

Round Valley Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



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

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.

2022-23 School 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	Danielle Torrance
Email Address	dtorrance@roundvalley.us
School Website	roundvalleyelementary.com
County-District-School (CDS) Code	14633056008809

2022-23 District Contact Information

District Name	Round Valley Joint Elementary School District
Phone Number	(760) 387-2525
Superintendent	Danielle Torrance
Email Address	dtorrance@roundvalley.us
District Website Address	roundvalleyelementary.com

2022-23 School Overview

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 63 students supported by seven 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 55% White, 11% Native American, 1.6% Asian, 7% multi-ethnic and 14% are of Hispanic origin, 2% Asian, 2% Filipino, and 8% declined to state; twelve of our students receive specialized services through an IEP. 35% of the total population are socioeconomically disadvantaged. We do not currently have any English Language Learners. Our student to teacher ratio is 10 to 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 and again in 2020, Round Valley School is dedicated to promoting high academic and behavioral standards.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	11
Grade 2	10
Grade 3	9
Grade 4	12
Grade 5	7
Total Enrollment	58

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	12.1
Asian	1.7
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	10.3
White	56.9
English Learners	0.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	62.1
Students with Disabilities	8.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	100.00	5.00	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	5.00	100.00	5.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. We have provided hotspots to families that do not have home internet connections.

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.

Year and month in which the data were collected

12/10/2022

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 Adopted 2016	Yes	0%
Mathematics	Houghton Mifflin Math Expressions Adopted 2015 Go Math 2016	Yes	0%
Science	Amplify	Yes	0%
History-Social Science	McGraw Hill - 3-5 grades Studies Weekly Adopted 2018 - K-5 grades	Yes	0%
Foreign Language	N / A		
Health	Cal Fresh's CATCH Program (K, 2nd, and 5th)		0%
Visual and Performing Arts	N / A		
Science Laboratory Equipment (grades 9-12)	N / A		

School Facility Conditions and Planned Improvements

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.

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 include re-keying the school for safety, installing new playground equipment, and sealing the roof of the upper grade wing. With support from the Inyo County Office of Education, a camera system was installed to accompany an outdoor paging system for emergency communication to playground areas. A previously installed interior paging system improved communication in classrooms and bathrooms.

In response to the Covid pandemic, individual classrooms still have hand sanitizer, fogging disinfectors, and air purifiers which are used daily.

Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	66	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	59	N/A	59	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	29	29	100.00	0.00	65.52
Female	14	14	100.00	0.00	57.14
Male	15	15	100.00	0.00	73.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	76.47
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	17	17	100.00	0.00	52.94
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	29	29	100.00	0.00	58.62
Female	14	14	100.00	0.00	50.00
Male	15	15	100.00	0.00	66.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	70.59
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	17	17	100.00	0.00	41.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	--	--	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 chaperones, yearbook advisors, Student Council advisors, Science Fair judges, Spelling Bee coaches, Speech Contest coaches, and county athletic coaches. In addition, our parents are extremely valuable in the Round Valley School Art Program and our Ski P.E. Program.

Round Valley Joint Elementary School District also has a School Site Council (SSC), which consists 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.

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 \$350,000 toward technology, art programs, library improvement, field trips, cultural assemblies, and teacher requested materials.

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

The staff members at Round Valley School deeply appreciate the tremendous support we receive from our community and parents. For upcoming opportunities for parent involvement, please call our office at 760-387-2525.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	64	62	17	27.4
Female	33	31	6	19.4
Male	30	30	10	33.3
American Indian or Alaska Native	7	7	1	14.3
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	12	10	5	50.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	1	16.7
White	34	34	10	29.4
English Learners	1	1	1	100.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	41	39	15	38.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	13	13	5	38.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.25	1.25	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.00	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The goal of the School Security Plan 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 / intruder 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 at their monthly meeting in February 2022. Our staff works with the Inyo County Sheriff's Department annually to review and improve our safety practices. In addition, the School Security Plan is reviewed and discussed with the school faculty each September, and was last reviewed in September 2022. We have monthly fire drills, two earthquake drills, and two shelter in place / intruder drills yearly. In July 2018 and 2022, the Sheriff's Department conducted internal training drills utilizing the Round Valley Campus, both improving their training, familiarizing themselves with our campus, and assessing our preparedness. We continue to have coordinated lock down drills conducted with the Sheriff's Department. Lessons learned enhance the Security Plan and drive our work to improve safety.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	2		
1	18	1		
2	26		1	
3	14	1		
4	11	1		
5	26		1	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	1		
1	15	1		
2	9	1		
3	11	1		
4	11	1		
5	8	1		
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	2		
1	11	1		
2	10	1		
3	9	1		
4	12	1		
5	7	1		
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15638.26	3356.66	12281.61	61281.23
District	N/A	N/A	12281.61	\$67,049
Percent Difference - School Site and District	N/A	N/A	0.0	-9.0
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	60.3	-18.9

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,613	\$46,844
Mid-Range Teacher Salary	\$66,769	\$73,398
Highest Teacher Salary	\$87,319	\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$106,641	\$136,296
Percent of Budget for Teacher Salaries	32%	30%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

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 7 full-time teachers 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 English Language Arts Framework training, CATCH PE training, as well as multiple Step-Up-To-Writing trainings, Amplify trainings, and IXL trainings. We also provide 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 and State Budget Workshops.

We have two days per school year for district directed training, and two additional days per school year for staff selected training or conference attendance. Teachers have a daily 60 minute prep to provide time for instructional planning, PLC's (to facilitate collaboration between grade levels), and weekly staff meetings.

The focus this year is on improving student writing through Step-Up-To-Writing. After two trainings and multiple PLC meetings to establish support across the grade levels, the school is confident that the staff is well prepared for this shift in writing .

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4