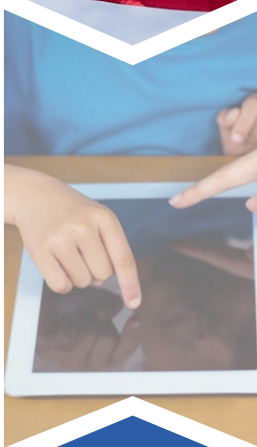


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Round Valley Elementary/ Middle School

"Home of the Colts!"

Cheryl Tuttle
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Foothill and Airport Streets
P.O. Box 276
Covelo, CA 95428

Grades: K-8
Phone: (707) 983-6171
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CDS Code: 23-65607-6025175

Round Valley USD



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.

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 necessitated 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 283 students in grades K-8 at Round Valley Elementary School, located in Covelo, California. Round Valley Elementary School provides the following programs for students: Title I; Title VII (Indian Education); preschool and intervention programs (tutoring and expanded day); free breakfast and lunch program; and specialized programs, such as counseling, physical education, music and expanded learning opportunities.

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. By June 2017, each grade level will show a 5 percent increase in the number of students (schoolwide and significant subgroups) who meet or exceed standards in English language arts.
2. By June 2017, each grade level will show a 5 percent decrease in the number of students who do not meet standards in English language arts.
3. By October 2016 (CBEDS), 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. By June 2017, each grade level will show a 5 percent increase in the number of students (schoolwide and significant subgroups) who meet or exceed standards in mathematics.
5. By June 2017, each grade level will show a 5 percent decrease in the number of students who meet or exceed standards in mathematics.
6. By the end of the 2016-17 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 percent of the schoolwide average. School-Wide Information System (SWIS) data will be used for this comparison.
7. School Site Council will provide four opportunities for parents and families to participate in school-based evening events. Teachers will participate in these events.
8. By the end of the 2016-17 school year, 90 percent of English learner students will increase their English language proficiency by one level, as determined by individual student California English Language Development Test (CELDT) results.
9. Students will participate in experiences that support the possibility of attending college or vocational training programs after high school graduation.
10. By the end of the 2016-17 school year, in-house and out-of-school suspensions will decrease by 5 percent.

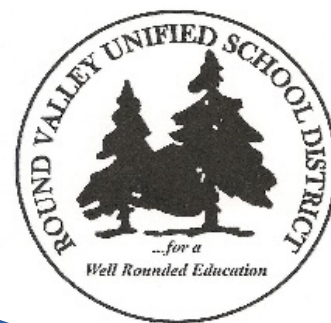
School Mission Statement

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.



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



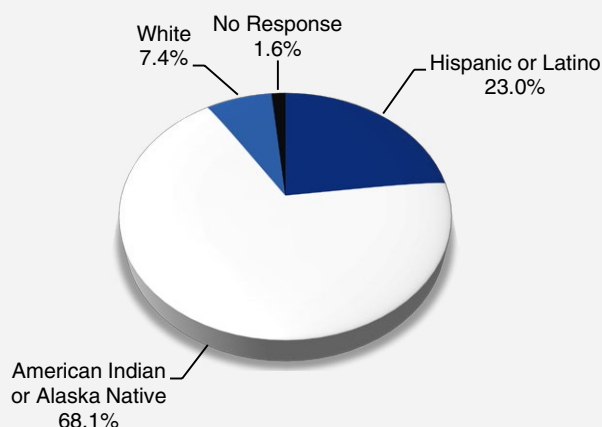
"Round Valley Elementary/Middle School is dedicated to the belief all students can and will learn when provided quality instructional programs."

Enrollment by Student Group

The total enrollment at the school was 257 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2015-16 School Year



Socioeconomically disadvantaged	87.20%	English learners	14.00%	Students with disabilities	11.70%	Foster youth	0.80%
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Parental Involvement

Round Valley Elementary School is committed to the belief that students benefit from parent involvement in their education. The School Site Council (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 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 Boards (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.

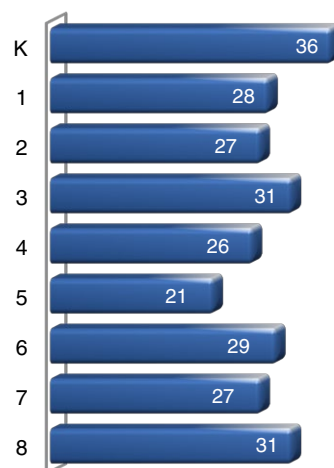
Parent involvement is solicited in several ways. We provide information in our parent-student handbook at the beginning of the year, in monthly newsletters, through progress reports and report cards, through letters and flyers mailed to parents to invite them to attend school events, through the use of our school district app that allows us to send a message out to all parents in a very short time period, and through our school Facebook page. The district also updates our district website on a regular basis, where information about school events and activities may be found.

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!

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Round Valley ES/MS

	13-14	14-15	15-16
Suspension rates	14.5%	17.2%	8.5%
Expulsion rates	0.0%	0.0%	0.0%

Round Valley USD

	13-14	14-15	15-16
Suspension rates	17.7%	15.6%	6.0%
Expulsion rates	0.2%	0.0%	0.0%

California

	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

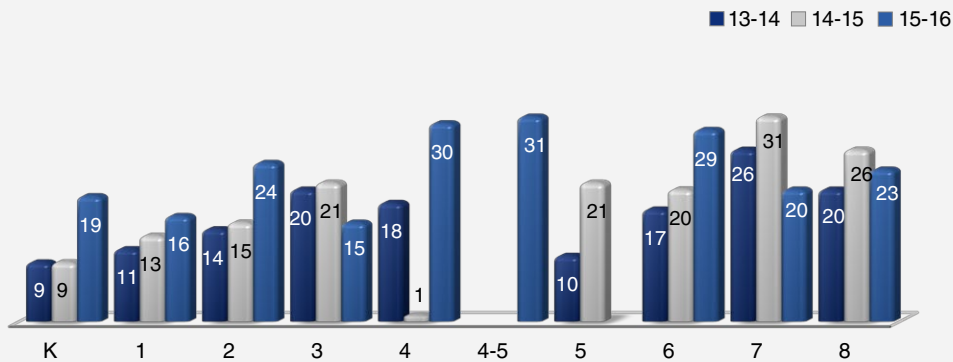


Class Size Distribution

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



Number of Classrooms by Size

Three-Year Data

	2013-14			2014-15			2015-16		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	2			2			2		
2		1		2				1	
3	1				1		2		
4	2			1	1			1	
4-5								1	
5	1				2				
6		1		1				1	
7	1				1		1		
8	1				1			1	

School Safety

The Round Valley Elementary School Safety Plan (SSP) will be reviewed by the School Site Council and the faculty, beginning in January 2017. We plan for the School Site Council to approve the School Safety Plan by February 2017, and submit to the board of trustees for review and approval at the March 2017 board meeting. The SSP plan is reviewed yearly. The district is currently in the process of updating 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.

The Round Valley Elementary School Safety Plan contains the following components: School safety data (discipline, SWIS, truancy, CHKS, counseling referrals, etc.), behavioral expectations and schoolwide discipline, 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.

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.

"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."

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. Apex Learning for 7-8
7. Professional Learning Community (PLC) focus on Common Core implementation, all high school staff
8. STEM (science, technology, engineering and mathematics) training/curriculum training: high school science and math

Professional development 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.

Professional Development Days

Three-Year Data

	2014-15	2015-16	2016-17
Round Valley ES/MS	1.25 hours each week	1.25 hours each week	1.25 hours each week

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program

2016-17 School Year

	Round Valley ES/MS	Round Valley USD
Program Improvement status	In PI	In PI
First year of Program Improvement	1999-2000	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of schools currently in Program Improvement	1	
Percentage of schools currently in Program Improvement	33.30%	



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.

Percentage of Students Meeting Fitness Standards

2015-16 School Year

Grade 5	
Four of six standards	36.0%
Five of six standards	4.0%
Six of six standards	12.0%
Grade 7	
Four of six standards	20.0%
Five of six standards	15.0%
Six of six standards	30.0%



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Round Valley ES/MS			Round Valley USD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	29%	12%	11%	22%	16%	14%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	62	44	70.97%	11.36%
Male	27	19	70.37%	10.53%
Female	35	25	71.43%	12.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	39	29	74.36%	10.34%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	15	10	66.67%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	53	40	75.47%	10.00%
English learners	12	8	66.67%	12.50%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Round Valley ES/MS		Round Valley USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	4%	7%	6%	9%	44%	48%
Mathematics	6%	6%	6%	5%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy 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: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-8.

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 CAAs 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: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 3				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	31	30	96.80%	3.30%
Male	15	14	93.30%	7.10%
Female	16	16	100.00%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	25	25	100.00%	4.00%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	27	26	96.30%	3.90%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 3				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	31	30	96.80%	10.00%
Male	15	14	93.30%	14.30%
Female	16	16	100.00%	6.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	25	25	100.00%	12.00%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	27	26	96.30%	7.70%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 4				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	27	24	88.90%	0.00%
Male	21	19	90.50%	0.00%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	18	17	94.40%	0.00%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	23	22	95.70%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 4				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	27	24	88.90%	4.20%
Male	21	19	90.50%	5.30%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	18	17	94.40%	5.90%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	23	22	95.70%	4.60%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 5				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	29	24	82.80%	20.80%
Male	12	10	83.30%	10.00%
Female	17	14	82.40%	28.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	18	16	88.90%	25.00%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	23	20	87.00%	15.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 5				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	29	24	82.80%	13.00%
Male	12	10	83.30%	0.00%
Female	17	14	82.40%	21.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	18	16	88.90%	13.30%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	23	20	87.00%	15.80%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 6				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	36	32	88.90%	9.38%
Male	19	16	84.20%	12.50%
Female	17	16	94.10%	6.25%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	23	19	82.60%	10.53%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	33	30	90.90%	10.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 6				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	36	33	91.70%	0.00%
Male	19	17	89.50%	0.00%
Female	17	16	94.10%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	23	20	87.00%	0.00%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	33	31	93.90%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 7				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	29	24	82.80%	8.70%
Male	16	12	75.00%	0.00%
Female	13	12	92.30%	18.18%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	22	20	90.90%	5.26%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	21	18	85.70%	5.88%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 7				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	29	24	82.80%	9.09%
Male	16	12	75.00%	0.00%
Female	13	12	92.30%	20.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	22	20	90.90%	10.53%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	21	18	85.70%	11.76%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 8				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	33	30	90.90%	3.45%
Male	15	14	93.30%	0.00%
Female	18	16	88.90%	6.25%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	21	19	90.50%	5.56%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	30	27	90.00%	3.85%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 8				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	33	29	87.90%	0.00%
Male	15	13	86.70%	0.00%
Female	18	16	88.90%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	21	18	85.70%	0.00%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	30	26	86.70%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



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 19, 2016, regular meeting of trustees. All textbooks must meet state standards.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading-language arts	<i>Journeys</i> , Houghton Mifflin Harcourt (K-8)	2015
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-8)	2015
Science	<i>California Science Notebook</i> , Houghton Mifflin (K)	2015
Science	<i>California Science Notebook</i> and interactive text, Houghton Mifflin (1-2)	2015
Science	<i>California Science</i> , Houghton Mifflin (3-4)	2015
Science	<i>California Science Explorer: Focus on Earth; Focus on Life Science; Focus on Physical Science</i> ; Pearson-Prentice Hall (6-8)	2015
History/social science	Houghton Mifflin (K-5)	2007
History/social science	<i>History Alive!</i> , Teachers' Curriculum Institute, California Middle Schools Program (6-8)	2007

Quality of Textbooks

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

Quality of Textbooks		2016-17 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

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		2016-17 School Year
Round Valley ES/MS		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		✧
Foreign language		✧
Health		✧

✧ Not applicable.

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	
2016-17 School Year	
Data collection date	9/19/2016

"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 Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions		Good	
Date of the most recent school site inspection		9/4/2016	
Date of the most recent completion of the inspection form		9/4/2016	

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		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Systems	All playgrounds need wood chips. Shipment of woodchips December 2016.	
Cleanliness	Room 7 is very messy. Discussed with the Superintendent and Custodial services October 2016.	
Electrical	Library has cracked light diffusers. Repairs made November 2016.	

Types of Services Funded

General funds (basic, unrestricted) and Public Law 874 funds (unrestricted) provide funding for our teaching staff, our administration and the core staff that provides meals, custodial maintenance and busing. Because of our ability to access PL 874 funds, we are able to maintain low class sizes at all school sites, provide counselors, provide quality music and agriculture programs, provide tutoring and expanded hours for student learning, provide athletic programs for middle and high school students, 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 these 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), and our truancy-reduction program.



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 grounds are maintained by our district maintenance person.

RVEMS is surrounded by a fence, 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 for the time school is in session, 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.

During the school day and before and after school, campus supervision is overseen by staff. Teachers and paraprofessionals provide supervision on the yard during recess and lunch. The principal and the counselor also provide consistent oversight 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.

Classrooms are cleaned every other day. The restrooms and the cafeteria are cleaned daily. Our toilets are 100 percent in working condition.

Round Valley Elementary/Middle School was inspected by Mendocino County Office of Education staff in compliance with the Williams case settlement guidelines in August 2016. At that time, the school facilities were given a 98.66 percent rating of "good" on the Facilities Inspection Tool (FIT).



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	16-17	14-15	15-16	16-17
With a full credential	21	14	14	9
Without a full credential	8	0	1	7
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	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	2	2

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Round Valley ES/MS	100.00%	0.00%
All schools in district	82.64%	17.36%
High-poverty schools in district	82.64%	17.36%
Low-poverty schools in district	✧	✧

✧ Not applicable.



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).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	1.0
Average number of students per academic counselor	283
Support Staff	FTE
Social/behavioral counselor	1.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.2
Psychologist	0.5 ★
Social worker	0.0
Nurse	0.2 ★
Speech/language/hearing specialist	0.2 ★
Resource specialist (nonteaching)	0.0
Other	FTE
Music teacher: paraprofessional	0.4
PE/wellness: paraprofessional	0.6
Behavior aides and instructional aides	5.0
★ Districtwide	



Financial Data

The financial data displayed in this SARC is from the 2014-15 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.

District Salary Data		2014-15 Fiscal Year
	Round Valley USD	Similar Sized District
Beginning teacher salary	\$41,989	\$40,430
Midrange teacher salary	\$51,707	\$58,909
Highest teacher salary	\$72,992	\$77,358
Average elementary school principal salary	\$91,074	\$94,634
Average high school principal salary	\$80,918	\$100,453
Superintendent salary	\$107,100	\$123,728
Teacher salaries: percentage of budget	30%	32%
Administrative salaries: percentage of budget	10%	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		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Round Valley ES/MS	\$7,116	\$55,199
Round Valley USD	\$4,977	\$55,429
California	\$5,677	\$60,705
School and district: percentage difference	+43.0%	-0.4%
School and California: percentage difference	+25.3%	-9.1%

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$11,830
Expenditures per pupil from restricted sources	\$4,714
Expenditures per pupil from unrestricted sources	\$7,116
Annual average teacher salary	\$55,199

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.



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://data1.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 January 2017.

School Accountability Report Card

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