



Alessandro School

23311 Dracaea Ave. • Moreno Valley CA 92553 • 951-571-4510 • Grades K-12
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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Moreno Valley Unified School District

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District Governing Board

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Educational Services**

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**Assistant Superintendent, Human
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School Description

Alessandro is an alternative school planned to meet the needs of each individual student. Our program is designed to promote socially diverse students, a rigorous academic program, a sense of confidence in self and achieving high academic standards. Through a partnership with school, home and community our students will become career-oriented learners, understand social values and set post-high school goals in a safe and supportive environment.

About the SARC

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 951-571-4510.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	1
Gr. 1	1
Gr. 2	6
Gr. 3	6
Gr. 4	4
Gr. 5	4
Gr. 6	5
Gr. 7	5
Gr. 8	5
Gr. 9	6
Gr. 10	9
Gr. 11	4
Gr. 12	10
Total	66

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	40.9
American Indian or Alaska Native	1.5
Asian	1.5
Filipino	1.5
Hispanic or Latino	37.9
Native Hawaiian/Pacific Islander	3.0
White	10.6
Two or More Races	3.0
Socioeconomically Disadvantaged	86.4
English Learners	22.7
Students with Disabilities	95.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Alessandro School	12-13	13-14	14-15
Fully Credentialed	9	9	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Moreno Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Alessandro School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The District provides all students with high-quality textbooks and instructional resources. Instructional materials are reviewed and approved by State committees for local adoption in grades K-8; high school materials are reviewed and approved locally. All core instructional materials are reviewed by District level committees of teachers and administrators and approved by the Board of Education prior to use within MVUSD schools. This process is aligned with the State Department of Education’s seven-year review cycle. The State Board’s adoption cycle is: • 2004-05: Health • 2005-06: History-Social Science • 2006-07: Science and Visual & Performing Arts • 2007-08: Mathematics • 2008-09: Reading-Language Arts The District normally adopts new material within twenty-four months of adoption by the State Board of Education. As a result of state budget shortfalls, Assembly Bill X42 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, until the 2013-14 school year and allowed districts to postpone. Each school has a library to supplement and enrich the school’s instructional program. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/28/2010 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Moreno Valley Unified School District.

Textbooks and Instructional Materials Year and month in which data were collected: 10/9/12			
Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption	
Mathematics		Mathematics & Matematicas, Houghton Mifflin(Adopted in 2002)Grades K-2 ZenVision Math (Spanish and English), Pearson Scott Foresman(Adopted in 2009)	
The textbooks listed are from most recent adoption:	No		
Percent of students lacking their own assigned textbook:	0%		

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/14/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science				45	43	45	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	24	29	23	42	46	45	54	56	55
Math	19	22	18	38	39	39	49	50	50
HSS	0		14	35	35	37	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	C	C	C
Similar Schools	C	C	C

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	73	21	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Alessandro School has a written policy jointly developed with parents on parent rights and responsibilities. [Education Code 1101(b)]. It has distributed the policy to parents of students. Alessandro School policy describes the means for carrying out the following parental involvement requirements. [Education Code 11501]. Alessandro School promotes a shared responsibility among parents, school staff and students for the intellectual, physical, emotional and social development and well being of student. Alessandro School promotes student academic achievement on state standards and will assist parents with the manner in which they may support achievement and the learning environment of their children including:

- monitoring attendance of their children
- ensuring that homework is completed and turned in on a timely basis
- encouraging and facilitating the participation of children in extracurricular activities
- monitoring and regulating the television viewed by their children
- working with their children at home in learning activities that extend classroom learning
- volunteering in their children's classrooms or for other activities at home and
- participating, as appropriate, in decisions relating to the education of their own children in the total school program.

Alessandro School has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. School's policy describes the means for carrying out the following Title I parental involvement requirements. [Title I Parental Involvement, 20 USC 6318(a)-(f)]

Involvement of Parents in the Title I Program

- Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program
- Offers a flexible number of meetings
- Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of its Title I programs and the Title I parental involvement policy**
- Provides parents of Title I students with timely information about Title I programs
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

At Alessandro School we strive to provide and maintain a high level of school safety, by having a high staff ratio to student ratio. Our staff consists of credentialed special education teachers and skilled instructional assistants. Other support staff include; a Speech and Language therapist, OT specialist, district counselor and school psychologist. Health care needs are supervised by the health tech along with the school nurse. We also have onsite therapists who assist when a crisis arises, and we have two campus supervisors for a very small campus. Fire drills are held once a month, and disaster and earthquake drills are conducted four times a year. Additionally, Alessandro School staff meet once a month to discuss school safety.

The School Safety Plan was last reviewed, updated, and discussed with school staff on September 19, 2011.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	34.3	26.8	12.9
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	10.0	8.8	8.6
Expulsions Rate	0.0	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		21
Percent of Schools Currently in Program Improvement		67.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.		1	1		1	1						
Gr. 1	7	2	1	1	1	1	0			0		
Gr. 2		6	6		1	1						
Gr. 3	8	6	6	1	1	1	0			0		
Gr. 4	9	5	4	1	1	1	0			0		
Gr. 5		6	4		1	1						
Gr. 6		6	5		4	3						
English	8	7	6	5	8	9	0			0		
Math	10.3	6	5	3	7	6	0			0		
Science	9.7	8	4	3	5	5	0			0		
SS	8.8	6	4	4	6	6	0			0		

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,508	\$41,761
Mid-Range Teacher Salary	\$66,825	\$66,895
Highest Teacher Salary	\$87,021	\$86,565
Average Principal Salary (ES)	\$110,144	\$108,011
Average Principal Salary (MS)	\$120,891	\$113,058
Average Principal Salary (HS)	\$123,999	\$123,217
Superintendent Salary	\$180,796	\$227,183
Percent of District Budget		
Teacher Salaries	43	38
Administrative Salaries	4	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	23,811.27	23,740.91	70.37	58,556.78
District	♦	♦	\$4,321	\$69,819
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-98.4	-16.1
Percent Difference: School Site/ State			-98.5	-17.2

Types of Services Funded at Alessandro School

The average daily attendance (ADA) dollars provide services budgeted from the general fund including regular classroom instruction and support, special education, counseling, psychology, child welfare, and attendance and program assessment. Additional services funded as categorical programs include: Title I, and Title VI assistance to targeted populations, services for English Learners, Gifted and Talented Education (GATE), School Safety and Violence Prevention, and before- and after- school tutorial programs.

Professional Development provided for Teachers at Alessandro School

Professional development is designed to support the implementation of the school's plan by promoting curriculum improvement training programs focusing primarily on grade level academic content standards instructional strategies, assessment (data analysis and content training), review processes, individual school needs, and needs of special students. Such programs focus on analysis of teaching and student learning, accountability strategies, and integration of technology into the District's curricula. The Professional Development Specialists have also been trained in the Professional Learning Community model and are available for assistance with implementation on our campuses. Our schools also benefits from the various professional programs available to staff through District support. Some of these opportunities are:

- Teachers with preliminary credentials new to Moreno Valley are provided the opportunity to clear their credentials through the Induction Program coordinated by Professional Development and RCOE.
- Multilingual and Special Education trainings are all coordinated through Professional Development. CPR and Instructional Assistant trainings are also coordinated through Professional Development
- Participants may register electronically for professional development offerings.
- Local colleges and universities offer a wide variety of professional development coursework.

Teachers are compensated for attending professional development during their non-contract time. Substitutes are provided through various funding sources for trainings taking place during the school day. Professional Development works collaboratively with teacher-teams to develop Scope and Sequence manuals for teaching the Common Core State Standards. The department also facilitates teams for the creation of the new Interim Assessments. The Professional Development department is moving away from the traditional 'workshop' method of providing teacher training and is moving towards a coaching model where our twelve specialists spend a day at each school site collaborating with the staff and administration to analyze data and develop plans for increasing student achievement. Each specialist has had in-depth training on implementing the Common Core State Standards and with school staffs to implement the changes using a transformational model. Professional Development also plans and hosts the Leadership Academy for developing teacher leaders.

2013-14 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	55	24	20	55	34	12
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Alessandro School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Moreno Valley Unified School District	2011-12	2012-13	2013-14
English-Language Arts	38	41	38
Mathematics	38	41	38
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	100.00	79.76	84.56
Black or African American	100.00	72.92	75.90
American Indian or Alaska Native	0.00	75.00	77.82
Asian	0.00	82.14	92.94
Filipino	0.00	90.63	92.20
Hispanic or Latino	80.00	80.84	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	0.00	80.87	90.15
Two or More Races	0.00	75.00	89.03
Socioeconomically Disadvantaged	116.67	83.67	82.58
English Learners	0.00	45.65	53.68
Students with Disabilities	114.29	52.87	60.31

Dropout Rate and Graduation Rate			
Alessandro School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	37.5	42.9	33.3
Graduation Rate	25.00	28.57	50.00
Moreno Valley Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	20.0	16.9	11.9
Graduation Rate	69.94	74.74	81.51
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	19
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	23%

Career Technical Education Programs