

Chemehuevi Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

| School Contact Information | |
|-----------------------------------|--|
| School Name | Chemehuevi Valley Elementary School |
| Street | 81 Mills Road |
| City, State, Zip | Havasu Lake, CA 92363 |
| Phone Number | 760-858-4222 |
| Principal | Jim Rolls |
| E-mail Address | jim_rolls@needlesusd.org |
| Web Site | www.needlesusd.org |
| CDS Code | 36 67801 6101885 |

| District Contact Information | |
|-------------------------------------|---------------------------------|
| District Name | Needles Unified School District |
| Phone Number | 760-326-3891 |
| Superintendent | Dr. Mary McNeil |
| E-mail Address | mary_mcneil@needlesusd.org |
| Web Site | www.needlesusd.org |

School Description and Mission Statement (School Year 2016-17)

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

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

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

Currently Chemehuevi Valley Elementary School has an enrollment of 42 students and serves grades Transitional Kindergarten through grade five. Of the 42 students enrolled, 64% are Native American, 19% are Hispanic/Native American, 12% are White, and 5% are Hispanic/White. There are three classrooms: TK-2, 3-5 and a resource classroom. The Chemehuevi Valley Elementary School staff consists of three teachers, two paraprofessionals (one of which also serves as the school secretary), a cafeteria cook, a custodian, and principal. All three teachers are highly qualified and have been in the district for many years. Both paraprofessionals are highly qualified and assist in the classrooms. With the exception of the custodian and one paraprofessional, all staff members were members of the staff prior to closing.

Chemehuevi Valley Elementary School... All students will learn.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 10 |
| Grade 1 | 6 |
| Grade 2 | 5 |
| Grade 3 | 8 |
| Grade 4 | 6 |
| Grade 5 | 6 |
| Total Enrollment | 41 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| American Indian or Alaska Native | 57 |
| Hispanic or Latino | 24 |
| White | 19 |
| Socioeconomically Disadvantaged | 100 |
| English Learners | 0 |
| Students with Disabilities | 4 |
| Foster Youth | 0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | | | District |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | | 3 | 3 | 51 |
| Without Full Credential | | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 0 | 0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September, 2016

The Needles Unified School District held a public hearing on September 13, 2016, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, have access to their own textbooks and instructional materials to use in class and at home. Supplemental materials that support students with special needs are also provided using categorical funds, lottery funds, and grants. When State textbook funds do not meet our needs, general fund dollars are allocated by our governing board to ensure our textbook needs are met.

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

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|---|
| Reading/Language Arts | Houghton Mifflin Harcourt Journeys 2017 | Yes | 0 |
| Mathematics | Pearson envision Math 2.0 2016 | Yes | 0 |
| Science | Macmillan/McGraw -Hill California Science Grades K-5 - 2008 | Yes | 0 |
| History-Social Science | Houghton Mifflin Social Science K-5 - 2007 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

September, 2016. At Chemehuevi Valley Elementary School, there are 4 classrooms, one portable classroom serving as a speech lab, a common room, cafeteria, and an office. There is one playground. All facilities were upgraded, painted, and had new flooring installed prior to reopening the school in 2015. Student fire drills and drop and cover drills are conducted monthly.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: August, 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: 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 Rating (Most Recent Year)

| Year and month of the most recent FIT report: August, 2016 | | | | |
|--|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|--------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | | | 31 | 27 | 44 | 48 |
| Mathematics | | | 21 | 20 | 34 | 36 |

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: 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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | | | | 40 | 40 | 46 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | | | | |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | N/A | N/A | | 4.6 | 4.6 | | 4.4 | 3.8 | |
| Expulsions | N/A | N/A | | 1.2 | .8 | | .1 | .1 | |

School Safety Plan (School Year 2016-17)

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

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

Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all recess and lunch periods as well as before and after school. All visitors and volunteers are required to sign-in at the office, state their business at the school, and show identification. They are then provided with a name tag to wear while on school grounds. A safe, secure teaching and learning environment is of the highest priority to Chemehuevi Valley Elementary School staff. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2016.

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.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| Other | | | | | | | | 20 | 1 | 1 | | |

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

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | N/A |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | 0 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | 0 | N/A |
| Resource Specialist | 0 | N/A |
| Other | 0 | N/A |

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

*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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | N/A | N/A | N/A | N/A |
| District | N/A | N/A | 3479 | 69038 |
| Percent Difference: School Site and District | N/A | N/A | N/A | N/A |
| State | N/A | N/A | 5348 | 58909 |
| Percent Difference: School Site and State | N/A | N/A | N/A | N/A |

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

Types of Services Funded (Fiscal Year 2015-16)

- Title I
- Title II
- Class Size Reduction K-3
- Special Education
- Home-to-School Transportation

Teacher and Administrative Salaries (Fiscal Year 2014-15)

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

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

Professional Development (Most Recent Three Years)

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

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

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

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