0	21.5	2	0	0	22.0		2	
1	21.0	2	0	0	21.0	2	0	0	24.0		2	
2	23.0	0	1	0	26.0	0	1	0	21.0		2	
3	16.0	1	0	0	22.0	2	0	0	17.0	2		
4	25.5	0	2	0	15.5	2	0	0	17.0	2		
5	22.5	1	1	0	23.5	0	2	0	31.0		1	
6	23.0	0	2	0	21.5	2	0	0	26.0		2	
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/27/2014

School Safety Plan (School Year 2012-13)

Action Plan for The School Safety and Wellness Plan

Revised 9/25/13

Component I. SCHOOL CULTURE

Goal: To enhance the appreciation and expression of the personal characteristics, interpersonal life skills, and internal and external assets necessary for all individuals to succeed in education and become productive citizens of our democratic society.

Social emotional environment

Character and social skills for students and staff

Bullying, ATOD, Gang Prevention Programs
 Asset Building
 Interventions
 Culture of Healthy Choices

- Goal setting
- Physical activity and nutrition
- Refusalskills and self-efficacy (making the right decisions regardless of peer pressure)

AVES

Objective I. AVES Class meetings, part of the Second Step and the Bullying Prevention program, will be used on a regular basis at the AVES in the K – 6th grades to address concerns and problems in a proactive way, allowing students to feel they have a voice and are heard and to continue discussing bullying and conflict management. Leadership and community service experiences will be facilitated and encouraged for students in 4th through 6th grades. The Principal and /or Second Step Assistant will do bi-weekly sessions with grades 1st – 6th.

AVHS

Objective I. AVHS Use the Student Advisory Council, the Photography and the AV Projects class, to address site-based issues that were identified and presented through the PhotoVoice Project and work on the Safe Routes to School project.

Objective II.

AVHS will discuss and decide about offering Challenge Day, Career Day, Health Fair and Community Action Day.

Objective III. AVHS will use the after school program at the Jr High to offer recreation, enrichment and academic opportunities for the students as well as nutritious snacks.

Objective IV. AVHS will review and update the health, nutrition, pregnancy prevention and ATOD activities to be offered.

AVUSD

Objective I. AVUSD Continue to provide training and implement programs: to address asset building, character and social skills for staff and students. and the bullying prevention program.

Objective II AVUSD Continue to offer ATOD, asset building, conflict management and plan activities to meet the goals set in the Safe and Healthy Kids Report <http://hk.dueevaluation.com/>

Objective III AVUSD Implement the PEP grant to continue and expand efforts to increase physical activity and strength through the PE programs for students K – 12, reduce the sugar and fat consumed by students in school meals. Conduct a "Rethink Your Drink" campaign to reduce the consumption of energy drinks and other sugary beverages by students

Objective IV AVUSD Continue to work on including more locally grown fresh fruits and vegetables in the district meals and snacks.

Objective IV AVUSD Teach and encourage the PIE character education traits of: Perseverance, Integrity and Empathy throughout the year.

Academic environment

- Standards – establishing, implementing, maintaining,
- Interventions – Response to Intervention

AVUSD

Objective I AVUSD Continue to offer support to students with the Response to Intervention (RtI) model through a three-tiered approach of in-class, supplementary, and pull-out interventions, including use of after-school, special education and other staff support. Formative assessments will be used regularly to identify students needing interventions.

Objective II AVUSD Continue to improve communication with:

Staff – meetings, meeting minutes, announcements, staff notes, Google calendars, email, web page, bulletins, marquees,

Students – morning announcements, Panther Press, monthly calendars, bulletins, web page, grade sheets, and online access to grades, marquees,

Parents – Parent Link, AVES newsletters, student newspaper, improved web site, monthly calendars, grade sheets, online access to grades, report cards, parent conference/PLPs, marquees,

Community - student newspaper, improved web site, AVA School News (Community Liaison), marquees,

Component II. School Physical Environment

Goal: To maintain and improve the safety of students and staff.

Safety

- Procedures and Drills
- Discipline

AVUSD

Objective I AVUSD.

Continue to work with community agencies and resources (AVVF, CSD, AV Health Center and Public Health) to improve the district's preparedness for emergencies, including lock downs, evacuation, and shelter and then evacuation. There will be communication of these procedures through staff trainings, an updated flip chart posted in classrooms with current class lists, and parent meetings. Research and purchase a replacement bell /intercom system for AVHS.

Objective II AVUSD.

Continue to implement and evaluate emergency drills at both sites: quarterly at AVHS and monthly at AVES.

Objective III AVUSD.

Research opportunities for community development in and outside of the schools to bridge racial and cultural lines.

Objective IV AVUSD.

The physical sites will be monitored for adequate lighting, supervision and safety of staff and students, including having the deputy sheriff visits with his dog to check for drugs. All classrooms will have the safety drill purple flip-books with procedures posted and current class lists, and a master check off list for AVHS will be developed for emergencies. Research security cameras for sites, and assess/review visitor protocols at both sites.

Objective V AVUSD.

A maintenance committee with 1 - 2 board members, the site administrators and superintendent will meet monthly to monitor cleaning and maintenance standards and issues.

AVES

Objective I AVES.

Continue implementation of the discipline policy, with rules, discipline protocol and a Student's Rights and Responsibilities document will be signed by students and parents in the fall. Instead of a punitive focus, there is a focus on student accountability.

Objective II AVES.

All staff will have a key to be able to lock the doors from the inside in a Lock Down.

Objective III AVES.

Traffic slowing measures will be implemented on the road back to the preschool, Bus barn and Rancheria. This will include adding and improving signage, painting crosswalks and yellow lines on the speed bumps, and trimming shrubs.

AVHS

Objective I AVHS.

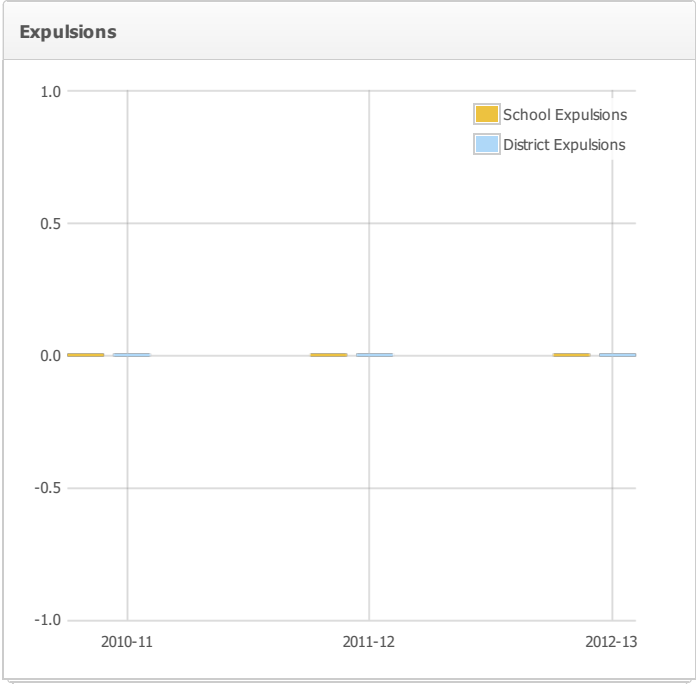
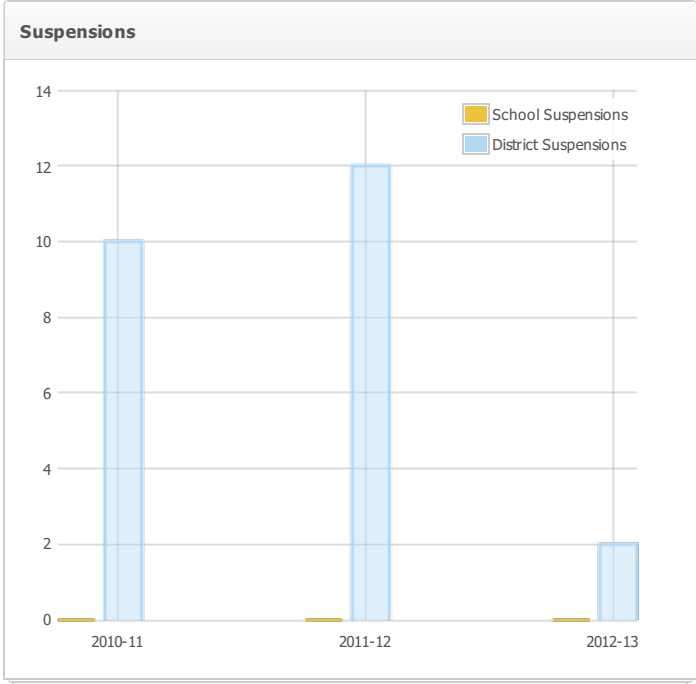
Window covering/curtains will be obtained to prevent intruders from having visual access to the classrooms. HS needs traffic arrows painted on pavement and a sign marking the office.

Last updated: 1/31/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	0.00	0.00	10.00	12.00	2.00
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/30/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Click this link to access the [Anderson Valley Elementary Facility Inspection Report](#)

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 14/15 need air conditioning.
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Main building needs fence repairs.

Overall Facility Rate (School Year 2012-13)

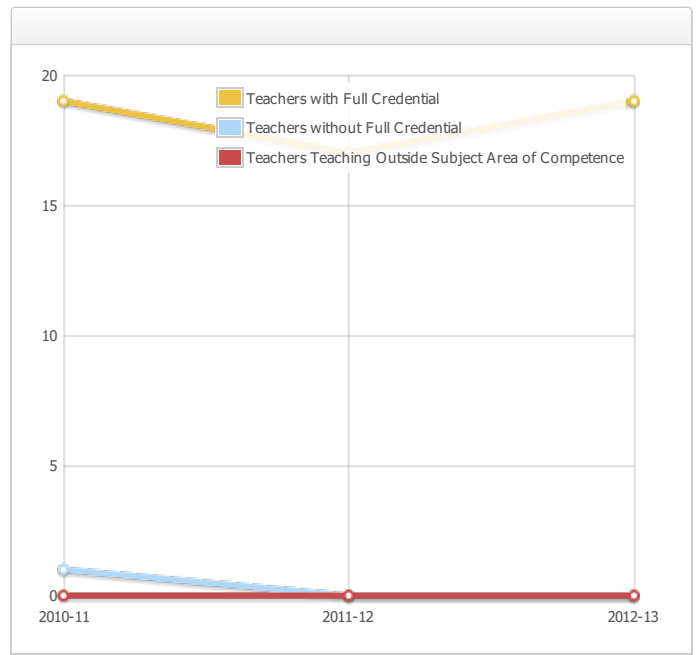
Overall Rating	Good
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Last updated: 1/30/2014

Teachers

Teacher Credentials

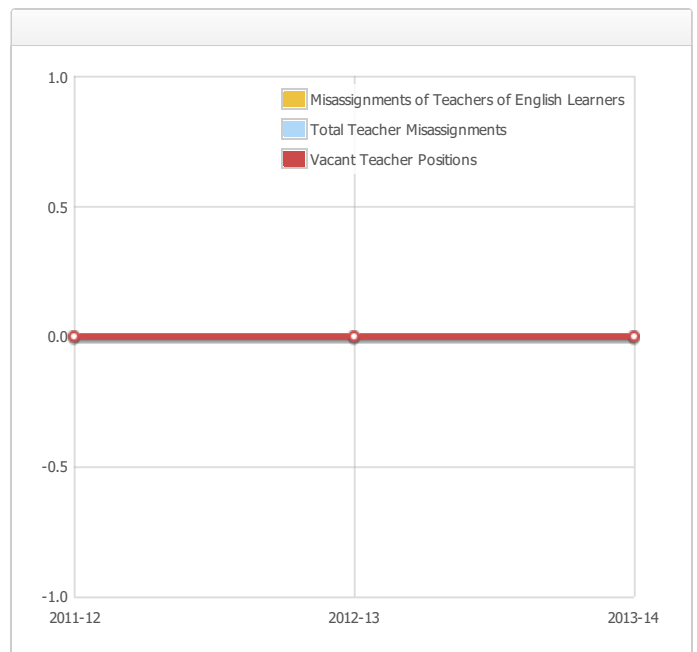
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	19	17	19	39
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Last updated: 1/30/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	1.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

* 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.

Last updated: 1/30/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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

Year and month in which data were collected: September 2012

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p>Subject: Reading</p> <p>Grade Level: Kinder, 1st, 2nd, 3rd, 4th, 5th</p> <p>State (K-8) or Local (9-12) Adoption and Date (Indicate state or local on each): State 2003</p> <p>Title of Instructional Materials Program: Houghton Mifflin Legacy of Literature</p> <p>Publishers Name: Houghton Mifflin</p> <p>Subject: Reading/English/ Language Arts</p> <p>Grade Level: 6th</p> <p>State (K-8) or Local (9-12) Adoption and Date (Indicate state or local on each): State 2002</p> <p>Title of Instructional Materials Program: Houghton Mifflin Legacy of Literature</p> <p>Publishers Name: Houghton Mifflin</p>	Yes	0.0
Mathematics	<p>Subject: Mathematics</p> <p>Grade Level: Kinder, 1st, 2nd, 3rd, 4th, 5th, 6th</p> <p>State (K-8) or Local (9-12) Adoption and Date (Indicate state or local on each): State 2008</p> <p>Title of Instructional Materials Program: Kinder/Math 3rd edition ,Math/1 3rd edition ,Math 2, "Saxon5/4 math 3rd edition" ,Math 5/4 3rd Edition, Math 4 Math 5 ,Making Connections: Foundations for Algebra CPM course 1, version 3</p> <p>Publishers Name: Saxon</p>	Yes	0.0
Science	<p>Subject: Science</p> <p>Grade Level: Kinder, 1st, 2nd, 3rd</p> <p>State (K-8) or Local (9-12) Adoption and Date (Indicate state or local on each): State 2007</p> <p>Title of Instructional Materials Program: Foss</p> <p>Publishers Name: Britannica Science</p>	Yes	0.0

<p>Subject: Science</p> <p>Grade Level: 4th, 5th, 6th</p> <p>State (K-8) or Local (9-12) Adoption and Date (Indicate state or local on each): State 2007</p> <p>Title of Instructional Materials Program: Britannica Science, Earth Science</p> <p>Publishers Name: Foss, Holt</p>		
History-Social Science	<p>Subject: Social Science</p> <p>Grade Level: Kinder, 1st, 2nd, 3rd, 4th, 5th, 6th</p> <p>State (K-8) or Local (9-12) Adoption and Date (Indicate state or local on each): State 2007</p> <p>Title of Instructional Materials Program: My World, Studies School & Family, My Community, Sea to Sining Sea, Oh California, America Will Be, A Message of Ancient Days</p> <p>Publishers Name: Houghton Mifflin</p>	<p>Yes</p> <p>0.0</p>
Foreign Language		0.0
Health		0.0
Visual and Performing Arts		0.0
Science Laboratory Equipment (grades 9-12)		0.0

Last updated: 1/30/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$11,158	\$4,001	\$7,157	\$56,058
District	N/A	N/A	\$00	\$52,996
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$5,537	\$58,606
Percent Difference – School Site and State	N/A	N/A	0.00%	0.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/31/2014

Types of Services Funded (Fiscal Year 2012-13)

AVES offers a strong Response to Intervention program for students who aren't progressing at a rate that will likely reach grade level benchmarks by the end of the year. Interventions are offered throughout the day as well as during the after school program. In addition, the after school program offers homework club for help with homework as well as enrichment and recreational opportunities and a healthy snack.

There is a continuum of counseling services from the PIP (Primary Intervention Program) a half hour weekly in the "playroom" with a trained paraprofessional for children 5 - 8 years old, a mentoring program with a Health Corps volunteer and two Bilingual MFT providing weekly counseling.

Migrant Education offers academic support for our 2nd graders who are transitioning to English reading.

Breakfast, lunch and a snack of fresh fruits and vegetables are served to all children free of charge.

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

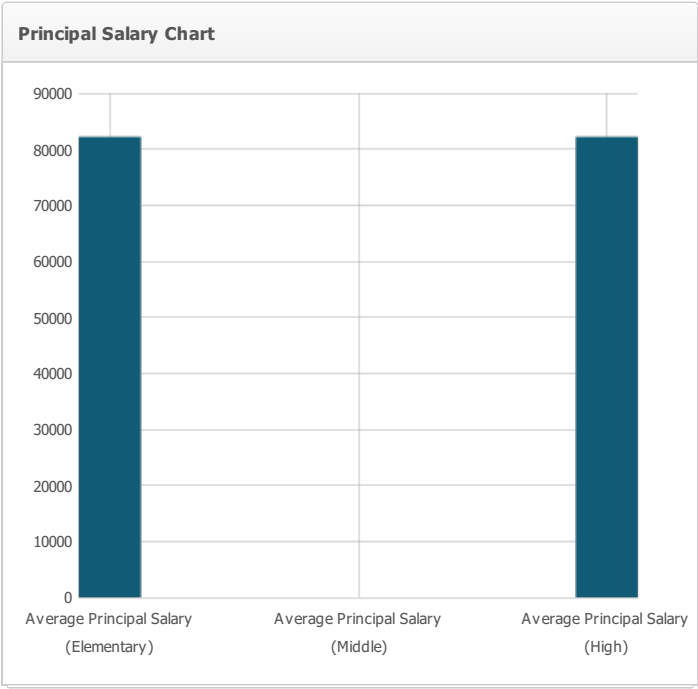
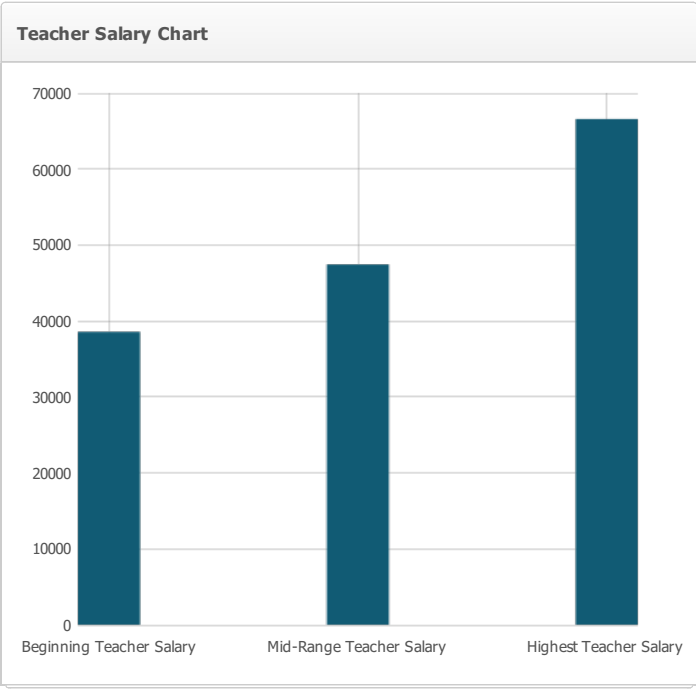
Last updated: 1/31/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,578	\$38,390
Mid-Range Teacher Salary	\$47,452	\$55,793
Highest Teacher Salary	\$66,587	\$72,306
Average Principal Salary (Elementary)	\$82,197	\$88,846
Average Principal Salary (Middle)	N/A	\$92,801
Average Principal Salary (High)	\$82,197	\$95,916
Superintendent Salary	N/A	\$116,026

Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	7.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/29/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

Last updated: 1/27/2014