Owens 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	Owens Valley Elementary School
Street	202 South Clay St. / Drawer E
City, State, Zip	Independence, CA 93526
Phone Number	(760) 878-2405
Principal	Dr. Rosanne A. Lampariello
Email Address	rlamp@ovusd.org
Website	www.ovusd.org
County-District-School (CDS) Code	14-63297-6008791

Entity	Contact Information
District Name	Owens Valley Unified School District
Phone Number	(760) 878-2405
Superintendent	Dr. Rosanne A. Lampariello
Email Address	rlamp@ovusd.org
Website	www.ovusd.org

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

We believe a balanced education provides an opportunity for students to be self-sufficient, active, productive, and responsible members of society. The Owens Valley Unified School District is committed to providing students the tools to explore their potential, to take responsibility for their own learning, and to recognize that learning is a lifelong process. We shall provide a stimulating, secure, and imaginative environment that will foster learning, self-esteem, and independence.

Owens Valley Unified School District is located in the town of Independence, California and covers approximately 792 square miles of Inyo County. Independence is the county seat of Inyo County, a vast and rural county with an average of 1.8 persons per square mile. Independence is located in the Owens Valley below the majestic Sierra Nevada to the west and the Inyo Mountains to the East. It is connected to Southern California, to the south, and to Bishop, Mammoth Lakes, and Reno to the north by U.S. Highway 395. The economic base of the community is formed by the Los Angeles Department of Water and Power, Inyo County Administrative and Criminal Justice offices, California Department of Fish and Game, California Highway Department, National Park Service, Ranches and small businesses that provide services to residents and tourists. The average incomes of Independence families tend to be modest.

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

Grade Level	Number of Students
Kindergarten	10
Grade 1	4
Grade 2	5
Grade 3	6
Grade 4	8
Grade 5	9
Grade 6	5
Grade 7	6
Grade 8	4
Total Enrollment	57

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	15.8
Hispanic or Latino	35.1
White	29.8
Two or More Races	7
Socioeconomically Disadvantaged	63.2
English Learners	8.8
Students with Disabilities	12.3
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	4	4	5	8
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

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	3
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: January 2020

Instructional Materials are continuously kept current. A new Language Arts program was purchased in the 2016 / 2017 school year, and a new Math program was purchased in the 2015 / 2016 school year. All students have access to texts, technology, and other needed resources. Due to the small size and financial stability of the district, instructional materials are purchased as needed.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys / 2016	Yes	0%
Mathematics	Go Math / 2015	Yes	0%
Science	Foss Kits and Studies Weekly / 2018	Yes	0%
History-Social Science	Houghton Mifflin History/Social Science / 2007	Yes	0%
Foreign Language	teacher created curriculum and materials	No	0%
Health	teacher created curriculum and materials	No	0%
Visual and Performing Arts	teacher created curriculum and materials	No	0%
Science Laboratory Equipment (grades 9-12)		No	

School Facility Conditions and Planned Improvements (Most Recent Year)

Although the school is well maintained there is a great need for infrastructure repairs due to aging facilities. The District is exploring the feasibility of pursuing a Bond measure in November 2020. Additional funds will make possible necessary repairs and facility upgrades to allow our students the opportunity to learn in modernized classrooms and to have access to updated facilities in the gym, multipurpose room, and outside recreational areas.

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: January, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	The Elementary boys bathroom floor will be recoated in the spring of 2019
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	28	45	31	39	50	50
Mathematics (grades 3-8 and 11)	30	35	31	29	38	39

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	40	95.24	4.76	45.00
Male	21	21	100.00	0.00	38.10
Female	21	19	90.48	9.52	52.63
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	19	18	94.74	5.26	33.33
Native Hawaiian or Pacific Islander					
White	13	12	92.31	7.69	58.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.33	6.67	39.29
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	42	40	95.24	4.76	35.00
Male	21	21	100.00	0.00	42.86
Female	21	19	90.48	9.52	26.32
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	19	18	94.74	5.26	33.33
Native Hawaiian or Pacific Islander					
White	13	12	92.31	7.69	41.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.33	6.67	28.57
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.

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 active participants at Owens Valley Elementary. Opportunities to volunteer include helping in the classroom, participating in Booster Club leadership and activities, attending School Board meetings, and serving on various committees organized to improve and promote the school. Each teacher provides opportunities throughout the school year for parents to volunteer in the classroom and to attend field trips. We encourage our parents to participate in the development of our LCAP and School Safety Plan as well as provide input on parent surveys to assist the District in improving programs and services for students.

There are various programs throughout the school year scheduled in the evening hours that parents are encouraged to attend. These include Literacy and Science Nights as well as student performances and other family activities. Parent-Teacher conferences are scheduled once per year, in the fall.

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	1.3	1.5	0.0	2.8	5.1	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan is reviewed each fall by staff and administration and updated as necessary. The current plan received a full revision and update in the spring of 2019, and will be updated again prior to March 1, 2020. A copy of the safety plan is available in the District Office and on our website at www.ovusd.org.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	8	1			5	1			8	1		
1	5	1			6	1			4	1		
2	9	1			5	1			5	1		
3	9	1			8	1			6	1		
4	4	1			11	1			8	1		
5	8	1			7	1			9	1		
6	4	1			9	1			5	1		
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*	.0

*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	1.0

*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	$12,931	$2,351	$10,580	$65,849
District	N/A	N/A	$19,973	$71,815.00
Percent Difference - School Site and District	N/A	N/A	-61.5	-2.3
State	N/A	N/A	$7,506.64	$64,732.00
Percent Difference - School Site and State	N/A	N/A	46.7	5.4

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)

Owens Valley Elementary offers Special Education services through its Resource Specialist and Multi-Tiered Systems of Support. Due to State and Federal Fiscal lack of funding priorities for these programs, there are limited funds received from State and Federal sources for these programs and no support from LCFF since we are a Basic Aid District.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,215	$43,574
Mid-Range Teacher Salary	$72,917	$63,243
Highest Teacher Salary	$92,802	$86,896
Average Principal Salary (Elementary)	$0	$103,506
Average Principal Salary (Middle)	$0	$108,961
Average Principal Salary (High)	$0	$108,954
Superintendent Salary	$120,461	$136,125
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	8%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The staff is involved in staff development through attendance at seminars, conferences, workshops, and online learning. For 2017-18, 2018-19, and 2019-20, the District allocated 4 days per year as staff development days, where relevant training is provided to staff in a variety of instructional areas. Furthermore, funding is set aside for staff members to attend outside workshops and conferences in Reading, Mathematics, Science, and Social Science. For the 2017-18 school year, the staff focused on curriculum implementation and mapping out the curriculum as well as integrating technology into the learning process. In 2018-19, professional development was focused on reading and math. The 2019-20 professional development is centered around student assessment, data-driven instruction, and goal-setting.