

Chemehuevi Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Chemehuevi Valley Elementary School
Street	81 Mills Road
City, State, Zip	Havasup Lake, CA 92363
Phone Number	760-858-4222
Principal	Jim Rolls
Email Address	jim_rolls@needlesusd.org
Website	www.needlesusd.org
County-District-School (CDS) Code	36 67801 0131888

Entity	Contact Information
District Name	Needles Unified School District
Phone Number	760-326-3891
Superintendent	Dr. Mary McNeil
Email Address	mary_mcneil@needlesusd.org
Website	www.needlesusd.org

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

Chemehuevi Valley Elementary School opened its doors on August 31, 1981. For 28 years, from 1981 through 2009, the school served the Chemehuevi community, which includes the Chemehuevi Indian Tribe and Havasu Landing, and housed students from Kindergarten through the eighth grade, kindergarten through fifth, and kindergarten through sixth, seventh, and eighth grade again. Often during that time, Chemehuevi Valley Elementary often maintained the highest attendance rate in the district, a testament to the connection between the school and the community.

In June of 2009, Chemehuevi Valley Elementary was closed due to declining enrollment and district budgetary constraints. Agreements were made between neighboring districts, counties, and states which allowed students once served by Chemehuevi Valley Elementary to attend school in Lake Havasu City, AZ. Many students attended school in the Lake Havasu Unified School District, in Lake Havasu City, AZ, while others remained in the Needles Unified School District. Those students continuing to attend school in the Needles Unified School District were bussed to Needles.

Chemehuevi Valley Elementary School remained closed until the summer of 2015. With the revised budget formulas implemented by the State of California, the leadership of Superintendent Dr. Mary McNeil, and the support of the Chemehuevi Indian Tribe, the school reopened for the 2015-2016 school year in August, 2015.

Currently Chemehuevi Valley Elementary School has an enrollment of 39 students and serves grades Transitional Kindergarten through grade five. Of the 39 students enrolled, 67% are Native American, 23% are Hispanic/Native American, 5% are White, and 5% are Black. There are three classrooms: TK-2, 3-5 and a resource classroom. The Chemehuevi Valley Elementary School staff consists of three teachers, two paraprofessionals (one of which also serves as the school secretary), a cafeteria cook, a custodian, and principal. All three teachers are highly qualified and experienced. Both paraprofessionals are highly qualified and assist in the classrooms. San Bernardino County Schools provide speech and counseling services for students requiring those services.

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

Grade Level	Number of Students
Kindergarten	

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	3	3	3	50
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	50

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: October, 2019

The Needles Unified School District held a public hearing on October 22, 2019, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. In addition, the District ensured sufficiency of visual and performing arts materials for the 2019-2020 school year. All students, including English learners, have access to their own textbooks and instructional materials to use in class and at home. Supplemental materials that support students with special needs are also provided using categorical funds, lottery funds, and grants. When State textbook funds do not meet our needs, general fund dollars are allocated by our governing board to ensure our textbook needs are met.

The adoption of Mathematics Common Core State Standards in 2010, revisions in 2013, and the move to CAASPP Assessments in 2013, created a void in the availability of California SBE adopted textbooks that addressed the new standards and assessments. This led to some districts, including Needles Unified, to identify and adopt curriculum which will better meet the needs of students and improve the likelihood of success in the classroom and on state assessments. The most recent CA SBE Math adoption in 2014, included new instructional materials, but none fit the needs of the district. enVision Math 2.0, by Pearson, was evaluated prior to the start of the 2016-17 school year and found by the NUSD to be consistent with the California State Standards. On June 28, 2016, Pearson, enVision Math 2.0 was adopted by the Needles Unified School District Board of Trustees for grades TK-5.

In November of 2017, the California State Board of Education adopted ten Elementary and Middle School History-Social Science textbook and instructional materials/programs. Due to budgetary constraints, Needles Unified has not approved, purchased, or implemented programs from the most recent adoption. The District is in the early stages or reviewing History-Social Studies textbooks and instructional materials/programs for grades TK-5 and grades 6-8. The History-Social Studies instructional materials currently used in elementary schools in the Needles Unified School District, Houghton Mifflin Social Studies K-5, 2007, was adopted by the California SBE in 2005, and still considered aligned to current standards.

The State Department of Education establishes textbook adoption cycles that address changes in curriculum as reflected by State Standards and Frameworks. District committees review State-approved and adopted materials. Textbooks, recommended by the committee, are made available for public comment prior to District adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Journeys 2016	Yes	0
Mathematics	Pearson envision Math 2.0 2016	No	0
Science	Macmillan/McGraw -Hill California Science Grades K-5 - 2008	Yes	0
History-Social Science	Houghton Mifflin Social Science K-5 - 2007	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

August 28, 2019. At Chemehuevi Valley Elementary School, there are 4 classrooms, one portable classroom serving as a speech lab, a common room, cafeteria, and an office. There is one playground. All facilities were upgraded, painted, and had new flooring installed prior to reopening the school in 2015. Student fire drills and drop and cover drills are conducted monthly. Irrigation and trees were planted in the playground in the Spring of 2017. Funds for trees and irrigation was provided through a grant from PG&E. Installation of the irrigation and planting of the trees was completed by the Chemehuevi Indian Tribe EPA Department. Additional playground improvements including a school garden are planned with the assistance of the Chemehuevi EPA Department.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: August, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	NA	NA	NA
7	NA	NA	NA
9	NA	NA	NA

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. To protect student privacy, California Physical Fitness Data is not posted due to fewer than ten students enrolled in the 5th grade.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to be an integral part of Chemehuevi Valley Elementary School's educational program. We work diligently to increase the bonds of connectedness between the school and our community. The site addresses all areas of parent involvement through the School Plan for Student Achievement.

For more information on how to become involved, contact Principal Jim Rolls in the school office.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions									
Expulsions									

School Safety Plan (School Year 2019-20)

The Comprehensive Safe School Plan is fully incorporated in the School Plan for Student Achievement, Goal 4, and includes data regarding California Healthy Kids Survey, Crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Education Code Sections 35291 and 35291.5. A copy of the School Plan for Student Achievement is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all recess and lunch periods as well as before and after school. All visitors and volunteers are required to sign-in at the office, state their business at the school, and show identification. They are then provided with a name tag to wear while on school grounds. A safe, secure teaching and learning environment is of the highest priority to Chemehuevi Valley Elementary School staff. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August, 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
Other**												

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

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

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

Title	Ratio
Academic Counselors*	

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

Student Support Services Staff (School Year 2018-19)

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	\$3479	\$74119
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$7506.64	\$64732
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

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

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

Types of Services Funded (Fiscal Year 2018-19)

Programs available to support and assist students are Title I, Title II, Class Size Reduction K-3, Special Education, and Home-to-School Transportation. Title I funds are used to supplement the regular educational program. Chemehuevi Valley Elementary School is a Schoolwide Title I school. Title I funds are dispersed through the SPSA. Title II funds are directed toward staff development and training. Class Size Reduction K-3 funds support smaller class sizes for students in Transitional Kinder through grade 3. Special Education funding supports the educational program for students with an IEP. Home-to-School Transportation supports bussing for all students enrolled at the school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Professional Development (Most Recent Three Years)

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

Professional Development is an integral aspect of the District's plan for the ongoing growth of all District employees. The purpose of professional development is to create schools in which all students and staff members are learners who continually improve their performance.

In addition, school sites have ongoing staff development at their respective schools. Chemehuevi Valley Elementary School has weekly Early Release Days on Wednesdays with instructional time still exceeding or meeting the State requirements. The focus during early release days is professional development on grade level State Standards and effective instructional strategies as well as teacher collaboration with their colleagues and administration to develop best practices. Administration, staff and consultants work together to provide these professional development sessions.

Principals are engaged in the study of research-based practices which increase student learning. Professional development is a part of every principals meeting.

We successfully support beginning teachers in their first and second year of teaching with research-based coaching programs. Each beginning teacher receives expert help from an experienced Support Provider.