SARC

2019-20

School Accountability Report Card

Published in 2020-21

Round Valley Elementary/Middle School

Grades K-8
CDS Code 23-65607-6025175

Robert van Buuren
Principal
rvanbuuren@rvusd.us

Foothill and Airport Streets, P.O. Box 276
Covelo, CA 95428
(707) 983-6171

www.roundvalleyschools.org

Round Valley Unified School District

Principal's Message

Welcome to Round Valley Elementary/Middle School (RVEMS) in Round Valley Unified School District. Our school district is located in the beautiful Round Valley in Covelo, California. Round Valley Unified School District was formed in 1959 and encompasses approximately 50 square miles in the rural and isolated northeastern portion of Mendocino County. The Round Valley Indian Tribal lands are located within the school district's boundaries. A one-hour drive is necessary if residents need to travel to the next community for services. Our three district schools, Round Valley Elementary School, Round Valley High School and Yolla Bolly Continuation High School, are situated on approximately 27.5 acres of land on the west edge of the community.

Round Valley Elementary School provides a comprehensive education to 290 students in grades K-8. Round Valley Elementary School provides the following programs for students: Title I; Title VII (Indian Education); English Language Development; intervention programs (after-school tutoring provided by teachers, tutoring during the school day, pull-out intervention provided by two part-time reading teachers, an instructional assistant and in-classroom support services); preschool program; free breakfast and lunch program; and specialized programs, such as counseling, physical education, music and expanded learning opportunities. Students at RVEMS also participate in Native Land Tenure and Native American language instruction.

Round Valley Elementary/Middle School is dedicated to the belief all students can and will learn when provided quality instructional programs. Therefore, RVEMS is committed to providing a safe, nurturing environment while meeting the diverse needs of every child. RVEMS strives to educate and motivate all students to reach their academic potential by providing rigorous learning opportunities. RVEMS staff is dedicated to inspire and prepare our students to become lifelong stewards of their community, land and culture, as well as citizens of a global society.

RVEMS Goals:

1. Each grade level will show a 5% increase in the number of students (schoolwide and significant subgroups) who meet or exceed standards in English language arts.
2. Each grade level will show a 5% decrease in the number of students who do not meet standards in English language arts.
3. Class sizes in grades K-3 will be significantly reduced to an average of 20 students to enable intensive, first, best teaching practices and individualized instruction.
4. Each grade level will show a 5% increase in the number of students (schoolwide and significant subgroups) who meet or exceed standards in mathematics.
5. Each grade level will show a 5% decrease in the number of students who do not meet standards in mathematics.
6. By the end of the school year, the average schoolwide Level III behaviors will be compared to individual classroom Level III behaviors, and individual classroom Level III behaviors will not exceed 10% of the schoolwide average. School-Wide Information System (SWIS) data will be used for this comparison.
7. By the end of the school year, in-house and out-of-school suspensions will decrease by 5%.
8. School Site Council will provide four opportunities for parents and families to participate in school-based evening events. Teachers will participate in these events.
9. By the end of the school year, 90% of English learner (EL) students who experience a full school year at RVEMS will increase their English language proficiency by one level, as determined by individual student EL state assessment results.
10. By the end of the school year, RVEMS will sponsor a special event to celebrate the Spanish speaking population at the school. The event will be coordinated with School Site Council (SSC) and English Learner Advisory Committee (ELAC) parents to ensure it is culturally sensitive and appropriate.
11. Students will participate in experiences that support the possibility of attending college or vocational training programs after high school graduation.

School Mission Statement

The mission of Round Valley Elementary/Middle School is to provide:

R Rigorous curriculum and educational programs that challenge our students to become lifelong learners

V Validate assessment data that exemplifies highest student achievement

E Equal and equitable educational learning opportunities

M Meaningful curriculum and subject matter that prepares students as 21st-century learners

S Successful learning experiences for all students

School Vision Statement

RVEMS is committed to providing a safe, nurturing environment while meeting the diverse needs of every child. RVEMS strives to educate and motivate all students to reach their academic potential by providing rigorous learning opportunities. RVEMS staff is dedicated to inspire and prepare our students to become lifelong stewards of their community, land and culture, as well as citizens of a global society.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Round Valley is a community committed to developing excellence. Our organization is caring and efficient; treats people fairly and consistently; builds connections with students, parents, teachers, other staff and the community. The learning environment is safe and motivating, including all stakeholders as members of the educational community.

District Vision Statement

Students in the Round Valley Unified School District will be motivated and confident to compete successfully in college and the workforce and become positive, productive citizens.

Academic

Have students obtain comprehensive knowledge by training them to plan, organize, execute and manage their progress toward meeting their goals.

Emotional

Respect self, others, staff and community members; clarify personal desires and goals; and deal effectively with obstacles.

Physical

Become aware of and develop natural abilities and be fit and healthy through physical activity and good nutrition.

Governing Board

Peter Bauer, President

Tony Tucker, Clerk

Lew Chichester, Member

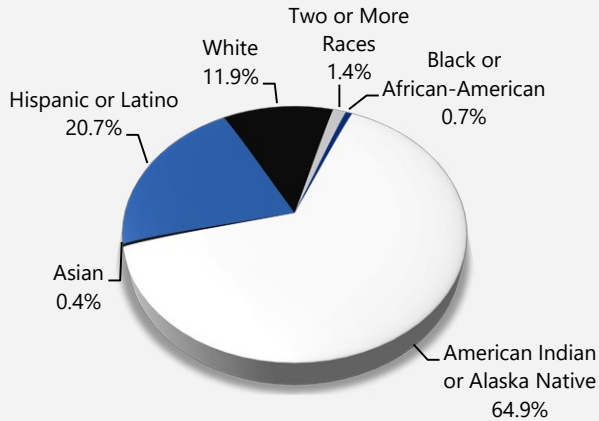Cynthia O'Ferrall, Member

Amanda Britton, Member

Enrollment by Student Group

The total enrollment at the school was 285 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.
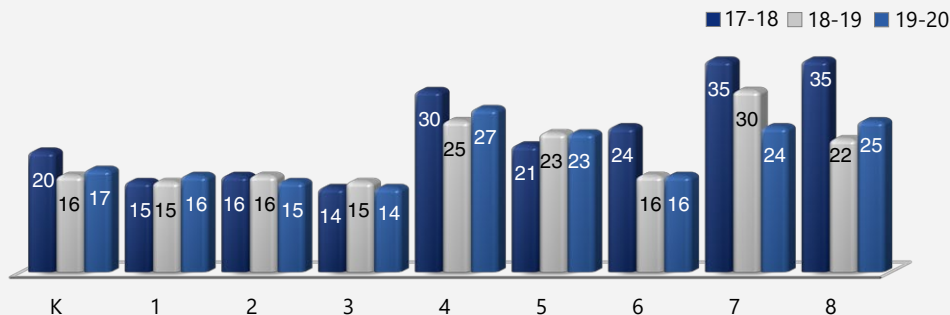
Demographics | 2019-20 School Year

- Two or More Races 1.4%
- White 11.9%
- Black or African-American 0.7%
- Hispanic or Latino 20.7%
- Asian 0.4%
- American Indian or Alaska Native 64.9%

	2019-20 School Year
Socioeconomically disadvantaged	96.50%
English learners	15.40%
Students with disabilities	15.10%
Foster youth	1.10%
Homeless	33.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

Grade	Enrollment
K	32
1	30
2	32
3	30
4	25
5	22
6	32
7	59
8	22

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size | Three-Year Data

Legend: 17-18, 18-19, 19-20
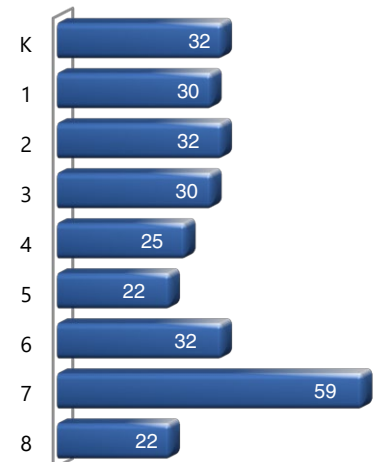

Grade	17-18	18-19	19-20
K	20	16	17
1	15	15	16
2	16	16	15
3	14	15	14
4	30	25	27
5	21	23	23
6	24	16	16
7	35	30	24
8	35	22	25

Number of Classrooms by Size | Three-Year Data

Grade	2017-18			2018-19			2019-20		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	1		2			2		
1	2			2			2		
2	2			2			2		
3	2			2			2		
4		1			1			1	
5	1	1			1			1	
6		1		2			2		
7			1	2				2	
8		1		1			1		

Types of Services Funded

General funds (basic, unrestricted) and Impact Aid funds (unrestricted) provide funding for our teaching staff, administration and the core staff that provides meals, custodial maintenance and busing. Because of our ability to access Impact Aid funds, we are able to maintain low class sizes at all school sites, provide counselors, quality music and agriculture programs, tutoring and expanded hours for student learning, athletic programs for middle and high school students at no cost to the student, and increase the quality of our educational program. Our federal and state restricted funds are used to provide small class sizes, paraprofessional support, special-education staff, directed studies classes, and alternative classroom environments. We also use restricted funds to supplement core materials, classroom supplies, staff training and student testing. We are fortunate to receive restricted federal grant funds to support counseling (small group and individual), as well as our truancy-reduction program.

Parental Involvement

Round Valley Elementary School is committed to the belief that students benefit from parent involvement in their education. The SSC, composed of parents and school staff, develops a School Site Parent Involvement Policy that is reviewed and approved by the Round Valley Board of Education every year. This policy describes specific ways in which the school will encourage parent participation. A copy of the RVEMS Parent Involvement Policy may be provided upon request.

Parents are invited to participate formally on the School Site Council, the Title VII Parent Advisory Committee, the PL 874 Parent Advisory Committee, English Learner Advisory Committee, and district committees. Throughout the year, the school staff and SSC provide a variety of parent events (back-to-school night, open house, parent conferences, family activity nights, parent education nights, music programs, Author's Tea, Covelo Reads programs). Parents are also encouraged to participate in meetings that focus on increasing student success in school, such as Student Success Team (SST), Individualized Education Program (IEP) meetings and School Attendance Review Board (SARB) meetings.

On an informal level, parents are welcome and encouraged to visit the school and the classrooms to share their knowledge and expertise and support our students as they learn. We greatly appreciate our volunteers! Parents may volunteer in the following ways: assist in the classroom and on the yard, tutor students, chaperone field trips, and help with campus beautification.

The school solicits parent involvement in several ways. We provide information in our parent-student handbook at the beginning of the year, monthly newsletters, mid-quarter phone calls in grades 6-8, progress reports and report cards, in letters and flyers mailed to parents to invite them to attend school events, the digital sign located in front of the school, the school district app that allows us to send a text message out to all parents in a very short time period, and our school Facebook page. The district also updates our district website on a regular basis, where there is information about school events and activities.

We welcome parents into our school and our classrooms as active participants in our students' education. Please call the school at (707) 983-6171 to speak with your child's teacher or the principal, and find out how you can become involved!

Professional Development

1. Aeries training for Round Valley Elementary School (RVES) and Round Valley High School staff
2. Autism training for special education aides
3. Positive Behavioral Interventions and Supports (PBIS) training for RVES staff
4. Common Core State Standards/Go Math!/ST Math intervention for K-8 and high school
5. California English Language Development Test (CELDT) training and English language development/English language arts training for K-12
6. STEM (science, technology, engineering and mathematics) training/curriculum training: high school science and math

Professional development (PD) has been delivered in a variety of ways over the last two years. We have had professional development days set aside for all staff, used release time for full-day or part-day training or workgroups, and provided time for individual work.

The principal is also involved in instructional leadership by providing frequent observations of classroom instruction and feedback on observations, as well as by providing collaboration time for teachers to focus on student performance and instruction.

For the past three years, teachers in the district have been provided with 1.25 hours each week on Wednesday for professional development to participate in collaboration and professional learning teams.

Additional Training for RVES:

The elementary school staff participated in the following PD activities: PBIS Training, Step Up to Writing Base Training and Follow-up Training, Next Generation Science Standards (NGSS) Initial Training, Common Core Math Practice/CAASPP Preparation, HMH Online Resources (Technology Mentor), and 95% WIN Instruction.

Professional Development Days		Three-Year Data	
	2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement	1.25 hours each week	1.25 hours each week	1.25 hours each week

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates		
Suspension Rates		
	17-18	18-19
Round Valley ES/MS	4.5%	7.9%
Round Valley USD	9.2%	10.6%
California	3.5%	3.5%
Expulsion Rates		
	17-18	18-19
Round Valley ES/MS	0.0%	0.0%
Round Valley USD	0.0%	0.0%
California	0.1%	0.1%

Suspension Rates	
	19-20
Round Valley ES/MS	7.4%
Round Valley USD	5.2%
California	✱

Expulsion Rates	
	19-20
Round Valley ES/MS	0.8%
Round Valley USD	0.2%
California	✱

✱ California suspension and expulsion data is not available at this time.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Round Valley ES/MS		Round Valley USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	11%	◈	11%	◈	30%	◈

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Round Valley ES/MS		Round Valley USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	25%	◈	25%	◈	51%	◈
Mathematics	13%	◈	11%	◈	40%	◈

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2019-20 School Year	
Percentage of Students Meeting Fitness Standards	Round Valley ES/MS	
	Grade 5	Grade 7
Four of six standards	◈	◈
Five of six standards	◈	◈
Six of six standards	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019-20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.
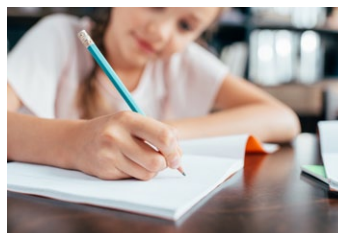
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.
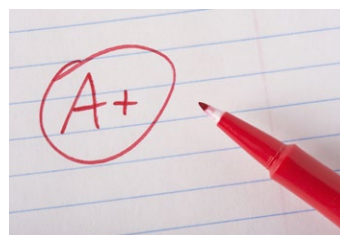
CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◊	◊	◊	◊	◊
Male	◊	◊	◊	◊	◊
Female	◊	◊	◊	◊	◊
Black or African-American	◊	◊	◊	◊	◊
American Indian or Alaska Native	◊	◊	◊	◊	◊
Asian	◊	◊	◊	◊	◊
Filipino	◊	◊	◊	◊	◊
Hispanic or Latino	◊	◊	◊	◊	◊
Native Hawaiian or Pacific Islander	◊	◊	◊	◊	◊
White	◊	◊	◊	◊	◊
Two or more races	◊	◊	◊	◊	◊
Socioeconomically disadvantaged	◊	◊	◊	◊	◊
English learners	◊	◊	◊	◊	◊
Students with disabilities	◊	◊	◊	◊	◊
Students receiving Migrant Education services	◊	◊	◊	◊	◊
Foster Youth	◊	◊	◊	◊	◊
Homeless	◊	◊	◊	◊	◊

◊ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

Textbooks and Instructional Materials

Textbooks are selected by the teacher, reviewed with the site principal and approved by the board of trustees.

The most recent textbook-sufficiency approval was at the September 14, 2020, regular meeting of trustees. All textbooks must meet state standards.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*Journeys*, Houghton Mifflin Harcourt (K-5)	2015
Reading/language arts	*Collections*, Houghton Mifflin Harcourt (6-8)	2015
Mathematics	*Go Math!*, Houghton Mifflin Harcourt (K-8)	2015
Science	*CA Sciences*, Houghton Mifflin (K-5)	2019
History/social science	*History Alive!*, TCI Social Studies (K-5)	2016
History/social science	*History Alive!*, TCI Social Studies (6-8)	2019
Interventions	National Geographic/Hampton Brown ELA; 95% Reading and I Excel Mathematics	2018

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	2020-21 School Year
Round Valley ES/MS	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

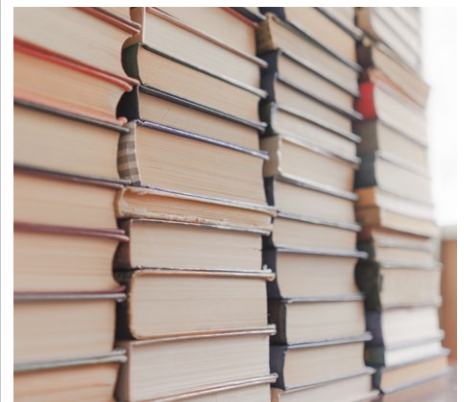| Quality of Textbooks	
2020-21 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2020-21 School Year	
Data collection date	9/14/2020

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2020-21 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	10/6/2020
Date of the most recent completion of the inspection form	10/6/2020

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2020-21 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Safety	Roofs on walkway covers. Future modernization.	TBD

School Facilities

Round Valley Elementary School is located in an older facility, built in 1958, which was remodeled in 1970. Additional construction of classrooms and a library occurred between 1970 and 1990. Many of the current classrooms are portables. In 1987, a middle-school facility was added to the school site. RVEMS currently has 16 classrooms; two office spaces for administration and counseling; one staff room; one library; one multipurpose room, which provides the hot-meal program for the district; and one room where specialized services are provided for students. Three sets of bathrooms are located on the campus. The playground consists of asphalt with basketball hoops, playground equipment, and a large grass area with a track. Our district maintenance person maintains the grounds.

A fence surrounds RVEMS, with gates located in three places at the front of the school. In order to ensure safety, at the beginning of the school day, all gates are locked during school hours, with the exception of one gate that allows entrance to the school site adjacent to the school office. Parents and community members are requested to sign in at the office prior to entering the main school grounds. Signs are displayed on the campus indicating the necessity of signing in at the office.

Staff oversees campus supervision before, during and after school. Teachers and paraprofessionals provide supervision on the yard during recess and lunch. The principal and the counselor also provide consistent supervision during times when students are out in the yard and cafeteria. All staff members walk students out to buses at the end of the school day.

School Facilities

Continued from left

Classrooms are cleaned every other day. The restrooms and the cafeteria are cleaned daily. Our toilets are 100% in working condition. We have three custodians who work diligently to keep the school site clean for our students and staff. Custodial staff handle normal, everyday repairs. If more significant or specialized repairs are needed, the district maintenance staff is called. There is a process in place for individuals to complete maintenance requests. The district maintenance staff follows up on all work orders as soon as possible. The head of maintenance also completes a thorough evaluation of the condition of the school facilities at least twice a year.

Round Valley Elementary/Middle School was inspected by Mendocino County Office of Education staff in compliance with the Williams case settlement guidelines in September 2018.

At that time, the school facilities received a 98.10% rating of "good" on the Facilities Inspection Tool (FIT). Issues identified that the district is working to fix include five light bulbs burned out, stuck faucet in boy's restroom, six cracked or broken diffusers, three fixtures which have darkened, open ceiling tile in one room, and insufficient ground covering beneath play fixtures in all play areas.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Round Valley USD	Round Valley ES/MS		
Teachers	20-21	18-19	19-20	20-21
With a full credential	25	9	14	15
Without a full credential	5	8	6	4
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Round Valley ES/MS		
Teachers	18-19	19-20	20-21
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	2	0	0

School Safety

The Round Valley Elementary School Safety Plan (SSP) will be reviewed by the School Site Council and the faculty, beginning in February 2020. We plan for the School Site Council to approve the School Safety Plan by February 2021, and submit to the board of trustees for review and approval at the February 2021 board meeting. The SSP plan is reviewed yearly. The district has updated its Disaster Preparedness Plan. School and district lockdown drills took place last year so students and staff could practice and fine-tune the school emergency plans. We plan to have our students and faculty participate again this year in school/district lockdown drills. Monthly safety drills take place on campus.

The Round Valley Elementary School Safety Plan contains the following components: School safety data (discipline, SWIS, truancy, California Healthy Kids Survey (CHKS), counseling referrals, etc.), behavioral expectations and schoolwide discipline, suspension and expulsion, professional development opportunities for staff, prevention curriculum (substance abuse, antibullying, development of life skills), crisis response, safety drills (earthquake, fire, lockdown), disaster preparedness, child abuse, developing high expectations, counseling and guidance, physical safety, collaboration, and forms and schedules in use at the school site. The district has developed policies for suspension and expulsion.

A fence surrounds RVEMS, with gates located in three places at the front of the school. In order to ensure safety, at the beginning of the school day all gates are locked during school hours, with the exception of one gate that allows entrance to the school site adjacent to the school office. Parents and community members are requested to sign in at the office prior to entering the main school grounds. Signs are displayed on the campus indicating the necessity of signing in at the office.

Staff oversees campus supervision before, during and after school. Teachers and paraprofessionals provide supervision on the yard during recess and lunch. The principal and the counselor also provide consistent supervision during times when students are out in the yard and cafeteria. All staff members walk students out to buses at the end of the school day.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.20
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.20
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	1.53
Resource specialist (nonteaching)	2.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2018-19 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2018-19 Fiscal Year	
	Round Valley USD	Similar Sized District
Beginning teacher salary	$48,374	$44,318
Midrange teacher salary	$59,570	$67,053
Highest teacher salary	$84,091	$90,163
Average elementary school principal salary	$96,151	$106,389
Average high school principal salary	$96,151	$114,214
Superintendent salary	$127,500	$141,066
Teacher salaries: percentage of budget	25%	29%
Administrative salaries: percentage of budget	7%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Round Valley ES/MS	$7,741	$67,182
Round Valley USD	$6,764	$50,975
California	$7,750	$68,990
School and district: percentage difference	+14.4%	+31.8%
School and California: percentage difference	-0.1%	-2.6%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2018-19 Fiscal Year	
Total expenditures per pupil	$10,233
Expenditures per pupil from restricted sources	$2,492
Expenditures per pupil from unrestricted sources	$7,741
Annual average teacher salary	$67,182

Expenditures Per Pupil

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.

California School Dashboard

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

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2020.

School Accountability Report Card

PUBLISHED BY: SIA School Innovations & Achievement www.sia-us.com | 800.487.9234