

Madrone Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|---|
| School Name | Madrone Elementary School |
| Street | 4550 Rinconada Drive |
| City, State, Zip | Santa Rosa, CA 95409-3030 |
| Phone Number | (707) 539-9665 |
| Principal | Lisa Christopherson |
| Email Address | lchristopherson@rvusd.org |
| Website | https://www.rvusd.org/Domain/17 |
| County-District-School (CDS) Code | 49-70896-6052021 |

| Entity | Contact Information |
|-----------------------|-------------------------------------|
| District Name | Rincon Valley Union School District |
| Phone Number | (707) 542-7375 |
| Superintendent | Tracy Smith |
| Email Address | tsmith@rvusd.org |
| Website | www.rvusd.org |

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

School Description

Located in the heart of Sonoma County, our school is one of eight elementary schools in the Rincon Valley Union School District. We serve approximately 400 students in Transitional Kindergarten through Sixth Grade. Madrone Elementary School has a strong reputation for a nurturing yet challenging commitment to the education of our children. Teachers, staff, and the administrator believe and provide programs on the principle that students come first. Madrone is dedicated to ensuring the academic success of every student. We provide them with a comprehensive educational experience that hopefully will become an integral part of their lives.

All grades are provided instruction in accordance with the curriculum adopted by the Rincon Valley Union School District Board of Education. We focus, at all grade levels, on the development of literacy, communication, math computation, and problem solving. We strive to meet the needs of every child through the collaborative efforts of parents, teachers, support staff, and students. In addition to the core curriculum, students receive instruction in technology, art, music, and physical education. All classrooms have access and visit our school library, computer lab, and science lab weekly. In addition to our computer lab, students have access to iPads and Chromebooks that are regularly used in the classroom as part of their daily learning.

Classroom teachers utilize differentiated instructional programs to meet the needs of diverse learners in their classroom. We provide targeted intervention and/or enrichment programs for our gifted and talented students, as well as specialized support and English Language Development instruction from the classroom teacher and an English Learner assistant for our English Language Learners.

The Madrone School staff is the heart and soul of the school and works hard to ensure that all children's academic and social-emotional needs are met. Our comprehensive curriculum coupled with the commitment by all staff members to create an engaging learning environment allows the students of Madrone School to achieve success both inside and outside the classroom. Students walking onto campus feel the energy and enthusiasm that supports their well-being and their success in all academic endeavors. Our staff is composed of teachers with diverse interests that benefit our students with a wide variety of teaching experiences. Our success can be attributed to the community's commitment to providing a safe and nurturing learning environment in which all members of the learning community are treated with respect, take responsibility for their actions, and act kindly towards one another.

Communication and collaboration thrives at Madrone. Weekly newsletters, our Pony Express, a Madrone School website, a Madrone Elementary School App, frequent flyers, and our marquee represent the partnership that exists between parents, teachers, and students. Our business partnerships continue to grow as we expand our capacity to provide a real world education. We are a vibrant learning community with an abundance of positive opportunities for all students. Learning doesn't happen in isolation, and we strive to include all stakeholders working together for our children, and our wonderful Madrone PTA helps in so many ways with this. Our school is extraordinary because we are part of a hardworking, dedicated school community, which has come together for the education of all our students!

Mission and Vision Statement

School Mission: The mission of Madrone Elementary School is to help students acquire the, skills, patience, and attitudes necessary to become happy, healthy, well adjusted, productive adults and responsible citizens; to help students become enthusiastic, lifelong learners, who are able to manage change; and to help students to have a positive impact on their families, their communities, their country, and their world.

School Vision: Madrone school dedicates itself to providing a physically and emotionally safe learning environment supported by trust, respect, and humor to ensure clear communication, exploration, and academic excellence for its community of learners.

School Pledge: As a member of our Madrone school community, I pledge to respect myself by making good choices; to respect my classmates by treating them kindly and to take responsibility for all my actions.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 89 |
| Grade 1 | 45 |
| Grade 2 | 61 |
| Grade 3 | 59 |
| Grade 4 | 61 |
| Grade 5 | 55 |
| Grade 6 | 49 |
| Total Enrollment | 419 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.6 |
| American Indian or Alaska Native | 1.2 |
| Asian | 3.6 |
| Filipino | 1.2 |
| Hispanic or Latino | 35.3 |
| Native Hawaiian or Pacific Islander | 1.4 |
| White | 52.3 |
| Two or More Races | 1.2 |
| Socioeconomically Disadvantaged | 39.6 |
| English Learners | 15 |
| Students with Disabilities | 12.4 |
| Foster Youth | 0.2 |
| Homeless | 0.5 |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 21 | 24 | 23 | 151 |
| Without Full Credential | 1 | 1 | 1 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

A district advisory committee consisting of teachers representing each school site, along with administrators, reviews and evaluates State approved instructional materials as they become available. The focus is to align instructional materials with the California Content Standards in order to increase student achievement.

In September 2018, the Governing Board certified that there are sufficient State-adopted textbooks & instructional materials for each student in Reading/Language Arts, Mathematics, Science, and History-Social Science.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts | K-6: Benchmark Advance, 2017 | Yes | 0 |
| Mathematics | Interim adoption: Engage New York, 2014 | Yes | 0 |
| Science | K-5: Harcourt Science, 2005 6th: Holt Earth Sciences | Yes | 0 |
| History-Social Science | K-5: Scott Foresman, 2006 6th: TCI – History Alive! The Ancient World | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional.

District maintenance staff ensures that the preventative measures and 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 and safety are given the highest priority. A specific maintenance worker is assigned to each site to help assure the school's needs are being met.

During the 2004-05 school year, local bond funds, Measure D, and state matching funds were used to modernize all schools with the exceptions of Austin Creek, which was constructed in 2000, and Village School. Village School's multi-use facility and playground area have been recently modernized, as well as recent replacement of carpeting, lighting, and various other updating. All classrooms in the other five schools received new wall surfaces, paint, lighting, cabinetry, heating systems, upgraded electrical systems, window coverings, flooring, and marker boards. Each multi-use facility was also completely modernized. State of the art library media centers and kindergarten complexes were built, and the administrative wing of each school was modernized to include small classrooms for special student programs, a staff room, office, and conference rooms.

During the summer of 2015, local bond funds, Measure F and local reserves were utilized for modernization of the Matanzas campus. Included were upgraded HVAC systems, energy efficient windows, a remodeled office complex, and play field improvements. The RVCS-Matanzas campus received the new construction of several classrooms, including a shared music building. In August 2017 the Madrone and Binkley campuses opened up a new building with 6 classrooms and a music room. A new play field, along with energy efficient windows and other improvements were made to the campuses. In August of 2018 Village opened up with a major renovation to the classrooms, new classroom buildings, a new play field and play structure, and landscaping improvements. School security improvements have also been made at some of the schools, with the other schools to be completed in the next two years. All schools have now received air conditioning as of August 2018. All other schools will receive improvements through this bond program over the next couple of years. The Governing Board has identified the following as key goals for the Measure F program. To ensure the schools offices are easily located but the public, to replace portable classrooms with modular and/or stick built permanent buildings, and to upgrade energy efficiency components such as HVAC, lighting, and window systems.

Cleaning standards have been adopted for all schools in the district. On a regular basis, the Maintenance and Operations supervisor meets with the custodial staff and often visits sites to ensure the cleaning standards are being upheld. In addition, the principal communicates daily with the custodial staff to ensure a clean and safe school. The district is proactive with maintenance needs and annually updates its deferred maintenance plan. Work under this plan includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | None needed |
| Interior: Interior Surfaces | Good | None needed |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | None needed |
| Electrical: Electrical | Good | None needed |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | None needed |
| Safety: Fire Safety, Hazardous Materials | Good | None needed |
| Structural: Structural Damage, Roofs | Good | None needed |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | None needed |
| Overall Rating | Exemplary | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 56 | 52 | 61 | 60 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 57 | 54 | 49 | 51 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 224 | 221 | 98.66 | 1.34 | 52.04 |
| Male | 120 | 118 | 98.33 | 1.67 | 44.92 |
| Female | 104 | 103 | 99.04 | 0.96 | 60.19 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 87 | 87 | 100.00 | 0.00 | 35.63 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 113 | 110 | 97.35 | 2.65 | 67.27 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 98 | 98 | 100.00 | 0.00 | 33.67 |
| English Learners | 57 | 57 | 100.00 | 0.00 | 28.07 |
| Students with Disabilities | 40 | 38 | 95.00 | 5.00 | 10.53 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 224 | 222 | 99.11 | 0.89 | 53.60 |
| Male | 120 | 119 | 99.17 | 0.83 | 51.26 |
| Female | 104 | 103 | 99.04 | 0.96 | 56.31 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 87 | 87 | 100.00 | 0.00 | 39.08 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 113 | 111 | 98.23 | 1.77 | 63.96 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 98 | 98 | 100.00 | 0.00 | 33.67 |
| English Learners | 57 | 57 | 100.00 | 0.00 | 28.07 |
| Students with Disabilities | 40 | 39 | 97.50 | 2.50 | 7.69 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 24.5 | 17.0 | 43.4 |

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities for parent and community involvement at Madrone Elementary School.

Madrone has an active PTA. Its sole purpose is to promote and enrich the welfare and educational experiences of the children, while reinforcing the home and school connection.

Parents are encouraged to run for election to the School Site Council. Parents on the council share information, discuss needs, successes, and plan school program improvements. The council develops a comprehensive plan designed to improve the effectiveness of the school. All parents are invited to attend the meetings.

Parents are encouraged to volunteer in the classroom and as opportunities arise on campus. It is common to have fifteen to twenty parent volunteers a day coming to the school and supporting students and their development. These volunteer opportunities exist in the classroom, library, science lab and our garden program. Parents also chaperone students on field trips, help with sports events, and participate in all of our school and PTA-sponsored events. Madrone also offers an opportunity for parents to become Madrone Mentors and provide reading assistance to our children. Our Madrone Mentor Program works closely with a local active senior citizens', retired teachers, as well as current parents. Thanks to our volunteers and school community who make Madrone a wonderful place to learn.

The School and District have several committees that encourage and include parent participation. The English Language Advisory Committee and the District English Language Advisory Committee, comprised of parents of English Language Learners, meet four times a year and share information about the English Language Development Program. The Superintendent's Parent Advisory Council (SPAC) includes parent members from each school site, and provides for parent input to the Superintendent and Governing Board.

All parents are invited and encouraged to attend our Back to School Night, Open House, and yearly Parent/Teacher Conferences. In addition, we provide opportunities for parents who need suggestions for the educational support of their children. These opportunities include Madrone Mentors program. These meetings provide parents with skills and knowledge about child development as well as positive interactions between parents, students and school. In addition, Madrone holds yearly celebrations for the school community. These celebrations include winter and Spring Concerts, Family Fun Nights, STEAM Night (Science Fair), dine and donate nights, our yearly walk-a-thon, and an evening of eating together at our pot luck and game night.

Please contact Lisa Christopherson at (707) 539-9665 for more information on ways to volunteer at school.

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

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.7 | 2.3 | 0.7 | 2.1 | 2.2 | 3.0 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The School Safety Plans are updated annually, and the last review was in May, 2019. The key elements of the plan include, (1) the School Mission, (2) a description of the School Climate, (3) a description of a Safe and Orderly Environment, (4) RVUSD Communication Plan, and (5) the district's SB 187-EC3529.4 Board Policies. Each of these areas is spelled out in detail in the plans. The plans are comprehensive and include both the legal requirements and the benefits of safety planning.

School Discipline Practices

The staff and community of Madrone Elementary School value a school where every student is free to learn and play in an environment that is both physically and emotionally safe, supportive, comfortable, and free from outside interference and harm. We emphasize the development of courtesy, self-responsibility, and self-esteem. The school community works to reinforce and model positive and courteous behavior. The school rules and discipline procedures are outlined in the Parent Handbook.

The following strategies are used to both encourage and recognize cooperative and positive behavior both in the classroom and on the playground:

- School-wide implementation of restorative practices and Kimochis teaches and supports emotional self-awareness and pro-social problem-solving techniques and strategies focused on increasing positive interactions among students and constructive,

healthy responses to interpersonal conflict both at school and at home.

- Frequent positive recognition and reinforcement (praise) by all staff members.
- Scholarly Attributes are focused on each month: Prepared, Participate, Set Goals, Resourceful, Take Risks, and Persevere.
- Regularly scheduled assemblies, recognizing students who best exemplify kindness.
- A Student Recycling Team in which students take on leadership roles in promoting environmental awareness and a school-wide recycling program.
- Madrone has a classroom buddy program where upper grade students assist underclass students in reading, math and classroom projects.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 17 | 5 | | | 20 | 2 | 2 | | 18 | 5 | | |
| 1 | 18 | 3 | | | 19 | 3 | | | 23 | | 2 | |
| 2 | 17 | 3 | | | 18 | 3 | | | 20 | 2 | 1 | |
| 3 | 21 | 1 | 1 | | 22 | | 2 | | 19 | 3 | | |
| 4 | 18 | 1 | 2 | | 20 | 1 | 2 | | 20 | 1 | 2 | |
| 5 | 32 | | 2 | | 23 | | 2 | | 21 | 1 | 2 | |
| 6 | 27 | | 2 | | 34 | | | 2 | 25 | | 2 | |
| Other** | | | | | | | | | | | | |

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 698.3 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .6 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .8 |
| Social Worker | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10,854.20 | \$3,026.43 | \$7,827.77 | \$71,014.00 |
| District | N/A | N/A | \$7,816.00 | \$68,757.00 |
| Percent Difference - School Site and District | N/A | N/A | 0.2 | 3.2 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |
| Percent Difference - School Site and State | N/A | N/A | 4.2 | -8.9 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

- Music - Provides diversity in learning through the use of the arts.
- Physical Education/Adaptive P.E. - Emphasizes the importance physical activity for students' health and well-being.
- Science - Facilitates creativity and encourages knowledge development through the use of lab work.
- ELL program - Supports the needs of second language acquisition for the English Language Learners.
- Resource Specialist Services - Provides support to students with learning disabilities and specialized academic needs
- Counseling - Services provided to students regarding coping skills, social skills and individual counseling needs.
- Speech and Language Services - Provides support to students with language articulation and speech delays.
- Occupational Therapy - supports students with fine motor skills delays and provides sensory supports.
- GATE Program - provide enrichment activities and strategies school-wide as we seamlessly shift to the common core.
- Drama Program - provides an opportunity for students to express themselves theatrically.
- Intervention Programs - provides additional support to students having academic difficulties.
- Professional Development- strategies for teaching ALL students
- Character Education – Restorative Practices, Kimoichis and The Toolbox Project.
- Community Garden – Emphasis on Science and providing a learning living environment.
- Accelerated Reader Program- Enhances the joy of reading and learning.
- Intervention Support- Afterschool and in-school academic support for struggling students.
- Physical Education Program- Researched based S.P.A.R.K.S curriculum and presidential awards that encourages activity and healthy living.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$49,028 | \$49,378 |
| Mid-Range Teacher Salary | \$67,169 | \$77,190 |
| Highest Teacher Salary | \$85,309 | \$96,607 |
| Average Principal Salary (Elementary) | \$114,876 | \$122,074 |
| Average Principal Salary (Middle) | \$0 | \$126,560 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (High) | \$0 | \$126,920 |
| Superintendent Salary | \$185,436 | \$189,346 |
| Percent of Budget for Teacher Salaries | 29% | 36% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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

Professional Development (Most Recent Three Years)

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

Professional development opportunities are directly correlated to district goals and the Local Control Accountability Plan (LCAP). With a focus on High Quality Instruction (HQI), we provide teachers with three full-days of annual inservice, monthly "District Wednesday" workshops on topics of interest/need (8 total), approximately 20 district-sponsored after school trainings annually, and 2-3 planning days throughout the year. A critical component of our professional development plan is coaching and mentoring through our Consulting Teacher program. In addition, professional development opportunities are offered through attendance at Sonoma County Office of Education classes and educational conferences. For 2017-18, our topics of focus are English Language Development, Technology Skills, Common Core ELA and Math standards implementation, and an incremental roll out of the Next Generation Science Standards.

Site and District-wide staff development are guided by LCAP goals. For the past three years, 2016-17, 2017-18, 2018-19, Austin Creek and Rincon Valley has been focused on improving our math scores for students in grades 3-6 as measured by the SBAC, and improving English language acquisition for our English learner students as determined by our re-designation rates on the former CELDT and current ELPAC tests.

We use both district benchmark data and summative state-wide data to monitor our progress towards these goals. For example, when reviewing on-going academic growth for our English learners we use the RenLearn STAR Reader assessment 3 times per year to gauge student progress to make just in time instructional decisions to support students not meeting grade level expectations, and we analyze data from the ELPAC and the SBAC to review the effectiveness of our adopted curriculum and make planning or instructional changes for the following school year. We monitor students' math progress by reviewing Eureka Math end-of-module assessments, students in grades 1-6 also take MobyMax placement tests two times per year, and students in grades 3-6 take the SBAC summative assessment 1 time per year.

Professional development opportunities are directly correlated to district goals and the LCAP. With a focus on High Quality Instruction (HQI), we provide teachers with three full-days of professional development trainings, 2-3 grade level planning days yearly, 8 monthly "District Wednesday" professional development sessions, and approximately 20 district-sponsored after school trainings. Teachers can also attend professional development opportunities through Sonoma County Office of Education's classes and educational conferences

Teachers are supported in meeting our LCAP goals with coaching and mentoring through our Consulting Teacher Program, teacher-principal meetings, and grade level PLC teams. The support is focused analyzing student assessment data to plan curriculum and make instructional choices which support teacher and student growth.

During the 2017-18 school year the district administration and school site principals participated in professional development through the Center for Education Leadership (CEL). A CEL trainer led several workshop sessions with the administration team where the focus was on the 5 Dimensions of Teaching and Leadership. The administration team observed in classrooms as part of the training and collaborated together on what high quality instruction is and how to look for this in our classrooms. For the 2018-19 school year we expanded this professional development to include two teachers from each school site, and in addition to this the administration team is continuing to receive further professional development in the framework through CEL.