SARC

Round Valley High School

OUR MESSAGE

OUR SCHOOL

OUR TEACHERS

Mark Smith
Principal
msmith@covelo.k12.ca.us

Howard and High Streets, P.O. Box 276
Covelo, CA 95428

Grades: 9-12
Phone: (707) 983-6171
www.roundvalleyschools.org

CDS Code: 23-65607-2334563

Round Valley USD

School Mission Statement

All students leave our schools reading proficiently, literate in technology, and committed to lifelong learning. We strive to provide a drug-free, safe learning environment. We strive to create ownership and to instill pride in our schools among our students, our staff, and our community.

Principal's Message

Welcome to Round Valley High School in the Round Valley Unified School District! Our school district is located in beautiful Round Valley of Covelo, California. Round Valley Unified School District was formed in 1959 and encompasses approximately 50 square miles in the rural and isolated northeastern portion of Mendocino County. The Round Valley Indian Tribal lands are located within the district's boundaries. A one-hour drive is necessitated if residents need to travel to the next community for services. Our schools include: Round Valley Elementary School (P-6), Round Valley Middle School (7-8), and Round Valley High School (9-12). The alternative education programs include Yolla Bolly Continuation High School (10-12) and Independent Study Programs (K-12). These sites are situated on approximately 27.5 acres of land on the west edge of the community. In downtown Covelo, there is Eel River Charter School (K-6).

Round Valley High School serves 108 students in grades 9-12 and is the only comprehensive high school in Round Valley Unified School District. Students matriculate to Round Valley High School from Round Valley Elementary/Middle School. Round Valley High School provides a core academic program for students that will enable them to apply for California State University and University of California admission at the completion of their high school education. Students at RVHS are able to complete college admission language requirements in Spanish and the recently introduced two-dialect language classes in Wailacki and Yuki. In English, the newest A-G class is Creative Writing.

In order to meet student needs for a variety of course offerings, Round Valley High School has developed Directed Studies with online courses students can access that provide honors and advanced placement courses—courses that we are not able to offer due to our small size (i.e., a variety of languages, arts, mathematics, social studies), plus credit-recovery classes. Some of these courses are also available through our Independent Studies program located on campus. Round Valley High School provides Career and Technical Education courses in agriculture and auto, 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 VII (Indian Ed.); Economic Impact Aid (EIA); intervention programs (tutoring and expanded day); PSAT and SAT testing related to college entrance; alternative learning programs where students receive instruction in a small, supportive environment. The district has a free breakfast and lunch program, counseling, and expanded learning opportunities, e.g., Mendocino College classes available in the Valley.

Being a small, necessary school with limited funding has not allowed for district services related to social or behavioral counseling, media staff and center services, or a psychologist. However, these services are available through an outstanding community-built library, complete with computer lab, access to Mendocino College classes, and school and community activities, such as historical and cultural guest speakers; children's reading sessions; and visual opportunities (movies and historical/cultural videos). Mental health, anger management, social behavior, and substance-abuse issues are referred to the Tribal Yuki Trails facility—students are transported to appointments by the Campus Supervision staff. Psychology needs are supported by the Mendocino County of Education program.

Efforts are made to expose students to career opportunities and Native American cultural activities, e.g., field trips to College Career Days and Native American Days. Clubs, such as the Future Farmers of America (FFA), and Building Horizons (Tribal Youth Program) provide leadership, career exploration, Native cultural events, and college visitations. District funding, Tribal Program (TANF/Building Horizons), Tribal Council funding and fund raisers provide money to support these field trips/activities.

Technology is a separate plan working to provide staff, students, and parents with state-of-the-art opportunities and equipment. Smart boards are available in every classroom districtwide. A computer lab is available on campus for classroom assignments, computer class, Mendocino Class usage, testing, and guest speaker presentations needing technology. Several classes use Chromebooks to supplement and/or earn class credits, including English, Honors Government, and Directed Studies. Funds are allocated, and the district applies for grant funding.

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 instruction that will support optimum student learning, provide additional supportive instruction to students who need individual instruction, and provide environments where success is monitored and celebrated. To accomplish this mission, Round Valley High School is committed to ensuring that all students have a safe and respectful learning environment. We believe that all staff members are here to help students feel safe and become respectful, responsible individuals while developing a lifelong passion for learning in order to acquire knowledge.

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

1. Round Valley High School students will be healthy individuals who will recognize the importance of balancing physical, social, spiritual, and intellectual well-being.
2. Round Valley High School students will be effective communicators who will respect diversity and work well with others on both personal and professional levels.

District Mission Statement

Round Valley is a community committed to developing excellence. Our organization is caring and efficient, treats people fairly and consistently, builds connections with students, parents, teachers, other staff, and the community. The learning environment is safe and motivating, including all stakeholders as members of the educational community.

District Vision

Students in the Round Valley Unified School District will be motivated and confident to compete successfully in college and the workforce and become positive, productive citizens.

Academic

Have students obtain comprehensive knowledge by training them to plan, organize, execute, and manage their progress toward meeting their goals.

Emotional

Respect self, others, staff, and community members, clarify personal desires and goals, and deal effectively with obstacles.

Physical

Become aware of and develop natural abilities, and be fit and healthy through physical activity and good nutrition.

Parental Involvement

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, developed a School Site Parent Involvement Policy that was reviewed and approved by the Round Valley Board of Education October 2014. 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 methods for our parents to participate include the following:

- Meetings with counselor for development of Four-Year Education Plan and yearly review of progress
- Meetings with a counselor to review credits earned and courses completed to keep students on track for graduation
- Reviewing special Senior Progress reports issued every 10 weeks that include graduation progress, Senior Project progress and college/tech school entrance information.
- Reviewing the Annual Parent/Student Handbook distributed at the beginning of the year along with other parent information distributed annually
- Freshman, sophomore, junior, and senior Parent Nights
- Back-to-School Night and Open House
- Periodic classroom visitations
- Be available for the "Teacher Phone Tree" calls every three weeks that review students academic progress, missing assignments and encourage support for students doing homework and keeping up with their classes
- Encourage their students to attend the Homework Club on Mondays, Tuesdays, and Thursdays
- Attendance at athletic events and school events (music performances)
- Chaperoning student evening and weekend activities
- Parent-student-teacher conferences
- Attend Individual Education Program (IEP) meetings for their student
- Attend Student Study Team (SST) meetings for their student
- Attend Student Attendance Review Board (SARB) meetings
- Volunteering to be an athletic coach
- Working with class advisors on fundraising activities
- Supporting and participating in FFA activities, fundraisers, and events
- Volunteering to assist in classrooms or on the yard during breaks and lunch
- Tutoring students
- Participating in school and district committees
- Viewing upcoming events and activities on the RVUSD website or Facebook page
- Attend RVUSD Board meetings
- Attend the annual Big Time (Native American Cultural Day)
- Support the annual Career Day

For parents who would like to and have time to become more 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)
- PL 874 Parent Advisory Committee
- School Planning Committees
- Parent Teacher Group
- Athletic Boosters (we are in great need of this organization, but we need 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 and flyers mailed to parents to invite them to attend school events, and through the use of our 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 our district website, where information about school events and activities are placed.

For more information, please call the school at (707) 983-6171 to speak with your student's teachers, counselor, or Principal Mark Smith and find out how parents can become involved!

Principal's Message

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3. Round Valley High School students will be critical thinkers who can analyze information and then persist through any adversity to achieve personal and professional goals.

4. Round Valley High School students will be digitally knowledgeable citizens who can make effective use of modern technology and media in order to take advantage of all opportunities in order for them to achieve their dreams.

5. Round Valley High School students, in addition to being productive citizens, will recognize, respect, and understand the diverse cultures of agricultural Round Valley and history available to them as a student of the history of this local area, which include Native American culture, rhythms, traditions, and philosophies.

6. 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 Agency Plan (LEAP).
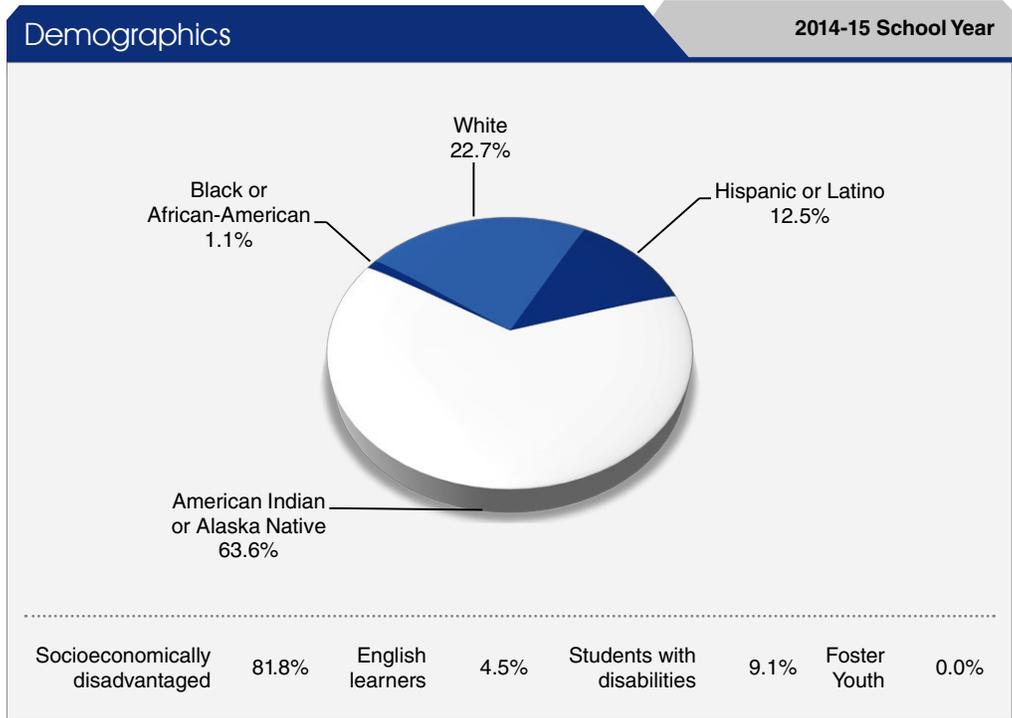

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Enrollment by Student Group

The total enrollment at the school was 88 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.
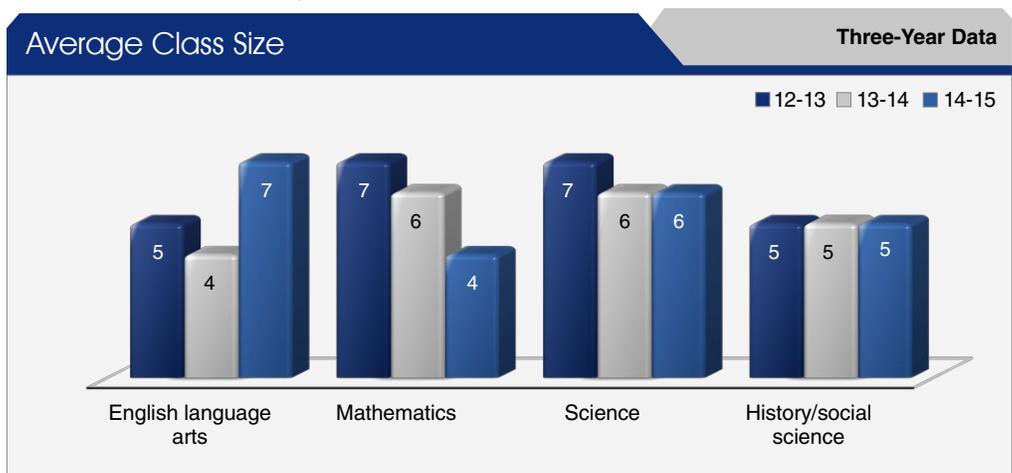
Demographics

2014-15 School Year

White
22.7%

Black or
African-American
1.1%

Hispanic or Latino
12.5%

American Indian
or Alaska Native
63.6%

Socioeconomically disadvantaged	81.8%	English learners	4.5%
Students with disabilities	9.1%	Foster Youth	0.0%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

Grade	Students
9	23
10	14
11	30
12	21
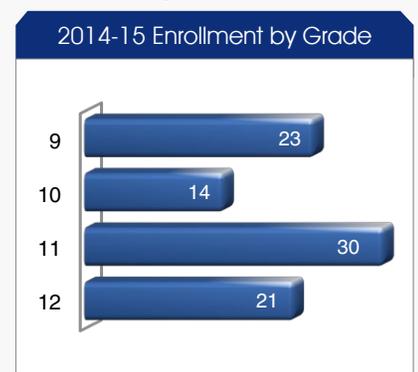
Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data

■ 12-13 ☐ 13-14 ■ 14-15

Subject	12-13	13-14	14-15
English language arts	5	4	7
Mathematics	7	6	4
Science	7	6	6
History/social science	5	5	5

Number of Classrooms by Size

Three-Year Data

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	4			7			8		
Mathematics	4			11			8		
Science	4			6			3		
History/social science	5			7			5		

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Round Valley HS			
	12-13	13-14	14-15
Suspension rates	33.8%	9.9%	18.8%
Expulsion rates	1.4%	0.0%	0.0%

Round Valley USD			
	12-13	13-14	14-15
Suspension rates	25.1%	17.7%	15.6%
Expulsion rates	0.4%	0.2%	0.0%

California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria — 2014-15 School Year

	Round Valley HS	Round Valley USD	California
Met overall AYP	Yes	No	Yes
Met participation rate:			
English language arts	Yes	No	Yes
Mathematics	Yes	No	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	✱	Yes	Yes
Met graduation rate	▲	▲	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program — 2015-16 School Year

	Round Valley HS	Round Valley USD
Program Improvement status	Not In PI	In PI
First year of Program Improvement	◇	2007-2008
Year in Program Improvement	◇	Year 3
Number of Title I schools currently in Program Improvement		1
Percentage of Title I schools currently in Program Improvement		25.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

✱ Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

◇ Not applicable. The school is not in Program Improvement.
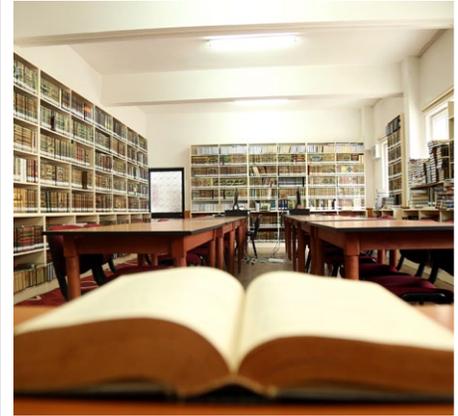
California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards — 2014-15 School Year

Grade 9	
Four of six standards	28.6%
Five of six standards	14.3%
Six of six standards	4.8%

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Round Valley HS			Round Valley USD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	12%	13%	33%	8%	22%	16%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	16%
All students at the school	33%
Male	❖
Female	❖
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	❖
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	Round Valley HS	Round Valley USD	California
			2014-15 School Year
Subject	Round Valley HS	Round Valley USD	California
English language arts/literacy	17%	6%	44%
Mathematics	❖	5%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

| Students Achieving at Each Performance Level | | | | | | | 2014-15 School Year |

English Language Arts: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	27	23	85.2%	48%	13%	13%	4%
Male		10	37.0%	❖	❖	❖	❖
Female		13	48.1%	38%	15%	15%	8%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		17	63.0%	47%	18%	6%	6%
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		3	11.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		3	11.1%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		19	70.4%	47%	11%	16%	5%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		2	7.4%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth	◈	◈	◈	◈	◈	◈	◈

Mathematics: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	27	22	81.5%	77%	9%	0%	0%
Male		10	37.0%	❖	❖	❖	❖
Female		12	44.4%	83%	8%	0%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		16	59.3%	69%	13%	0%	0%
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		3	11.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		3	11.1%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		18	66.7%	72%	11%	0%	0%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		1	3.7%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth	◈	◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   Level 2 = Standard nearly met   Level 3 = Standard met   Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels — Three-Year Data

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
Round Valley HS	10%	25%	8%	10%	17%	27%
Round Valley USD	9%	24%	6%	9%	16%	24%
California	57%	56%	58%	60%	62%	59%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. ✶

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level — 2014-15 School Year

Group	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	94%	6%	0%	76%	18%	6%
All students at the school	92%	8%	0%	73%	20%	7%
Male	❖	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	91%	9%	0%	77%	15%	8%
English learners	❖	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖
Foster youth	◈	◈	◈	◈	◈	◈

✶ Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

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://admission.universityofcalifornia.edu.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. 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 www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest.

UC/CSU Admission	2013-14 and 2014-15 School Years
	Round Valley HS
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	97.73%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	0.00%

Career Technical Education Programs

The primary Career Technical Education (CTE) 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 provides a complete Agricultural Program. Classes offered include: Introduction to Agriculture, Ag Mechanics, Ag Bio, Plant Science, and Ag Earth Science. 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. Students in the course complete high school graduation requirements and California State University and University of California requirements.

Lesson plans are curtailed to the ag industry. Students job shadow, have field trips, learn record keeping, and academic counseling.

Measurable outcomes are obtained by: class grades, benchmark testing, projects, and other available state testing opportunities. Fifty percent of the students who completed the Ag CTE program went on to college. Auto is only in its second year of operation and has no statistical evidence at this time.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	2014-15 Participation
	Round Valley HS
Number of pupils participating in CTE	68
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

Professional Development

1. Aeries training for RVES and RVHS staff
2. Autism training for SPED aides
3. Positive Behavior Interventions and Supports (PBIS) training for RVES staff
4. Common Core/Go Math!/ST Math intervention for K-8 and high school
5. California English Language Development Test (CELDT) training/ELD-ELA training K-12
6. Apex Learning 7-8
7. Professional Learning Community (PLC) focus on Common Core implementation, all high school staff
8. STEM training/curriculum training: high school science and math

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.

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.

For the past three years, teachers in the district have been provided with 1.25 hours each week on Wednesday for professional development to participate in collaboration and professional learning teams.

Professional Development Days	
2013-14	1.25 hours each week
2014-15	1.25 hours each week
2015-16	1.25 hours each week

"All students leave our schools reading proficiently, literate in technology, and committed to lifelong learning."

"We strive to create ownership and to instill pride in our schools among our students, our staff, and our community."

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements			Graduating Class of 2014
Group	**Round Valley HS**	**Round Valley USD**	**California**
All students	71.88%	70.59%	84.60%
Black or African-American	❖	❖	76.00%
American Indian or Alaska Native	66.67%	65.00%	78.07%
Asian	❖	❖	92.62%
Filipino	❖	❖	96.49%
Hispanic or Latino	80.00%	80.00%	81.28%
Native Hawaiian or Pacific Islander	❖	❖	83.58%
White	77.78%	77.78%	89.93%
Two or more races	❖	❖	82.80%
Socioeconomically disadvantaged	71.88%	70.59%	81.36%
English learners	❖	❖	50.76%
Students with disabilities	50.00%	50.00%	61.28%
Foster youth	◈	◈	◈

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			**Dropout Rate**		
	11-12	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**
Round Valley HS	74.07%	53.33%	56.67%	18.50%	23.30%	23.30%
Round Valley USD	55.56%	45.95%	47.22%	38.90%	27.00%	30.60%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

Advanced Placement Courses

No information is available for Round Valley High School regarding Advanced Placement (AP) courses offered.

School Safety

The Round Valley High School Safety Plan (SSP) was approved by the board of trustees in January 2015. The School Site Council was involved in the development of the SSP. The plan will be reviewed yearly in the fall. The district is currently in the process of updating its Disaster Preparedness Plan, and this plan will be approved by the board of trustees and reviewed by school staff in February 2016.

Students complete drills for fire and earthquake on a regularly scheduled basis and participate in lockdown 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, antibullying, development of life skills), crisis response, safety drills (earthquake, fire, lockdown), disaster preparedness, child abuse, developing high expectations, counseling and guidance, physical safety, collaboration, and forms and schedules in use at the school site.

Through the Bronco and S3 grants, 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 (SARB) referrals.

Textbooks and Instructional Materials

Textbooks are selected by the teacher, reviewed with the site principal and approved by the board of trustees.

The most recent textbook-sufficiency approval was at the September 21, 2015, regular meeting of trustees. All textbooks must meet state standards.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	**Textbook**	**Adopted**
English language arts	*Collections*, Houghton Mifflin Harcourt	2015
Mathematics	*Algebra 1*, Houghton Mifflin Harcourt	2015
Mathematics	*Algebra 2*, Houghton Mifflin Harcourt	2015
Mathematics	*Geometry*, Houghton Mifflin Harcourt	2015
Mathematics	*Precalculus With Limits,* Second Edition; Brooks/Cole Cengage Learning	2011
Science	*Biology, Earth Science, Physical Science*; Prentice Hall	2007
Science-lab	Earth Science Teacher Kit, Physics Teacher Kit, Biology Teacher Kit	2007
History/social science	*The American Vision: Modern Times*, Glencoe	2006
History/social science	*U.S. Government*, Glencoe	2006
History/social science	*World History*, Glencoe	2006
History/social science	*Economics: Today and Tomorrow*, Glencoe	2006
Health	*Health*, Glencoe/McGraw-Hill	2011
Foreign language (Spanish)	*Realidades*, Level 1 and 2; Prentice Hall	2011
Visual and performing arts	*Exploring Visual Design,* Davis Publications	2011
Agriculture	*Environmental Science*, Scott Foresman	2011
Agriculture	*The Science of Animal Agriculture*, Delmar	2011
Business	*Entrepreneurship*, Pearson-Prentice Hall	2011

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2015-16 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

| Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015
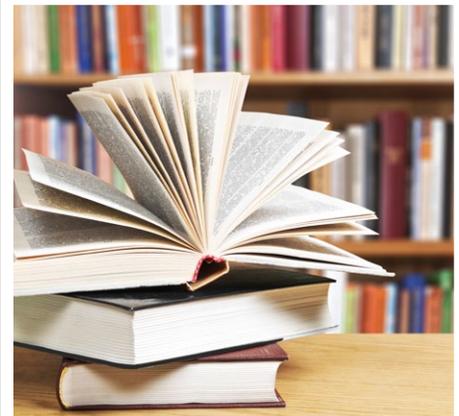
School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status			2015-16 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Fair	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Fair	**External**	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			8/28/2015
Date of the most recent completion of the inspection form			8/28/2015

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	2015-16 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Interior	Gym: Stair treads to teacher office need replacement; holes in the weight room walls. Stair treads to teacher office were replaced, and holes patched and repaired. (September 2015)
Electrical	Light fixture removed, switch plate is cracked and plug bars end to end. Light fixture and switch plate replaced. Plug bars plugged in correctly. (September 2015)

Types of Services Funded

General funds (basic/unrestricted) and PL 874 funds (unrestricted) provide funding for our teaching staff, our administration and the core staff that provide meals, custodial maintenance, and busing. Because of our ability to access PL 874 funds, we are able to maintain low class sizes at all school sites, provide counselors, provide quality music and agriculture programs, 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.

School Facilities

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 seven classrooms, office space for administration and counseling, one staff room, one small library with limited books and computer lab, one multimedia center, one gym which contains locker rooms and a weight room, and a shop which has the capacity to support agriculture welding and agriculture mechanics classes. One classroom has been set up as a student cafeteria for lunch. 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 in to the office.

The restrooms are also cleaned daily, with multiple checks during the day. Our toilets are 100 percent in working condition.

In the 2014-15 school year, modernization projects updated our school facilities. The following facility improvements occurred:

1. New lighting external and internal for all classrooms
2. New thermostats for all classrooms
3. New high school gym lighting installed

Round Valley High School was inspected by the district director of maintenance and the principal in compliance with the Williams case guidelines in September 2015. At that time, the school facilities were given a rating of 98.7 percent and "Good" on the Facilities Inspection Tool.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Round Valley USD	Round Valley HS		
Teachers	**15-16**	**13-14**	**14-15**	**15-16**
With full credential	25	6	6	10
Without full credential	2	2	2	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Round Valley HS		
Teachers	**13-14**	**14-15**	**15-16**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require 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 competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
Round Valley HS	58.62%	41.38%
All schools in district	77.88%	22.12%
High-poverty schools in district	77.88%	22.12%
Low-poverty schools in district	✧	✧

✧ Not applicable.

"Round Valley High School is dedicated to the belief that all students can and will learn when provided quality instructional programs."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	1.00
Average number of students per academic counselor	89
Support Staff	**FTE**
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.47
Psychologist	0.00
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Round Valley USD	**Similar Sized District**
Beginning teacher salary	$41,989	$38,953
Midrange teacher salary	$51,707	$57,103
Highest teacher salary	$72,992	$74,127
Average elementary school principal salary	$91,074	$90,225
Average high school principal salary	$78,561	$97,758
Superintendent salary	$102,000	$117,803
Teacher salaries: percentage of budget	29%	34%
Administrative salaries: percentage of budget	8%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Round Valley HS	$14,950	$41,261
Round Valley USD	$4,400	$52,916
California	$5,348	$59,460
School and district: percentage difference	+239.8%	-22.0%
School and California: percentage difference	+179.5%	-30.6%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	$17,441
Expenditures per pupil from restricted sources	$2,492
Expenditures per pupil from unrestricted sources	$14,950
Annual average teacher salary	$41,261

Expenditures Per Pupil

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.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://data1.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

School Accountability Report Card

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Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.