

Romoland School District

Harvest Valley Elementary

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Lilly Ellefsen,
Interim Principal
lillefsen@romoland.net

SCHOOL INFORMATION

33672316109581
29955 Watson Road
Romoland, CA 92585
(951) 928-2915

<https://www.romoland.net/Domain/10>

SUPERINTENDENT

Trevor Painton
tpainton@romoland.net

DISTRICT INFORMATION

Romoland School District
25900 Leon Rd
Homeland, CA 92548
(951) 926-9244

BOARD OF EDUCATION

Manuel Aguirre
Christopher Clark
Cynthia Navarro
Cinda Sarian
David Sperry

DISTRICT ADMINISTRATION

Trevor Painton
Superintendent
Michelle Wise, Ph.D.
Assistant Superintendent
Karen Owen
Chief Business Official
Mr. John Murray
Chief Personnel Officer
Vince Butler
Chief Technology Officer

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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, the county, and the state. 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) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



common sense
SCHOOL



DISTRICT STATEMENTS

SUPERINTENDENT'S MESSAGE

The School Accountability Report Card provides parents and the community important information regarding Romoland School District's instructional programs and materials, academic achievement, facilities, and staff. This information is presented each year in individual reports prepared by each school.

The Romoland School District Mission Statement calls upon each of us to serve, challenge, and inspire "all students to achieve academic excellence, build character, and pursue lifelong learning." Romoland School District continues its commitment to this mission, preparing students for the rigor of high school academics and beyond. We are diligent in our efforts to build upon the strengths inherent in every student while supporting individual learning needs so that all students may reach new heights.

The district recognizes in today's challenging economy that we must maintain fiscal solvency and work with our community partners in order to provide rigorous, well rounded academic learning opportunities to students in quality, equitable school facilities. These are our Romoland School District goals; and we are pleased to partner with the community to serve, challenge, and inspire the future.

MISSION STATEMENT

Romoland School District serves, challenges, and inspires all students to achieve academic excellence, build character, and pursue lifelong learning.

VISION STATEMENT

Through fiscal solvency, Romoland School District will offer our students a rich and rigorous academic foundation.

CORE VALUES

We provide each student with knowledge and experience to become a capable, responsible citizen in a diverse society.

We celebrate each other's achievements, support each other through collaboration, and hold each other accountable.

We act with personal integrity and treat everyone with fairness, equality, and dignity.

We collaborate with the community in a courteous and professional manner.

We maintain clean, functional, and safe campuses that promote a sense of pride.

GOALS

Romoland School District is committed to educational equity by prioritizing a whole-child focus with the following goals:

Goal #1: Provide students with a rigorous and enriched academic foundation focused on personalized learning to meet the demands of college and career readiness

Goal #2: Provide safe, engaging, and enriched learning environments that support the culturally diverse, social-emotional, and physical development needs of each and every student

Goal #3: Provide physically safe and well-maintained facilities that support the health and safety of all students

Goal #4: Maintain fiscal solvency

SCHOOL PROFILE

Romoland School District is located in Menifee, California, a city in Riverside County. The District currently serves approximately 4,600 students and consists of a preschool program, four elementary schools, one middle school, and one K-8 school.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	48.1
Male	51.9
Non-Binary	
American Indian or Alaska Native	
Asian	0.4
Black or African American	0.9
Filipino	0.3
Hispanic or Latino	88
Native Hawaiian or Pacific Islander	
White	9.9
Two or More Races	0.6
EL Students	28.8
Foster Youth	1
Homeless	3.5
Military	
Socioeconomically Disadvantaged	85.8
Migrant Education	
Students with Disabilities	7

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	128
1st	100
2nd	121
3rd	115
4th	117
5th	109
6th	0
Total	690

CONDITIONS OF LEARNING

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 ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.7	99.2	172.6	94.5	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.0	1.6	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	4.8	2.6	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.8	0.2	0.1	12,115.8	4.4
Unknown	0.0	0.0	2.0	1.1	18,854.3	6.9
Total Teaching Positions	33.0	100.0	182.7	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	0.2	N/A
Total Out-of-Field Teachers	0.2	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/10/2022
Data Collected:	November 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Classroom 2: Missing ceiling tile.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Health, Classroom 24: Wall plate missing. Classroom 39: Two lights out. Classroom 45: One light out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Playground, Classroom 43: Faucet leaking.
SAFETY: Fire Safety, Hazardous Materials	Good	Classroom 1: Remove artwork.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Classroom 1: Door lock needs to be adjusted.

SCHOOL FACILITIES

Harvest Valley School provides a safe, clean environment for students, staff, and volunteers. Harvest Valley School was constructed in two phases with phase one starting in 1989 and the second and final phase being completed during the 1996-97 school year. Harvest Valley School's facilities are situated on 10 acres of land and include 19 classrooms, 20 portable classrooms, a soccer field, two baseball diamonds, a football field, and three basketball courts. The facility supports effective teaching and learning through its ample classroom and playground space. During the last two years there have been significant updates and improvements made to the campus including renovating all classrooms by adding all-new carpeting and classroom furniture. The updated furniture allows for flexible seating arrangements and has created a more open learning environment for students and staff. In addition, new security fencing was also installed on the eastern exterior of the school facing Briggs Road providing added safety for students and staff. Harvest Valley has also implemented a new energy management system in all buildings which has created a more efficient and comfortable learning environment. Additionally, we have installed new safety features throughout the campus including, but not limited to, clear shields on desks and counters to decrease the chance of spreading germs and other, similar upgrades to ensure safety and which are in compliance with our local safety guidelines.

Cleaning Process and Schedule

The Romoland School District governing board has adopted cleaning standards for all schools in the district including daily sanitization measures to help prevent the spread of germs, including covid-19. The school has a team of one full-time and four part-time custodians who provide janitorial and maintenance services on campus. A summary of these standards is available at the school office or at the District office along with up-to-date safety measures related to the covid-19 pandemic. The site administrative team works daily with the custodial staff to ensure the campus is clean and safe.

Maintenance and Repair

Safety is the number one priority of our Maintenance, Operations, and Transportation department and we have worked closely with MOT to increase safety measures related to the pandemic. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The additional measures required to ensure student, staff, and community safety are in place and we continue to work closely to continually revisit our plans and make the necessary adjustments based on the most up-to-date guidance from our school district and local health officials.

INSTRUCTIONAL MATERIALS

Romoland Elementary School District held a public hearing on September 26, 2022 and determined that each school within the district had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: Reading & Language Arts / Publisher: McGraw-Hill / Adopted: 2017	Yes	0.00%
	Grades: K-5th / Course: Language Arts Interventions / Publisher: McGraw-Hill / Adopted: 2017	Yes	0.00%
	Grades: K-5th / Course: ELD / Publisher: McGraw-Hill / Adopted: 2017	Yes	0.00%
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt / Adopted: 2022	Yes	0.00%
	Grades: 4th-5th / Course: Math Interventions / Publisher: Houghton Mifflin Harcourt / Adopted: 2022	Yes	0.00%
History / Social Science	Grades: K-5th / Course: Social Science & History / Publisher: Houghton Mifflin / Adopted: 2007	Yes	0.00%
Science	Grades: K-5th / Course: Science / Publisher: Houghton Mifflin / Adopted: 2007	Yes	0.00%
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	26	37	47
Mathematics (Grades 3-8 and 11)	21	23	33
Science (Grades 5, 8, and 10)	13	17	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	346	345	99.71	0.29	26.09
Male	181	180	99.45	0.55	28.33
Female	165	165	100.00	0.00	23.64
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	303	303	100.00	0.00	24.42
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	36	35	97.22	2.78	37.14
Two or More Races	--	--	--	--	--
EL Students	86	86	100.00	0.00	2.33
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	310	309	99.68	0.32	23.95
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	33	33	100.00	0.00	3.03

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	345	343	99.42	0.58	20.70
Male	180	178	98.89	1.11	23.03
Female	165	165	100.00	0.00	18.18
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	302	302	100.00	0.00	19.54
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	36	34	94.44	5.56	29.41
Two or More Races	--	--	--	--	--
EL Students	86	86	100.00	0.00	3.49
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	310	308	99.35	0.65	18.51
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	33	32	96.97	3.03	3.13

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	106	106	100.00	0.00	13.21
Male	48	48	100.00	0.00	18.75
Female	58	58	100.00	0.00	8.62
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	96	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	31	31	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	96	96	100.00	0.00	13.54
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	12	12	100.00	0.00	0.00

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	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
5th	98	98	98	98	98

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	775	753	273	36.3
Female	372	362	128	35.4
Male	403	391	145	37.1
Non-Binary				
American Indian or Alaska Native	1	0	0	0
Asian	3	3	1	33.3
Black or African American	7	7	3	42.9
Filipino	2	2	0	0
Hispanic or Latino	678	661	242	36.6
Native Hawaiian or Pacific Islander	0	0	0	0
White	80	76	25	32.9
Two or More Races	4	4	2	50
EL Students	228	224	84	37.5
Foster Youth	12	10	5	50
Homeless	28	28	13	46.4
Military				
Socioeconomically Disadvantaged	678	660	256	38.8
Migrant Education	0	0	0	0
Students with Disabilities	74	71	26	36.6

PARENT ENGAGEMENT

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 school site

PARENT INVOLVEMENT

At Harvest Valley Elementary School, parents/guardians and community members assist in the support of the educational process through participation in school events, activities, and leadership. The Harvest Valley leadership works to ensure parents/guardians include a variety of opportunities to become involved in their student's education including serving on—or simply attending—our regularly scheduled School Site Council meetings, becoming an ASB volunteer, attending our English Learners Advisory Committee (ELAC) meetings, volunteering in the classroom when possible, attending monthly "Pastries with the Principal" meetings (principal and parent meeting), and attending a variety of events and activities. We also use a variety of technology tools to make communication simple and effective for parents/guardians so they know when we have school-wide "Spirit Days" and other school activities. Our school also hosts several community events throughout the year including a "Read Across America" literacy event, Family Curriculum nights, student performances and family ASB events, family library time, parent education classes, and our monthly Flag Salute and Award Ceremony which celebrates students' growth and success. Our full-time counselor also holds monthly parenting workshops/classes which address parent suggested topics and focus on ways to support and educate parents/guardians as to how to best support their children as learners. Additionally, our school hosts an annual College and Career "Kick Off" in the fall as well as a College and Career Day in the spring where community members, local businesses, and institutions of higher education participate and share information with students and families to best encourage a college and career going culture. Our School Site Council consists of ten members which include parents along with classified and certificated staff members. Its purpose is to develop and monitor our school plan and manage the categorical funding associated with our Single Plan for Student Achievement (SPSA) plan. The purpose of the HVES Associated Student Body (ASB) is to support our school programs by sponsoring activities and events designed to engage and empower families within our school community. English as a Second Language (ESL) classes are also offered to parents/guardians and community members twice per week. Harvest Valley School also partners with the Parent Institute of Quality Education (PIQE) which helps provide a series of intensive workshops and networking opportunities to help them better navigate the world of public education. All of these activities have been modified to take place remotely when possible to ensure student, staff, and community safety.

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.

SCHOOL SAFETY

The safety of students and staff is a primary concern of Romoland School District.

Many people visit the school campus to volunteer in the classroom and participate in school events. Parents/guardians and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents/guardians, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted monthly and earthquake/disaster drills are conducted quarterly during the school year.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in November 2022. An updated copy of the plan is available to the public at the school office.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020–2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.13	0	0.26	0	0	0
District	1.5	0.05	3.2	0.02	0	0.13
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0.26	0
Female	0.27	0
Male	0.25	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.29	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0.29	0
Migrant Education	0	0
Students with Disabilities	0	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Romoland, Sun City, and other Riverside County libraries, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

The district has a districtwide professional learning plan to ensure that all staff have access to ongoing and timely professional learning. Every year, the district provides professional development opportunities for all staff. Classified and certificated staff members are offered a broad-based variety of professional growth opportunities in technology tools, curriculum development, and instructional strategies during these professional development sessions. All schools develop a professional learning plan to meet the needs of their individual school site and school initiatives. Each Wednesday is designated as a modified day throughout the school year. These days are used for professional development in site-specific areas of need and teacher/grade level data analysis and lesson design. In addition to district scheduled professional development opportunities, classified and certificated staff members build skills through participation in conferences and workshops. Additionally, each site has a dedicated instructional coach to further assist with the individualized and collective professional learning needs of the staff at each site.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	1 : 690

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

COUNSELING AND SUPPORT SERVICES

Harvest Valley Elementary School has a full-time Associated of School Counselors of America (ASCA) certified counselor on staff who provides counseling, guidance lessons, and support services to all students and who regularly facilitates social skills and related lessons designed to support students' social-emotional and mental health. Our counselor works closely with the school administration to provide small group and one-on-one counseling for students related to behavior, academics, and social health. Additionally, our school district has procured the services of an outside therapist who works in the community and who supports Harvest Valley students with extraordinary needs that go beyond the scope of our school counseling program. Furthermore, Harvest Valley Elementary leaders and staff members work diligently to ensure students receive regular, integrated support regarding their academic and their social-emotional development. We use a Multi-Tiered System of Support (MTSS) approach that includes opportunities for all students to receive counseling and therapy as needed. Staff members and parents/guardians have access to a simple method to submit information about students whom they deem have significant difficulty coping with school, personal and/or familial challenges and who may have trouble with decision-making, handling peer pressure, or other difficulties in order to ensure equitable and timely access to these vital resources and supports.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	23	18	21		3	2	6	3	4			
1st	25	19	20		5	5	5	1				
2nd	22	20	24	1	4		5	2	5			
3rd	23	21	23		1		5	5	5			
4th	27	19	23	1	3		1	3	5			
5th	29	19	27	1	4		3	2	4			
6th												
Other			2			1						

DISTRICT REVENUE SOURCES

In addition to general state funding, Romoland School District received state and federal funding for the following categorical, special education and support programs:

- Local Control Funding Formula
- Title I
- Title II
- Title III (Immigrant and EL)
- Special Education
- Head Start and Early Head Start
- After School Education and Safety
- MediCal
- California Clean Energy
- Lottery (Instructional materials)
- TUPE

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 7,660
School: From Supplemental/Restricted Sources	\$ 1,269
School: From Basic/Unrestricted Sources	\$ 6,391
District: From Basic/Unrestricted Sources	\$ 7,505
Percentage of Variation between School & District	-14.84 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-3.08 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 53,258	\$ 51,591
Mid-Range Teachers	\$ 86,887	\$ 79,620
Highest Teachers	\$ 112,070	\$ 104,866
Elementary School Principals	\$ 132,946	\$ 131,473
Middle School Principals	\$ 137,733	\$ 135,064
High School Principals	\$ 0	\$ 137,679
Superintendent	\$ 213,301	\$ 205,661
Teacher Salaries	36 %	33 %
Administrative Salaries	6 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 89,099
District	\$ 90,139
Percentage of Variation between School & District	-1.15 %
All Similar School Districts	\$ 84,612
Percentage of Variation between School & State	5.3 %