

Round Valley Unified School District

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Round Valley High School

Grades 9-12
CDS Code 23-65607-2334563

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Principal's Message

Welcome to Round Valley High School (RVHS) in the Round Valley Unified School District. Our school district is located in beautiful Round Valley in 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 Reservation is located within the district's boundaries. A one-hour drive is necessary for residents to travel to the next community for services. This summer, a new gymnasium was completed, which enhances our campus and our community. Even with the current state of COVID-19, this has been a much anticipated and exciting addition.

Round Valley High School serves 121 students in grades 9-12 and is the only comprehensive high school in the 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 to California State University and University of California at the completion of their high school education.

Students at RVHS are able to complete college admission language requirements in Spanish and two-dialect indigenous language classes in Wailacki and Yuki. In English, we offer an A-G university-admission requirement class is Creative Writing.

In order to meet student needs for a variety of course offerings, RVHS has implemented 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 (e.g., 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.

RVHS provides career and technical education courses in traditional agriculture classes, natural resources and welding, as well as an outstanding music program available to all students. RVHS also offers a highly successful White Bison Medicine Wheel class as an elective.

Students have been successful in completion of dual-enrollment classes in College Prep and Career Prep with credit through Mendocino College. RVHS utilizes the following extra programs for students: Title I; Title VII (Indian, Native Hawaiian, and Alaska Native Education); Economic Impact Aid (EIA); intervention programs (tutoring and expanded day); Homework club Monday, Tuesday and Thursday, one hour after the school day; PSAT and SAT testing related to college entrance; and alternative learning programs where students receive instruction in a small, supportive environment.

The district offers a free breakfast and lunch program, counseling services, and expanded learning opportunities, such as Mendocino College classes available in the valley. The district covers the costs of books and admission if necessary.

Due to our small size and limited funding, we utilize community-based programs such as Tapestry for students who can benefit from social and behavioral counseling. Our academic counselor also provides limited services in these areas. Students can be referred for mental health, anger management, social behavior and substance-abuse issues to Yuki Trails Human Services program, part of the Round Valley Indian Health Center, Inc. Students are transported to appointments by the campus supervision staff.

Being a small, necessary school with limited funding has not allowed for comprehensive district services related to social or behavioral counseling.

The district employs two full-time equivalent (FTE) IT people to support media and tech services.

The district does not currently employ a psychologist, but contracts with an outside entity for these services, through the Mendocino County Office of Education.

Students do have access to our 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).

Continuing efforts are made to expose students to career opportunities and Native American cultural activities, such as field trips to College Career Days and Native American Motivation Days. Clubs, such as the Future Farmers of America (FFA), Big Time Club and Native American Club provide leadership, career exploration, Native cultural events and college visitations. District funding, Tribal Program (Temporary Assistance for Needy Families [TANF]/Building Horizons), Tribal Council funding and fundraisers provide money to support these field trips and 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 College Class usage, testing and guest speaker presentations needing technology. Students have been assigned a Chromebook for their academic classes and use Chromebooks to supplement and earn class credit, including English, Honors Government and Directed Studies.

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

In these challenging times of COVID-19, our staff has embraced Zoom and virtual learning platforms, designing their class content to be taught online. Teachers are using a block schedule and have posted office hours to help students individually.

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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.

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 Statement

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.

Governing Board

Peter Bauer, President

Tony Tucker, Clerk

Lew Chichester, Member

Cynthia O'Ferrall, Member

Amanda Britton, Member



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 in June 2018. This policy describes specific ways in which the school will encourage parent participation. A copy of the RVHS Parent Involvement Policy may 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 along with their students. The most immediate and easiest methods for our parents to participate include the following:

- Meetings with a 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 or 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, open house, Challenge Day
- Periodic classroom visitations
- Being available for the Teacher Phone Tree calls every three weeks that review student academic progress, missing assignments, and encourage support for students doing homework and keeping up with their classes
- Encouraging 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
- Attending Individual Education Program (IEP) meetings for their student
- Attending Student Study Team (SST) meetings for their student
- Attending 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
- Attending RVUSD Board meetings
- Attending the annual Big Time (Native American Cultural Day)
- Supporting the annual Career Day
- Signing up for our new Schoology Parent Portal app
- Sign up for Round Valley High Facebook page

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 encourage parents to be a part of their students' educational 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. Our district website, where information about policy and procedures, school events and activities are placed. Our most successful method of communication is through social media on our Facebook page, Round Valley High.

For more information, please call the school at (707) 983-6171 ext. 402, to speak with Principal Kelda Britton and find out how parents can become involved!

Principal's Message

Continued from page 2

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.

- Round Valley High School students will be healthy individuals who will recognize the importance of balancing physical, social, spiritual and intellectual well-being.
- Round Valley High School students will be effective communicators who will respect diversity and work well with others on both personal and professional levels.
- 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.
- 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.
- Round Valley High School students, in addition to being productive citizens, will recognize, respect and acknowledge the diverse history, peoples, tradition, economic foundations and future identity as a community.

School Vision Statement

Round Valley High School has been working diligently towards the goals that the staff developed as a clear vision for our school. It is evident that some of the barriers to student success were tied to low expectations, chronic truancy and lack of academic rigor in our course offerings. Core classes have been aligned to the Common Core Standards. This has been an evolving process, tied to staff professional development and the implementation of benchmark assessments. Data from the benchmarks are used to improve classroom instruction. Dual enrollment classes with Mendocino College have been added in Career and College Readiness classes. All freshmen are enrolled in the college readiness class for one semester.

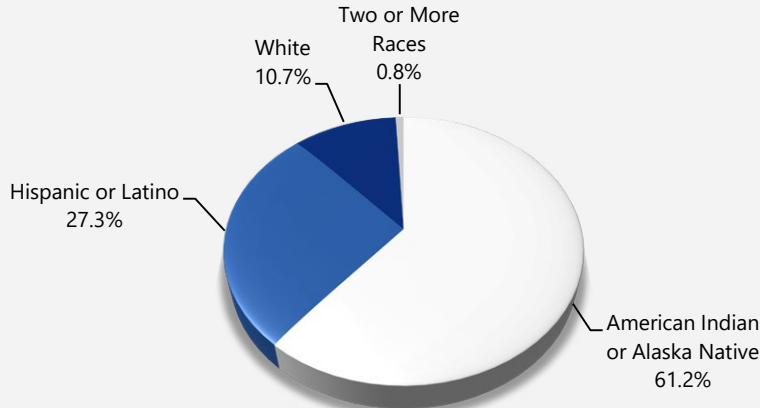


Enrollment by Student Group

The total enrollment at the school was 121 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 School Year

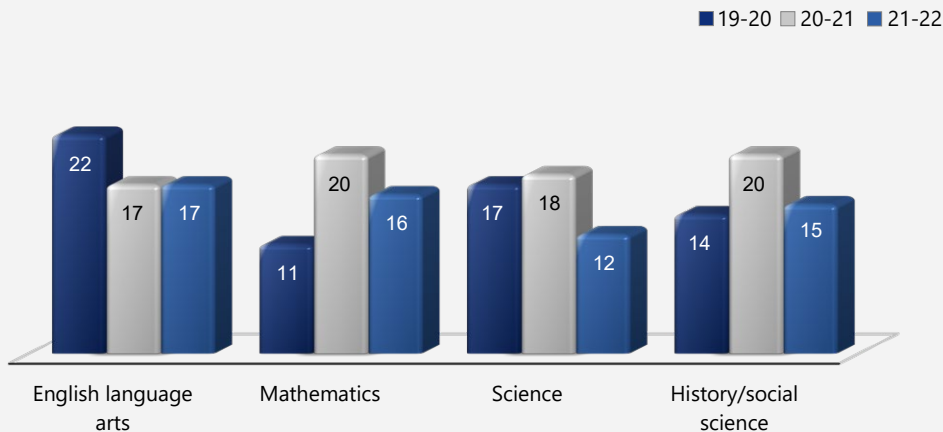


Class Size Distribution

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. The 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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2019-20			2020-21			2021-22		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		1		3	1		1	1	
Mathematics	2			5			1	1	
Science	1			4			1		
History/social science	1			2	1		1		

School Mission Statement

All students leave our school reading proficiently, literate in technology and committed to life-long 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.

Enrollment by Student Group

Demographics

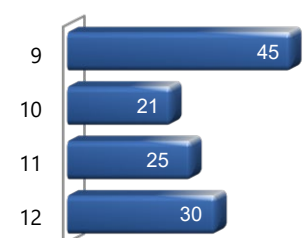
2021-22 School Year

Female	42.10%
Male	57.90%
Non-Binary	0.00%
English learners	19.00%
Foster youth	3.30%
Homeless	8.30%
Migrant	0.00%
Socioeconomically Disadvantaged	97.50%
Students with Disabilities	18.20%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Round Valley HS		Round Valley USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	4.4%	0.4%	7.9%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	Round Valley HS		Round Valley USD		California
	19-20		19-20		19-20
Suspension rates	7.4%		5.2%		2.5%
Expulsion rates	0.8%		0.2%		0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	4.4%	0.0%		
Female	3.4%	0.0%		
Male	5.2%	0.0%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	4.9%	0.0%		
Asian	0.0%	0.0%		
Black or African American	0.0%	0.0%		
Filipino	0.0%	0.0%		
Hispanic or Latino	2.7%	0.0%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	0.0%	0.0%		
White	5.9%	0.0%		
English Learners	3.9%	0.0%		
Foster Youth	0.0%	0.0%		
Homeless	0.0%	0.0%		
Socioeconomically Disadvantaged	4.0%	0.0%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	4.4%	0.0%		

Professional Development

1. Aeries training for Round Valley Elementary School (RVES) and Round Valley High School staff
2. Autism training for special education aides
3. Positive Behavioral Interventions and Supports (PBIS) training for RVES staff
4. Common Core State Standards/Go Math!/ST Math intervention for K-8 and high school
5. California English Language Development Test (CELDT) training and English language development/English language arts training for K-12
6. STEM (science, technology, engineering and mathematics) training/curriculum training: high school science and math

Professional development (PD) 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.

Additional Training for RVES:

The elementary school staff participated in the following PD activities: PBIS Training, Step Up to Writing Base Training and Follow-up Training, Next Generation Science Standards (NGSS) Initial Training, Common Core Math Practice/CAASPP Preparation, HMH Online Resources (Technology Mentor), and 95% WIN Instruction.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2020-21	1.25 hours each week
2021-22	1.25 hours each week
2022-23	1.25 hours each week



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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	▲	▲	▲	▲	▲

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	136	128	73	57.00%
Female	59	55	34	61.80%
Male	77	73	39	53.40%
American Indian or Alaska Native	82	78	51	65.40%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	37	34	15	44.10%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	0	0	0	0.00%
White	17	16	7	43.80%
English Learners	26	23	7	30.40%
Foster Youth	5	5	3	60.00%
Homeless	10	10	5	50.00%
Socioeconomically Disadvantaged	126	118	69	58.50%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	23	23	18	78.30%

▲ Due to COVID-19, RVUSD opted out of participating in the California Physical Fitness Test for the 2021–22 school year.

Career Technical Education Programs

The primary career technical education (CTE) courses that are offered at RVHS are focused on the agriculture and welding industry. The RVUSD Board of Trustees and community members have expressed their desire to have agriculture and welding courses at the high school.

RVHS provides a complete Agricultural Program. Classes offered include: Ag Bio, Ag Chemistry, Veterinary Science, Farm to Fork and Ag Leadership, with an active FFA program in place at the high school.

Also included under agriculture is our pathway Natural Resources, which includes Introduction to Natural Resources, Natural Resources and an internship opportunity.

RVHS also offers a complete pathway in welding technology. Classes included in this pathway are Introduction to Shielded Metal, Advanced Welding, Gas Tungsten, MIG Welding and Ag Mechanics.

The CTE program has a community-based advisory committee that oversees the program. This oversight committee is composed of community representatives from the agriculture field, parents and our three CTE teachers. Students in the course complete high school graduation requirements and California State University and University of California requirements.

Lesson plans pertain to the actual ag industry. Students job shadow, have field trips, academic counseling and learn recordkeeping.

Measurable outcomes are obtained by class grades, benchmark testing, projects and other available state testing opportunities.

Career Technical Education Participation

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

Career Technical Education Data	
Round Valley HS	
2021-22 Participation	
Number of pupils participating in a CTE program	49
Percentage of pupils who completed a CTE program and earned a high school diploma	13%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%



SARC Reporting in the 2020–21 School Year Only

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

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

Options

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

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

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Round Valley HS		Round Valley USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	▲	7.69%	2.63%	9.72%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Round Valley HS		Round Valley USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	0%	*	13%	*	47%
Mathematics	*	0%	*	9%	*	33%

▲ This school did not test students using the CAASPP for Science.

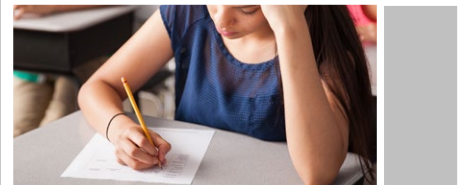
* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school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

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

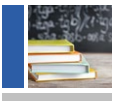


CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

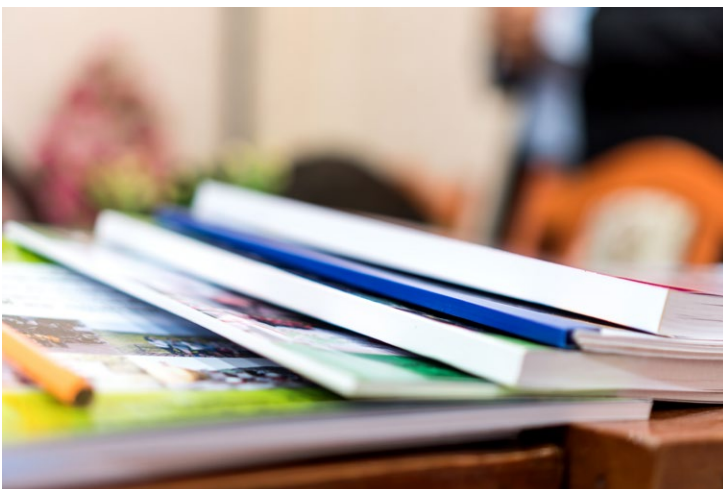
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	53	13	24.53%	75.47%	7.69%
Female	26	7	26.92%	73.08%	❖
Male	27	6	22.22%	77.78%	❖
American Indian or Alaska Native	30	7	23.33%	76.67%	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	15	4	26.67%	73.33%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	11	4	36.36%	63.64%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	52	13	25.00%	75.00%	7.69%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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

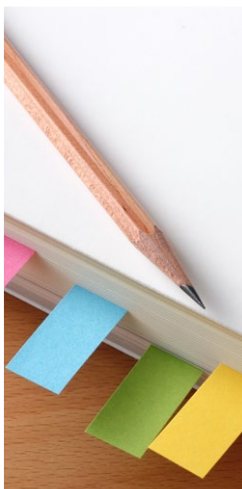




CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	24	2	8.33%	91.67%	❖
Female	13	0	0.00%	100.00%	❖
Male	11	2	18.18%	81.82%	❖
American Indian or Alaska Native	11	2	18.18%	81.82%	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	24	2	8.33%	91.67%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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

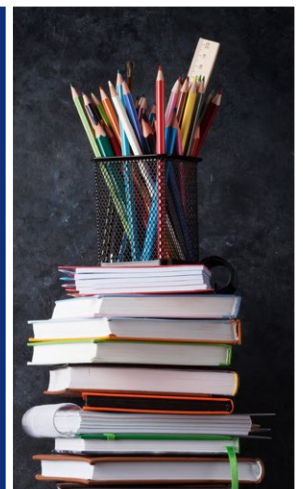
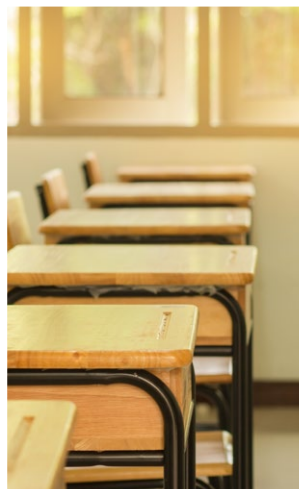


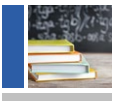


CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	24	11	45.83%	54.17%	0.00%
Female	13	4	30.77%	69.23%	❖
Male	11	7	63.64%	36.36%	❖
American Indian or Alaska Native	11	4	36.36%	63.64%	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	24	11	45.83%	54.17%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.





Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	19-20	20-21	21-22	19-20	20-21	21-22
Round Valley HS	81.30%	77.80%	75.70%	15.60%	16.70%	21.60%
Round Valley USD	79.50%	85.70%	75.50%	18.20%	10.70%	20.40%
California	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group			2021-22 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	37	28	75.70%
Female	17	14	82.40%
Male	20	14	70.00%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	23	20	87.00%
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	14	10	71.40%
Socioeconomically Disadvantaged	36	28	77.80%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2021-22 School Year	
Number of AP courses offered at the school	1
Number of AP Courses by Subject	
Computer science	0
English	1
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and 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>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
Round Valley HS	
2020-21 and 2021-22 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	0.00%



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 October 3, 2022 regular meeting of trustees, RVUSD Resolution 22-0003. All textbooks must meet state standards.

Textbooks and Instructional Materials List

2022-23 School Year

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

School Safety

The Round Valley High School Safety Plan (SSP) was approved by the board of trustees in February 2023. 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 2023.

Students complete drills for fire, earthquake and active shooter drill 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, School-Wide Information System [SWIS], truancy, California Healthy Kids Survey [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.

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

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

2022-23 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%

Quality of Textbooks

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

Quality of Textbooks

2022-23 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2022-23 School Year

Data collection date	10/3/2022
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School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2022-23 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		10/13/2022

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		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Various checks for loose file cabinets and bookshelves should be increased. Monthly checks and maintenance of supports.	November 2022
Electrical	Increased effort at making sure electrical panel are locked.	Weekly Checks
Safety	Site wide fire extinguishers need to be checked more often. Call for service	November 2022
External	Office needs to be evaluated for ADA compliance. Evaluation planned.	November 2022

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. This summer, a brand-new, 11,870 square foot gymnasium was completed on campus. The gym has regulation basketball and volleyball courts, a concession stand that will also serve the adjacent football field, team and student locker rooms and office space for the physical education instructor.

RVHS currently has ten classrooms including the computer lab, which also houses Spanish language classes; office space for administration and counseling; one staff room; the original gym containing locker rooms and a weight room; and a welding shop, which has the capacity to support agriculture welding and agriculture mechanics classes.

The existing concession stand in the gym lobby has been renovated to serve "grab and go" breakfasts and lunch to the student body.

Continued on sidebar

School Facilities

Continued from left

A new farm area has been designated and fenced in as the original farm area will house the new solar panels. Four 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. The district maintenance person maintains our grounds.

For safety, a perimeter fence surrounds RVHS, 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 while 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.

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

- New lighting external and internal for all classrooms
- New thermostats for all classrooms
- 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 April of 2021. At that time, the school facilities were given a rating of 97.73% and "good" on the Facilities Inspection Tool.

The district is also in contract for installation of solar equipment that will provide more affordable power to the school sites. This project is in the completion phase.

California School Dashboard

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



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.6	16.1%	6.7	24.4%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	6.0%	4.1	15.1%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	13.5%	2.1	7.7%	12,115.8	4.4%
Unknown	6.4	64.3%	14.5	52.8%	18,854.3	6.9%
Total Teaching Positions	10.0	100.0%	27.5	100.0%	274,759.1	100.0%

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

** Data not available from the state at this time.

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		0.0	**
Misassignments		0.6	**
Vacant Positions		0.0	**
Total Teachers Without Credentials and Misassignments		0.6	**

** Data not available from the state at this time.

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Two-Year Data	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	**
Local Assignment Options		1.3	**
Total Out-of-Field Teachers		1.3	**

** Data not available from the state at this time.

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Two-Year Data	
Indicator		2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		4.4%	**
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0.0%	**

** Data not available from the state at this time.

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-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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

Types of Services Funded

General funds (basic, unrestricted) and Impact Aid funds (unrestricted) provide funding for our teaching staff, administration and the core staff that provides meals, custodial maintenance and busing. Because of our ability to access Impact Aid funds, we are able to maintain low class sizes at all school sites, provide counselors, quality music and agriculture programs, tutoring and expanded hours for student learning, athletic programs for middle and high school students at no cost to the student, 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 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), as well as our truancy-reduction program.

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	123:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	3.0
Resource specialist (nonteaching)	1.0



Financial Data

The financial data displayed in this SARC is from the 2020-21 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.

Salary Data		2020-21 Fiscal Year
	Round Valley USD	Similar Sized District
Beginning teacher salary	\$41,333	\$46,419
Midrange teacher salary	\$59,570	\$69,902
Highest teacher salary	\$84,091	\$97,912
Average elementary school principal salary	\$96,151	\$111,731
Average high school principal salary	\$96,151	\$122,212
Superintendent salary	\$127,500	\$150,971
Teacher salaries: percentage of budget	24%	29%
Administrative salaries: percentage of budget	7%	6%

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		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Round Valley HS	\$9,757	\$86,342
Round Valley USD	\$13,715	\$86,013
California	\$6,594	\$73,001
School and district: percentage difference	-28.9%	+0.4%
School and California: percentage difference	+48.0%	+18.3%

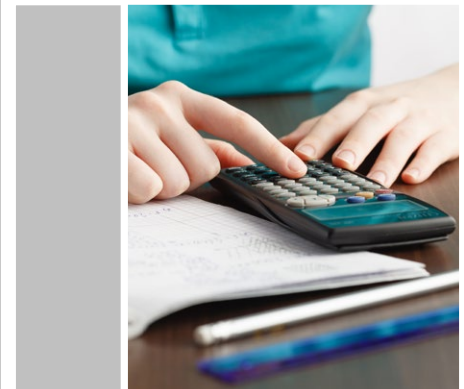
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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.

All data accurate as of January 2023.

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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$13,461
Expenditures per pupil from restricted sources	\$3,705
Expenditures per pupil from unrestricted sources	\$9,757
Annual average teacher salary	\$86,342



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.

School Accountability Report Card

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