

**Round Valley High**  
**School Accountability Report Card**  
**Reported Using Data from 2010-11 School Year**  
*Published During 2011-12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## Data and Access

### *Ed-Data Partnership Web Site*

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### *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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Round Valley High	<b>District Name</b>	Round Valley Unified
<b>Street</b>	PO Box 276	<b>Phone Number</b>	(707) 983-6171
<b>City, State, Zip</b>	Covelo, CA 95428-0276	<b>Web Site</b>	www.roundvalleyschools.org
<b>Phone Number</b>	(707) 983-6171	<b>Superintendent</b>	Christine Thomas
<b>Principal</b>	Kathy Dysert, Principal	<b>E-mail Address</b>	cloythomas@covelo.k12.ca.us
<b>E-mail Address</b>	kdysert@mcoe.us	<b>CDS Code</b>	23656072334563

## School Description and Mission Statement (School Year 2010-11)

**This section provides information about the school, its programs, and its goals.**

Welcome to Round Valley High School in Round Valley Unified School District! Our school district is located in the beautiful Round Valley in Covelo, CA. Round Valley Unified School District was formed in 1959 and encompasses approximately 50 square miles in the rural and isolated north eastern portion of Mendocino County. The Round Valley Indian Tribal lands are located within the school district's boundaries. A one hour drive is necessitated if residents need to travel to the next community for services. Our three district schools, Round Valley Elementary School, Round Valley High School, and Yolla Bolly Continuation High School, are situated on approximately 27.5 acres of land on the west edge of the community.

Round Valley High School serves 100 9th through 12th grade students and is the only comprehensive high school in Round Valley Unified School District. Students matriculate to Round Valley High School from Round Valley Elementary School and Eel River Charter School. Round Valley High School provides a core academic program for students that will enable them to apply for CSU and UC admission at the completion of their high school education. In order to meet student needs for a variety of course offerings, Round Valley High School has developed Directed Studies, with on-line courses students can access that provide honors/advance placement courses, courses that we are not able to offer due to our small size (i.e., a variety of languages, arts, etc.), and credit recovery classes. Some of these courses are also available through our Independent Studies program located on campus. Round Valley High School also offers alternative education classes on campus where students receive instruction in a small, supportive environment. Round Valley High School provides Career and Technical Education courses in business, technology, and agriculture, as well as an outstanding music program available to all students. Round Valley High School provides the following extra programs for students: Title I, Title III (EL), Title VII (Indian Ed.), EIA, intervention programs (tutoring and expanded day), CAHSEE preparation, alternative learning programs where students receive instruction in a small, supportive environment, free breakfast/lunch program, counseling, music, and expanded learning opportunities.

Round Valley High School is dedicated to the belief that all students can and will learn when provided quality instructional programs. Therefore, our mission is to accurately determine student performance in all content areas, provide high quality and interactive first, best instruction that will support optimum student learning, provide additional supportive instruction to students who need deeper instruction, and create environments where success is monitored and celebrated. To accomplish this mission, Round Valley High School is committed to ensuring all students have a safe and respectful learning environment. We believe that we are here to help students become safe, respectful, and responsible individuals while developing a lifelong passion for knowledge.

Round Valley High School's Expected School Wide Learning Results have been developed based on what students should know and be able to demonstrate upon graduation. These are listed below:

1. Effective communicators who can present themselves to the world with confidence and who will contribute to their personal communities through volunteer service and productive vocational choices.
2. Self-directed complex thinkers who approach real life problems able to differentiate fact from opinion, identify relevant local and global issues, and arrive at reasonable solutions.
3. Collaborative workers who work productively with others, each contributing to the final product and are able to complete a project by identifying the tasks that need to be done and sharing responsibility.
4. Healthy individuals, who possess a positive sense of self, are informed about personal health issues, have accurate data on drug abuse, and understand the negative impact of sexual harassment and bullying.
5. Technology users who know and use current tools, technical systems and learning resources.

Round Valley High School's Single Plan for Student Achievement (SPSA) outlines objectives that the school has set to reach their goals. These objectives align with Round Valley Unified School District's Local Education Plan (LEAP).

## Opportunities for Parental Involvement (School Year 2010-11)

Round Valley High School is committed to the belief that students benefit from parent involvement in their education. The School Site Council, composed of parents and school staff, has developed a School Site Parent Involvement Policy that will be reviewed and approved by the Round Valley Board of Education in January 2012. This policy describes specific ways in which the school will encourage parent participation. A copy of the RVHS Parent Involvement Policy can be provided upon request.

Parents have numerous avenues to pursue if they would like to be involved in their student's education. We encourage parents to become involved in planning, organizing, and supporting their student in taking classes that will support student academic and career goals. Parents are also strongly encouraged to be active participants in the educational and social experiences that the high school provides. The most immediate and easiest way for our parents to participate include the following:

- meetings with counselor for development of 4 Year Education Plan and yearly review of progress
- meetings with counselor to review credits earned and courses completed to help keep students on track for graduation.
- Freshmen, Sophomore, Junior, and Senior Parent nights
- Back to School Night and Open House
- periodic classroom visitations
- attendance at athletic events and school events (music performances)
- chaperoning student evening and weekend activities
- parent-student-teacher conferences
- IEP reviews
- Student Success Team meetings (SST)
- Student Attendance Review meetings (SARB)
- volunteering to be an athletic coach
- working with Class Advisors on fundraising activities
- volunteering to assist in classrooms or on the yard during breaks and lunch
- tutoring students

For parents who would like to, and who would have time to, become more greatly involved, we have a great need for parents to participate in the following:

- School Site Council (SSC)
- Title VII Parent Committee
- District Advisory Council (DAC)
- PL874 Parent Advisory Committee
- School Planning Committees
- Parent Teacher Group
- Athletic Boosters ( we are in great need of this organization, but we need to have parents to make this happen!!)

We want parents to be a part of their student's education experiences! Parent involvement is solicited in several ways. We provide information in our parent/student handbook at the beginning of the year, in monthly newsletters, through progress reports and report cards, through letters/flyers mailed to parents to invite them to attend school events, and through the use of our All Call system, an automated parent call system that allows us to send a message out to all parents in a very short time period. We also have just updated on district website, where information about school events and activities are placed.

Please call the school at 983-6171 to speak with your student's teachers or the principal and find out how you can become involved!



### Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	31
Grade 10	31
Grade 11	23
Grade 12	15
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>100</b>

### Student Enrollment by Subgroup (School Year 2010-11)

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	4.0	White	24.0
American Indian or Alaska Native	67.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	98.0
Filipino	0.0	English Learners	1.0
Hispanic or Latino	5.0	Students with Disabilities	8.0
Native Hawaiian/Pacific Islander	0.0		

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.75	2	2	0	12.67	6	0	0	14.5	6	0	0
Mathematics	13.75	4	0	0	8.5	5	0	0	12.17	6	0	0
Science	13.5	4	0	0	11.25	4	0	0	12.6	5	0	0
Social Science	14.2	4	1	0	11.6	5	0	0	14.14	7	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### III. School Climate

#### School Safety Plan (School Year 2010-11)

The Round Valley High School Safety Plan (SSP) is in the process of being written and updated. The School Site Council is involved in the development of the SSP and the Board will review the updated plan in February 2012. The plan will be reviewed yearly in the Fall. The SSP will be reviewed by school staff in February 2012. The District is currently in the process of updating the District Disaster Preparedness Plan, and this plan will be approved by the Board of Trustees and reviewed by school staff in February 2012. Students complete drills for fire and earthquake on a regularly scheduled basis, and participate in lock-down training at least annually.

The Round Valley High School Safety Plan contains the following components: School safety data (discipline, SWIS, truancy, CHKS, counseling referrals, etc.), behavioral expectations and schoolwide discipline, safety committee, professional development opportunities for staff, prevention curriculum (substance abuse, anti-bullying, development of life skills), crisis response, safety drills (earthquake, fire, lock down), disaster preparedness, child abuse, developing high expectations, counseling and guidance, physical safety, collaboration, and forms/schedules in use at the school site.

Through the BRONCO grant, campus supervision is provided daily. Some of the duties include developing open and positive relationships with all students, monitoring the school grounds during class time, student passing times, break, and lunch, and identifying students who have cut class and returning them to their classes.

Round Valley High School is concerned about the level of unexcused absences that occur each year. The Bronco grant is currently providing a staff member to monitor daily student attendance, call homes of absent students, and make School Attendance Review Board referrals (SARB).

#### Suspensions and Expulsions

Rate *	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	31.68	66.67	296.00	37.08	42.07	151.66
<b>Expulsions</b>	0.00	0.00	2.00	0.00	0.00	1.28

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

Round Valley High School is located in an older facility. The main building and the gymnasium were built in 1930 and remodeled in 1980. Additional facilities were added during the 1980s and 1990s. A multimedia classroom was added in 2010 to replace a facility that had burned down. RVHS currently has 7 classrooms, office space for administration and counseling, one staff room, one small library with limited books and computer lab, one multi media center, one gym which contains locker rooms and a weight room, and a shop which houses ag welding and ag mechanics classes. The high school students also have access to the elementary school multi-purpose room which provides the hot meal program for the district. Three sets of bathrooms are located on the campus. The yard consists primarily of lawn, with walkways to class buildings, and a field for physical education classes and athletics. Our grounds are maintained by our district maintenance person.

RVHS is surrounded by a fence, with gates located in multiple sites along the front and sides of the school. In order to ensure safety, at the beginning of the school day all gates are locked for the time school is in session. Students and parents have access to the facilities through the front entrance into the main high school building. Parents and community members are requested to sign-in at the office prior to entering the main school grounds. Signs are displayed on the campus indicating the necessity of signing into the office.

Our facilities are old and worn, but the school staff and custodial personnel work hard to keep the classrooms clean. Although significant budget cuts have affected the number of custodial staff at the school, classrooms continue to be cleaned every day. The restrooms are also cleaned daily, with multiple checks during the day. Our toilets are 100% in working condition.

We are hopeful in the future to become involved in modernization projects to update our school facilities.

During 2010/11, the following facility improvements have occurred:

1. Multi-media building construction completed
2. Main building restrooms remodeled
3. Interior security fencing installed
4. New high school gym lighting installed

We will be focusing on completing the following needed maintenance in 2012:

1. Upgrade to steel doors and new panic hardware at high school gym and main building
2. Paint exteriors of high school building
3. Reroof southern portion of high school gym, main building, industrial arts building
4. Resurface walkway at high school entrance
5. Begin process of replacement of all district HVAC units more than 30 years old

Round Valley High School was inspected by the District Director of Maintenance and the High School Principal in compliance with the Williams guidelines in August, 2011. At that time, the school facilities were given a rating of 93.50% and "Good" on the Facilities Inspection Tool (FIT). The results of this inspection are outlined below.

## School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces			X		chipped drywall; ballust out; light not working; cracked drywall; broken light switch plate
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical			X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			missing sink faucet push button
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.



## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	8	8	9	25
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	3	3	3	N/A

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments *	4	2	3
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92%	7%
All Schools in District	70%	29%
High-Poverty Schools in District	70%	29%
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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School *	Average Number of Students per Academic Counselor
Academic Counselor	.75	100
Counselor (Social/Behavioral or Career Development)	.25	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.1	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	.2	
Resource Specialist (non-teaching)	.5	
Other	2.0 Bronco support	

Note: Cells shaded in black 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks & Instructional Materials (2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt, Reinhart, Winston (2003); Scholastic (2005)	yes	0.00%
Mathematics	McDougal (2004/07); Houghton Mifflin (06); CENGAGE(0	yes	0.00%
Science	Prentice Hall (2004, 2005, 2006)	yes	0.00%
History-Social Science	Glencoe Economics Today and Tomorrow (2005)	yes	0.00%
Foreign Language	Prentice Hall (2004)	yes	0.00%
Health	Glencoe McGraw Hill Health (2007)	yes	0.00%
Visual and Performing Arts	Davis Pub (2011)	yes	0.00%
Science Laboratory Equipment (grades 9-12)	Biology Teacher's kit/support student materials	yes	0.00%

### Curriculum and Instructional Materials (School Year 2010-11)

#### List of curriculum books.

The following textbooks are used at Round Valley High School:

English/Language Arts - Holt, Reinhart, Winston: Literature and Language Arts 3rd, 4th, 5th, and 6th Course adopted (2/07)

Scholastic: Read 180 Intervention adopted (2/07 )

Mathematics - McDougal Littell: Algebra I and Geometry adopted (7/08 ) adopted (6/04)

Houghton Mifflin: Algebra II adopted (6/11)

Brooks Cole CENGAGE Learning: Precalculus with Limits, 2nd edition adopted (6/11)

Science - Prentice Hall: Biology, Earth Science, Physics adopted ( 7/07)

Biology, Earth Science, Physics Teacher's kits and supporting student materials

History/Social Science - Glencoe: American Vision Modern Times, United States Government, Economics Today and Tomorrow, World History adopted ( 6 & 7/06 )

Health - Glencoe McGraw Hill: Health adopted (9/11 )

Foreign Language (Spanish) - Prentice Hall: Realidades 1 & 2 adopted ( 9/11)

Visual/Performing Arts - Davis Publications: Exploring Visual Design adopted ( 9/11 )

Agriculture - Scott Foresman: Environmental Science adopted (9/11)

Delmar: The Science of Animal Agriculture adopted (9/11)

Business - Prentice Hall Pearson: Entrepreneurship adopted (9 /11 )

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 20,809.00	\$ 8,169.00	\$ 12,648.00	\$ 51,185.00
District			\$ 12,704.00	\$ 51,883.00
Percent Difference - School Site and District			0%	-1%
State			\$ 5,455.00	\$ 57,163.00
Percent Difference - School Site and State			132%	-10%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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>.

#### Types of Services Funded (School Year 2010-11)

General funds (basic/unrestricted) and PL874 funds (unrestricted) provide funding for our teaching staff, our administration and the core staff that provide meals, custodial/maintenance and busing. Due to our ability to access PL 874 funds, we are able to maintain low class sizes at all school sites, provide counselors, provide a quality music and agriculture program, provide tutoring and expanded hours for student learning, provide athletic programs for middle and high school students, and increase the quality of our educational program. Our federal and state restricted funds are used to provide small class sizes, paraprofessional support, special education staff, Directed Studies classes, and alternative classroom environments. We also use these restricted funds to supplement core materials, classroom supplies, staff training and student testing. We are fortunate to receive restricted federal grant funds to support counseling (small group and individual), and our truancy reduction program.

## Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 41,989.00	\$ 37,978.00
Mid-Range Teacher Salary	\$ 51,211.00	\$ 55,252.00
Highest Teacher Salary	\$ 69,386.00	\$ 71,674.00
Average Principal Salary (Elementary)	\$ 77,721.00	\$ 87,651.00
Average Principal Salary (Middle)	\$ 0.00	\$ 92,196.00
Average Principal Salary (High)	\$ 88,836.00	\$ 93,352.00
Superintendent Salary	\$ 116,064.00	\$ 116,851.00
Percent of Budget for Teacher Salaries	23.00 %	34.00 %
Percent of Budget for Administrative Salaries	2.00 %	7.00 %

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

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	16	20	12	19	20	18	49	52	54
Math	8	4	3	24	21	24	46	48	50
Science	0	8	8	16	19	12	50	54	57
History-Social Science	16	8	13	11	15	11	41	44	48

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.

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	18	24	12	11
All Students at the School	12	3	8	13
Male	7	3	6	12
Female	19	3	0	14
Black or African American	0	0	0	0
American Indian or Alaska Native	9	3	6	11
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	25	7	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	13	3	8	13
English Learners	0	0	0	
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

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.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	33	7	17	33	7	16	52	54	59
Mathematics	33	15	10	33	15	9	53	54	56

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.

**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	96	4	0	85	15	0
All Students at the School	96	4	0	85	15	0
Male	100	0	0	83	17	0
Female	93	7	0	86	14	0
Black or African American	100	0	0	100	0	0
American Indian or Alaska Native	95	5	0	90	10	0
Asian	NA		0	NA		0
Filipino	NA		0	NA		0
Hispanic or Latino	100		0	100	0	0
Native Hawaiian or Pacific Islander	NA		0	NA		0
White	100	0	0	50	50	0
Two or More Races	NA		0	NA		0
Socioeconomically Disadvantaged	96	4	0	85	15	0
English Learners						
Students with Disabilities	100		0			0
Students Receiving Migrant Education Services	NA		0			0

**California Physical Fitness Test Results (School Year 2010-11)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.3	7.1	10.7

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.

**X. Accountability**

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1	1	1
Similar Schools	N/A		

## Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	14	-86	86
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			79
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	63	573	212	563	4,683,676	778
Black or African American	1		2		317,856	696
American Indian or Alaska Native	44	549	160	554	33,774	733
Asian	0		0		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	4		23	583	2,406,749	729
Native Hawaiian/Pacific Islander	0		0		26,953	764
White	14	611	26	599	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	62	569	207	562	2,731,843	726
English Learners	2		15	598	1,521,844	707
Students with Disabilities	4		16	421	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2007-2008
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		2.0
Percent of Schools Currently in Program Improvement		40.0

Note: Cells shaded black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	14	15	10	17	16	13	5	6	5
Graduation Rate	65	68.6		63	61.5		80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	67	67	N/D
Black or African American	6	6	N/D
American Indian or Alaska Native	47	47	N/D
Asian	0	0	N/D
Filipino	0	0	N/D
Hispanic or Latino	0	0	N/D
Native Hawaiian or Pacific Islander	0	0	N/D
White	18	18	N/D
Two or More Races	0	0	N/D
Socioeconomically Disadvantaged	88	88	N/D
English Learners	0	0	N/D
Students with Disabilities	0	0	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2010-11)

The primary Career Technical Education courses that are offered at RVHS are focused on the agriculture industry. The RVUSD Board of Trustees and community members have expressed their desire to have agriculture courses at the high school. RVHS provided the following Career Technical Education programs during 2010-11: Introduction to Agriculture, Animal Science, Ag Industries, Ag Earth Science, and Construction. Ag Earth Science has been approved for A-G credits in science by the UC system. An FFA program is also in place at the high school. The FFA program has an advisory committee that oversees the program. This oversight committee is composed of community representatives from the agriculture field, parents, and our agriculture teacher.

### Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	34
Percent of pupils completing a CTE program and earning a high school diploma	41.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	70.8%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

**Advanced Placement Courses (School Year 2010-11)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students in AP Courses</b>
<b>Computer Science</b>	0.0	
<b>English</b>	0.0	
<b>Fine and Performing Arts</b>	0.0	
<b>Foreign Language</b>	0.0	
<b>Mathematics</b>	0.0	
<b>Science</b>	0.0	
<b>Social Science</b>	0.0	
<b>All courses</b>	0.0	0.0%

Note: Cells shaded in black do not require data.

\* Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

**This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.**

Round Valley Unified School District is currently in Program Improvement, Year III. In 2009-10, the State Board of Education directed RVUSD to rewrite the district's Local Education Agency Plan and fully implement research-based instructional materials to be used with all students in the district. At that time, the SBE also appointed a State Trustee to provide oversight and support to the district as we work to increase student achievement.

The District has been providing the following professional development to staff in order to meet the requirement to fully implement research-based instructional materials:

1. Training in the use of SBE approved and District adopted instructional materials in English Language Arts and Mathematics (40 hour trainings)
2. Identification of core standards and development of benchmark assessments to determine progress of students in meeting core standards (2 days)
3. Alignment of curriculum to state standards (4 days)
4. Development of pacing guides to ensure that all students have the opportunity to be taught the core curriculum (2 days)
4. Ongoing review of student data from benchmark assessments, determination of additional support individual students may need based on student assessment results, and determination of modifications to instruction based on student assessment data. (ongoing)
5. Ongoing collaboration time set aside to focus on increasing student achievement in ELA and mathematics. (weekly)

The LEA Plan also outlines additional professional development needs that were identified through discussions with staff and classroom observations:

1. implementation of a districtwide strategy (Explicit Direct Instruction) to improve classroom instruction and expand the variety of engagement strategies in use in district classrooms. (2 days, with follow-up ongoing)
2. professional development in strategies to maximize student active participation in classroom instruction. (1 day)
3. professional development in behavior management with challenging students.(1 day)
4. development of professional learning communities ( 3 days/ leadership team)

Professional development has been delivered in a variety of ways over the last two years. We have had Professional Development days set aside for all staff, used release time for full-day or part-day training or workgroups, and provided time for individual work with a peer to focus on instruction and engagement strategies or curriculum implementation.

To support implementation of the above areas of professional focus, teachers are also provided time to be peer coaches to each other in EDI strategies and classroom engagement. Release time is provided for teachers to observe each other, discuss observations, and plan implementation. Teachers utilize district generated observation forms to provide feedback.

The Principal is also involved in instructional leadership by providing frequent observations of classroom instruction and feedback on observations, as well as by providing collaboration time for teachers to focus on student performance and instruction.

The school leadership team has been attending training in the development of professional learning communities and bring back information to the entire staff.

Teachers in the district are provided with 1.25 hours/week to participate in collaboration and professional learning teams.

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The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of 1/31/12.

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