Round 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	Round Valley Elementary School
Street	300 Round Valley Rd
City, State, Zip	Bishop, CA 93514
Phone Number	(760) 387-2525
Principal	Karen Marshall
Email Address	kmarshall@roundvalley.us
Website	www.roundvalley.us
County-District-School (CDS) Code	14633056008809

Entity	Contact Information
District Name	Round Valley Joint Elementary School District
Phone Number	(760) 387-2525
Superintendent	Karen Marshall
Email Address	kmarshall@roundvalley.us
Website	www.roundvalley.us

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

Mission Statement

Round Valley Joint Elementary School District, in partnership with all of its stakeholders, shall empower each student to achieve success and happiness by delivering a high standard, well-rounded educational program in outstanding facilities, utilizing effective technology, and well-educated personnel. To accomplish this vision, we strive to provide meaningful educational experiences that keep pace with our rapidly changing society. While teaching a balanced curriculum, the uniqueness of each student is embraced. We model and expect ethical behavior and create an atmosphere of tolerance. Our success depends upon the partnership between school, community, family, and child. Together it is our responsibility to support and develop the skills and qualities that lead to a confident, caring, lifelong learner.

Principal Message

Round Valley Joint Elementary School District has a long history in this rural community located outside Bishop and nestled in the Eastern Sierra. The school was originally established in 1871 to support mining families that had to live out of town. The rich traditions and culture of a small school have been valued by the community over its history. Round Valley is a TK-5th grade school with a average population of 80 students supported by five teachers, two instructional aides, and four support staff members. The school is a Basic Aide school that also receives funding through the School District of Choice model which allows parents to chose an inter-district transfer. 35% of our student population travels over 11 miles to attend this well respected school. The school's demographics reflect 67% White, 10% Native American, 2.5% Asian, 2.5% Pacific Islander and 15% are of Hispanic origin; 1% declined to state, 11% of our students receive specialized services through an IEP. 41% of the total population are socioeconomically disadvantaged. Three of our students are English Language Learners. Our student to teacher ratio is 13:1.

Students are served by highly qualified teachers and instructional aides. The school has purchased the latest adoptions in math and ELA which include intervention materials and materials designed to support English Language Learners. Students are regularly assessed and analyzed data identifies where support is needed, including support for unduplicated students. One to one technology has been purchased to support all students in all grade levels. Recognized as a California Distinguished School in 1997, Round Valley School is dedicated to promoting high academic and behavioral standards.

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

Grade Level	Number of Students
Kindergarten	20
Grade 1	18
Grade 2	15
Grade 3	18
Grade 4	17
Grade 5	12
Grade 6	10
Grade 7	13
Grade 8	14
Total Enrollment	137

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	8
Asian	1.5
Hispanic or Latino	21.9
Native Hawaiian or Pacific Islander	1.5
White	59.9
Two or More Races	6.6
Socioeconomically Disadvantaged	42.3
English Learners	3.6
Students with Disabilities	9.5
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	8.5	8.5	5	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: 12/18/2019

Our school program is based on the California State Common Core Standards and every effort is made to coordinate our textbook adoption with the California Department of Education. Our school provides all needed textbooks, materials, and equipment for every student.

Our textbooks and instructional materials were selected from the most recent list of Standards-based materials adopted by the State Board of Education and are consistent with the content and cycles of their curriculum frameworks. All students in GATE, Special Education, and during and after school classes have access to the appropriate textbooks.

We have one-to-one computers for all grade levels with Internet connection throughout the school. We also have computers for home use which are loaned to families for the school year.

The district has affirmed at quarterly Board Meetings that each pupil, including English Learners, have their own textbook to use in class and to take home, per the Williams Act.

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 Adopted 2016	Yes	0%
Mathematics	Houghton Mifflin Mathematics Adopted 2015 Go Math 2016	Yes	0%
Science	Houghton Mifflin California Science Adopted 2007 It's About Time Adopted 2007 DELTA Science Kits 2015-16	Yes	0%
History-Social Science	Houghton Mifflin Harcourt Adopted 2018 - 3-8 grades Studies Weekly Adopted 2018 - K-2 grades	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The maintenance staff at Round Valley school is committed to keeping our facilities clean and in good repair. In addition, every effort is made to keep our campus safe and beautiful for the students, staff, and community. The buildings at Round Valley School were originally built in the early 1950s. All buildings are in good repair and are inspected annually. With the passage of a school facilities bond in November 1999, Round Valley School has made many improvements to the facilities. A school modernization project of the primary wing and school cafeteria was completed in 2000. In 2003, Round Valley School received a Federal Renovation Grant, and asbestos removal was completed along with remodeling the primary wing bathrooms. In 2004, using bond facilities money, a complete remodel of the front of the main school building, including expansion of the administrative offices, was completed. The school has replaced an old relocatable classroom with a new relocatable to be used as a library/learning center. A classroom has been remodeled as a modernization project to be a new art/science room. The projects were funded using a local bond measure and State modernization funds. These improvements were completed in the 2008-2009 school year. We are proud of the additions made to the school in recent years. Along with the construction projects that have been completed, many landscaping features have been added to the school campus. These landscaping projects, which include additional grass and trees, have given the school a beautiful new look. In 2015 Round Valley School received a state grant to put in a new well that will service the District for decades to come.

Round Valley School continues to upgrade its wireless Internet connection to the Bishop Union School District, which gives our campus broadband capabilities.
With a 50/50 commitment from our STEP Foundation we were able to purchase 90 Chromebooks for use from 3rd to 8th grade. Students in K-2 were given the older Acers. Every student has one to one access to computer technology. Retired Dell laptops are loaned to students yearly for home use.   Round Valley also has an open-use policy for technology.

Utilizing Prop 39 funding, the school has undergone an energy conservation upgrade which included interior/exterior light retrofit, HVAC duct work modifications, window shades, thermostat replacement, interior lighting controls, and a solar panel installation. Roof repair has been completed.

Various maintenance projects have renovated the storage shed, modernized data storage, created new student lockers/cubbies, added more convenient laptop storage, and added a bear proof trash container. With support from the Inyo County Office of Education, the school was resupplied with modern desks and chairs in every classroom focusing on collaboration. The security gates have been installed. An outdoor paging system was installed last year to support emergency communication to playground areas. Interior paging has been unproved in classrooms and bathrooms.

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: December 18, 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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
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	**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)	62	61	62	61	50	50
Mathematics (grades 3-8 and 11)	72	59	72	59	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	81	80	98.77	1.23	61.25
Male	45	45	100.00	0.00	57.78
Female	36	35	97.22	2.78	65.71
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	18	18	100.00	0.00	44.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	49	98.00	2.00	67.35
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.00	0.00	47.22
English Learners	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	10.00
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	81	80	98.77	1.23	58.75
Male	45	45	100.00	0.00	57.78
Female	36	35	97.22	2.78	60.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	18	18	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	49	98.00	2.00	61.22
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.00	0.00	41.67
English Learners	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	0.00
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	27.3	18.2	45.5
7	18.2	18.2	36.4

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.

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)

The success of the students at Round Valley Joint Elementary School District is the direct result of an extensive partnership with our community and our parents. Community support comes in many forms that include monetary gifts, donations of merchandise and services, and the contribution of time from the many volunteers that help at our school on a regular basis.

Round Valley Joint Elementary School District has a very successful Parent Teacher Organization (PTO), instrumental for providing assistance in the areas of classroom activities, planning and creating our annual Fall Festival, serving on decorating committees, and as dance chaperons, yearbook advisers, Student Council advisers, Science Fair judges, Spelling Bee coaches, and speech contest coaches, and athletic coaches. In addition, our parents are extremely valuable in the Round Valley School Art Program and Ski Program.

Round Valley Joint Elementary School District also has a School Site Council (SSC), which is made up of parents, community members, and staff. The SSC is utilized for the purpose of ongoing analysis of school data, continuous planning for school improvement, and the development of our LCAP. We encourage parent participation on the SSC and accept all nominations.

The Round Valley Joint Elementary School District Student Enrichment Program (STEP) is another area where parents and community members work together to raise funding for enrichment opportunities at the school. This not for profit group has raised more than $300,000 to contribute toward technology, art programs, library improvement, field trips, cultural assemblies, and teacher requested materials.

Parents and community members are always invited to attend the Board Meetings held monthly.

The staff members at Round Valley School deeply appreciate the tremendous support we receive from our community and parents.

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	5.4	0.7	1.5	5.4	0.7	1.5	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 Security Plan goal is to provide information and direction for the planning, implementation, and evaluation of a safe, secure, and peaceful environment in which all students and staff may interact in the formal structure of schooling.

The Round Valley School Security Plan addresses the assignment of basic responsibilities to staff during an emergency; procedures and protocols in the event of a natural disaster or other emergency; and calls for regular fire, earthquake, and shelter in place drills.

The school staff, School Site Council (SSC), and School Board annually review the Round Valley School Security Plan. Every effort is made to ensure that our students and staff are free to learn and teach without the threat of physical and/or psychological harm.

The School Security Plan was last approved by the School Board on April 20, 2016. The School Security Plan is currently being reviewed by the Inyo County Sheriff's Department and suggestions are being incorporated. The School Security Plan was last reviewed and discussed with the school faculty in December, 2019. We have monthly fire drills, two earthquake drills, and two shelter in place drills yearly. In July 2018, the Sheriff's Department conducted internal training drills utilizing Round Valley Campus, both improving their training and assessing our preparedness. On November 21, 2019, a coordinated lock down drill was conducted with the Sheriff's Department. Lessons learned will enhance the Security Plan and some facilities work will be done to improve safety.

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	9	2			9	2			10	2		
1	18	1			16	1			18	1		
2	17	1			18	1			15	1		
3	15	1			17	1			18	1		
4	20	1			14	1			17	1		
5	17	1			18	1			12	1		
6	16	1			16	1			10	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.

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	11254.43	2220.31	9034.12	57239.37
District	N/A	N/A	9034.12	57239.37
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	11480	65210.0
Percent Difference - School Site and State	N/A	N/A	-23.8	-13.0

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)

Other services offered at Round Valley Joint Elementary School District include Class Size Reduction, Response to Intervention for reading and math, Character Counts, and Acts of Kindness Program.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$37,204	$45,252
Mid-Range Teacher Salary	$66,043	$65,210
Highest Teacher Salary	$86,370	$84,472
Average Principal Salary (Elementary)	$0	$107,614
Average Principal Salary (Middle)	$0	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$97,994	$124,686
Percent of Budget for Teacher Salaries	36%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

Our school district recognizes the importance of, and is committed to, the ongoing professional growth of all staff members. The district provides support through training, in-services, workshops, and conferences. This allows our staff members to remain current regarding any changes or trends in their areas of expertise.

Round Valley Joint Elementary School District employs 8 full-time teachers and one part time teacher who are fully credentialed and are teaching within their subject area. Teachers, in cooperation with the superintendent/principal, establish annual performance goals and objectives, which they endeavor to attain during the school year. Professional development opportunities are aligned with the annual performance goals and objectives.

Our district has provided in-service training in many areas, including the use of technology in the classroom, differentiated instruction, mandatory reporting procedures, first aid/CPR training, suicide prevention, and civil rights training. In addition, our teachers have attended a number of different workshops and conferences that include: Next Generation Science Standards training, Gifted and Talented Education (GATE) conferences, Project Read training and new English Language Arts Framework training. We are also providing individualized professional development with one-on-one training from the COE. The Round Valley School Board of Trustees and the superintendent/principal attend the annual Small School Districts Association Conference.

For the previous eight school years, we have had two days per school year for district directed training and two additional days per school year for staff selected training or conference attendance. In addition, we have an early release on Mondays, which provides an additional eight hours per month for professional collaboration and training as identified. This year teachers are being provided a 30 minute prep period several times a week so that collaboration between grade levels can be accomplished.

The focus this year is on Next Generation Science Standards with a current year adoption in the works and the school is confident that the staff is well prepared for this shift in education.