

Round Valley Unified School District

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SARC

2022-23

School Accountability
Report Card

Published in 2023-24



Yolla Bolly Continuation High School

Grades 10-12

CDS Code 23-65607-2330033

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Principal's Message

Yolla Bolly Continuation High School is an alternative educational program for grades 10-12 in 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 if residents need to travel to the next community for services. Our schools include Round Valley Elementary (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).

Yolla Bolly Continuation High School provides services for students ages 16 and older who desire an alternative education program that provides opportunities for students to accelerate their learning and assist with recovery of academic credits. Students who attend Yolla Bolly have the opportunity to complete vocational education, physical education and directed studies classes after the conclusion of their morning academic program. Continuation students are encouraged to take advantage of Mendocino College classes available in the valley, including English, early childhood development and computer literacy.

Continuation students have technology opportunities for credits and makeup credits in all disciplines in Directed Studies classes. The Community Library is walking distance from the school. Continuation students are also referred for support in the areas of mental-health needs, counseling, substance abuse, and anger management through Round Valley Indian Tribal programs and Mendocino County Office of Education services.

This year, the Yolla Bolly Continuation High enrollment is 21 while Round Valley High School has an enrollment of 101 students.

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.

School Safety

The Yolla Bolly Continuation High School is a part of the Round Valley High School's School Safety Plan (SSP). The SSP was approved by the board of trustees in spring 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 March 2024.

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, 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.

The district has onsite campus supervision 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 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.

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

Zoe George, Clerk

Lew Chichester, Member

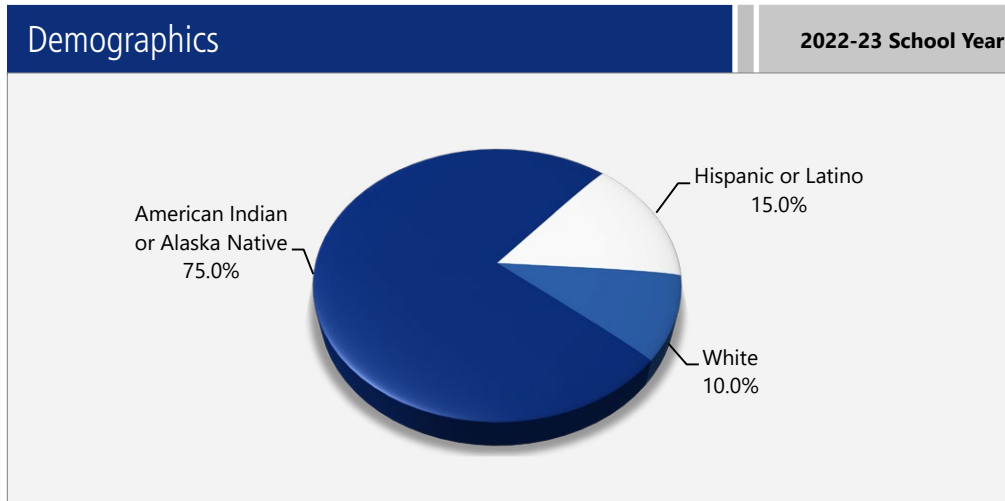
Cynthia O'Ferrall, Member

Kay Richards, Member



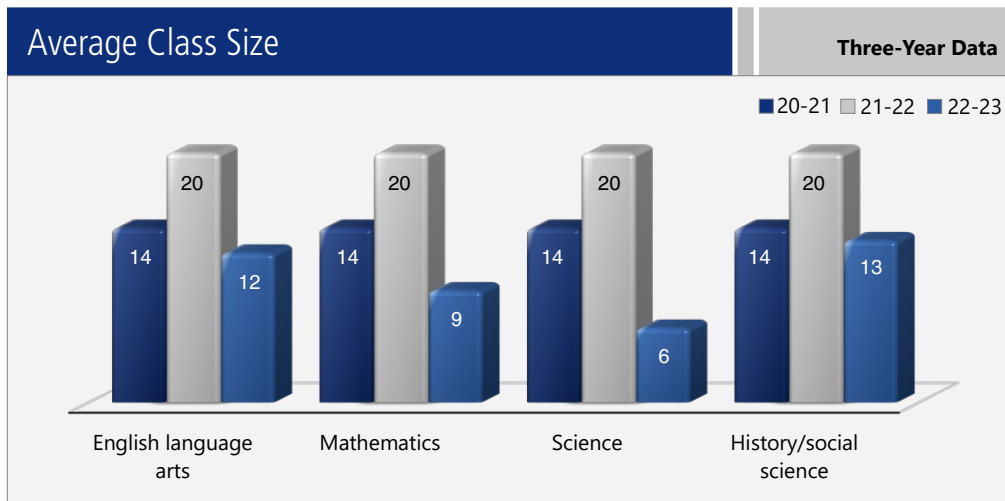
Enrollment by Student Group

The total enrollment at the school was 20 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.



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.



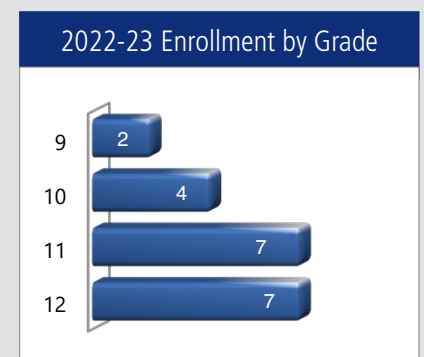
Number of Classrooms by Size							Three-Year Data		
	2020-21			2021-22			2022-23		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	1			1			1		
Mathematics	1			1			1		
Science	1			1			1		
History/social science	1			1			1		

Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	35.00%
Male	65.00%
Non-Binary	0.00%
English learners	15.00%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	10.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.





Suspensions and Expulsions

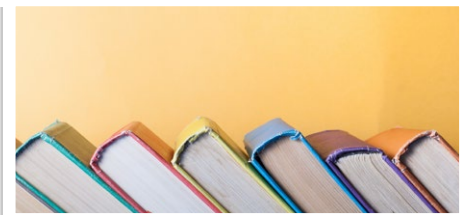
This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Yolla Bolly HS			Round Valley USD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	2.70%	0.00%	0.40%	7.90%	15.40%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%



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

Professional development (PD) has been delivered in a variety of ways over the last four 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 four 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

2021-22	1.25 hours each week
2022-23	1.25 hours each week
2023-24	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 and 2022–23 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					2022-23 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	✧	✧	✧	✧	✧

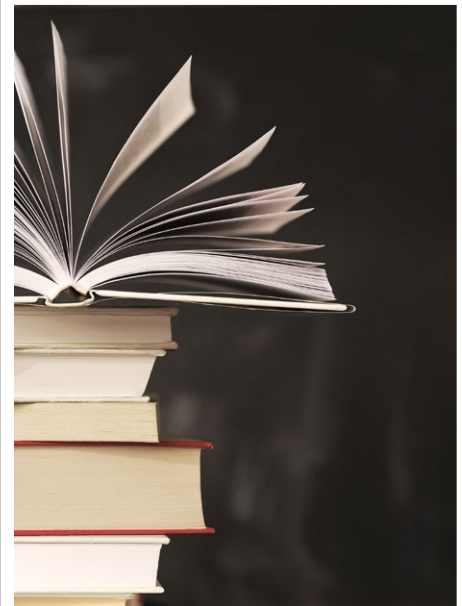
Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	36	34	2	5.90%
Female	13	12	1	8.30%
Male	23	22	1	4.50%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	26	25	1	4.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	7	6	1	16.70%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	1	1	0	0.00%
White	2	2	0	0.00%
English Learners	5	5	1	20.00%
Foster Youth	0	0	0	0.00%
Homeless	1	1	0	0.00%
Socioeconomically Disadvantaged	31	30	2	6.70%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	3	3	1	33.30%

✧ Not applicable. No students were tested.

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.



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.

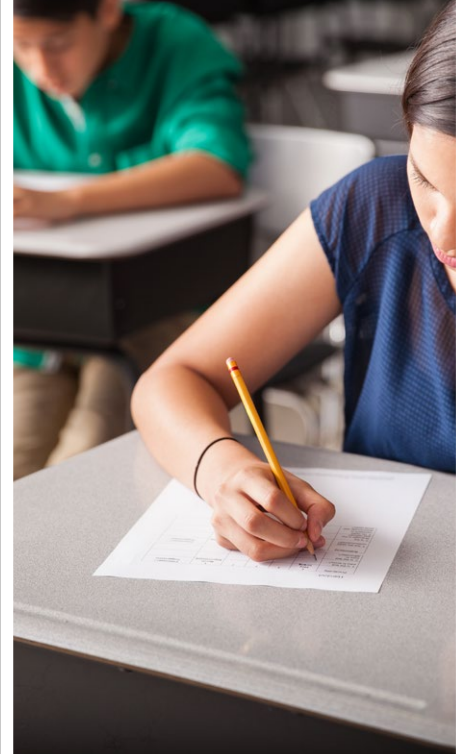


Statewide Assessments

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 10, 11 or 12).



CAASPP Test Results in Science for All Students

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	
	Yolla Bolly HS		Round Valley USD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
Science	❖	❖	9.72%	8.75%	29.47%	30.29%

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	
	Yolla Bolly HS		Round Valley USD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	❖	❖	13%	12%	47%	46%
Mathematics	❖	❖	9%	5%	33%	34%

❖ 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 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.

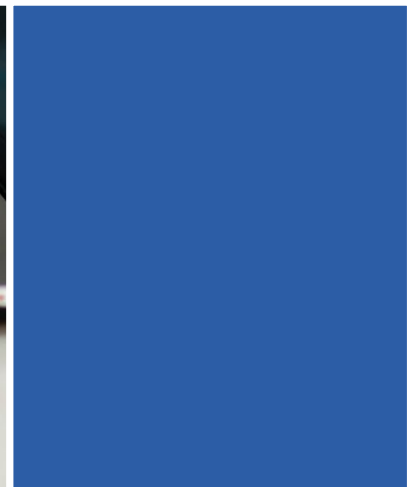
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



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

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	19	4	21.05%	78.95%	❖
Female	❖	❖	❖	❖	❖
Male	11	4	36.36%	63.64%	❖
American Indian or Alaska Native	13	2	15.38%	84.62%	❖
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	17	3	17.65%	82.35%	❖
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 Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	12	1	8.33%	91.67%	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
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	11	1	9.09%	90.91%	❖
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 Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	12	1	8.33%	91.67%	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
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	11	1	9.09%	90.91%	❖
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.





Career Technical Education Programs

The primary 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 courses at the high school. Students at Yolla Bolly Continuation High School may be allowed to attend career technical education courses at RVHS during the afternoon following their morning academic program.

RVHS provides a complete Agricultural Program. Classes offered include: Introduction to Agriculture, Ag Mechanics, Ag Bio, Veterinary Science and Ag Leadership. A Future Farmers of America (FFA) program is also in place at the high school.

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

The newest CTE program, which is in its first year, is 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 courses complete high school graduation requirements and California State University and University of California requirements.

Lesson plans are curtailed to the specific industry. Students job shadow, have field trips, learn recordkeeping and receive academic counseling.

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

Parental Involvement

Parents are encouraged to actively participate with their student in the Yolla Bolly Continuation High School educational experience. Parents are encouraged to maintain close contact with the teacher and/or Round Valley High School counselor regarding the academic progress of their student.

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. The most immediate and easiest way for parents to participate include the following:

- Meetings with the counselor for the development of a Four-Year Education Plan and yearly review of progress
- Meetings with the counselor to review credits earned and courses completed to help 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
- Back-to-school night and open house
- Challenge Day
- Periodic classroom visitations
- Attendance at athletic events, school events and music performances
- Chaperoning student evening and weekend activities
- Parent-student-teacher conferences
- Attend Individual Education Program (IEP) meetings
- Attend Student Attendance Review Board (SARB) meetings
- Tutoring students
- Participating in school and district committees
- Viewing upcoming events and activities on district website and Facebook page
- Attend annual Big Time
- Attend annual Career Day
- Sign up for our new Schoology/Parent Portal app

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

- School Site Council (SSC)
- Title VII Parent Committee
- District Advisory Council (DAC)
- Public Law 874 Parent Advisory Committee
- School Planning Committees
- Parent Teacher Group

For more information on how to become involved at the school, please contact Principal Kelda Britton at (707) 983-6171.

Career Technical Education Participation

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

Career Technical Education Data

Yolla Bolly HS	
2022-23 Participation	
Number of pupils participating in a CTE program	10
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%



"Continuation students are encouraged to take advantage of Mendocino College classes available in the valley, including English, early childhood development and computer literacy."





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		
	20-21	21-22	22-23	20-21	21-22	22-23
Yolla Bolly HS	◇	75.00%	81.80%	◇	16.70%	18.20%
Round Valley USD	85.70%	75.50%	63.90%	10.70%	20.40%	36.10%
California	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

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

Graduation Rate by Student Group			2022-23 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	9	81.80%
Female	◇	◇	◇
Male	◇	◇	◇
Non-Binary	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇
Asian	◇	◇	◇
Black or African American	◇	◇	◇
Filipino	◇	◇	◇
Hispanic or Latino	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇
Two or More Races	◇	◇	◇
White	◇	◇	◇
English Learners	◇	◇	◇
Foster Youth	◇	◇	◇
Homeless	◇	◇	◇
Socioeconomically Disadvantaged	11	9	81.80%
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>.

◇ Information is not available at this time.

◇ 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.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
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	
Yolla Bolly HS	
2021-22 and 2022-23 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2022-23	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22	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, 2023 special meeting of trustees, RVUSD Resolution 23-078. All textbooks must meet state standards.

Textbooks and Instructional Materials List		2023-24 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
Science	<i>Biology; Earth Science; Physical Science</i> , Prentice Hall	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

Quality of Textbooks

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

Quality of Textbooks		2023-24 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		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-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.

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	
2023-24 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 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	
2023-24 School Year	
Data collection date	10/3/2023





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		2023-24 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	Fair	
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 FIT report	12/4/2023	



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		2023-24 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Electrical	Electrical issues including GCFI receptacles need to be repaired and installed as well as remove daisy chains and cover junction boxes. Work orders submitted.	To be completed by August 1, 2024



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

School Facilities

Yolla Bolly Continuation School is on the same property as Round Valley High School (RVHS) and the district office. The continuation school is located in a modular building adjacent to the football field and the new gym that was completed this year. The main building and the gymnasium were built in 1930 and remodeled in 1980. Additional facilities were added during the 1980s and 1990s.

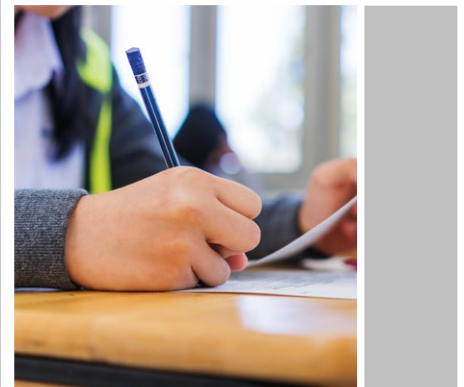
For safety, a fence surrounds RVHS, with gates located in multiple sites along the front and sides of the school. In order to ensure safety, at the beginning of the school day, all high school gates are locked while school is in session. Students and parents have access to the facilities through the 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.

Modernization projects in 2014-15 updated our school facilities. The following facility improvements have occurred:

- New lighting external and internal for all classrooms
- New thermostats for all classrooms
- New high school gym lighting installed

Yolla Bolly Continuation High School was inspected by the district director of maintenance and the principal in compliance with the Williams case settlement guidelines in April 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.





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display 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)	0.1	12.4%	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)	0.0	0.0%	4.1	15.1%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	78.7%	2.1	7.7%	12,115.8	4.4%
Unknown	0.0	7.9%	14.5	52.8%	18,854.3	6.9%
Total Teaching Positions	0.8	100.0%	27.5	100.0%	274,759.1	100.0%

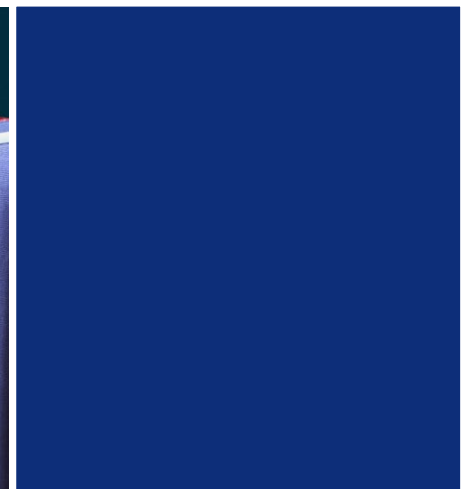
Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	**	**	**	**	234,405.2	84.0%
Intern Credential Holders Properly Assigned	**	**	**	**	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	**	**	**	**	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	**	**	**	**	11,953.1	4.3%
Unknown	**	**	**	**	15,831.9	5.7%
Total Teaching Positions	**	**	**	**	279,044.8	100.0%

** Data not available 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		0.0	**
Vacant Positions		0.0	**
Total Teachers Without Credentials and Misassignments		0.0	**

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		0.7	**
Total Out-of-Field Teachers		0.7	**

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)		0.0%	**
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 at this time.

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>.



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	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	21:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.33
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.00



Financial Data

The financial data displayed in this SARC is from the 2021-22 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	2021-22 Fiscal Year	
	Round Valley USD	Similar Sized District
Beginning teacher salary	\$43,813	\$47,615
Midrange teacher salary	\$63,144	\$75,580
Highest teacher salary	\$99,640	\$100,485
Average elementary school principal salary	\$93,271	\$114,066
Average high school principal salary	\$111,371	\$125,385
Superintendent salary	\$142,800	\$157,977
Teacher salaries: percentage of budget	23.32%	27.82%
Administrative salaries: percentage of budget	5.20%	5.78%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Yolla Bolly HS	\$16,489	\$67,755
Round Valley USD	\$21,996	\$65,119
California	\$7,607	\$77,993
School and district: percentage difference	-25.0%	+4.0%
School and California: percentage difference	+116.8%	-13.1%

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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$19,669
Expenditures per pupil from restricted sources	\$3,180
Expenditures per pupil from unrestricted sources	\$16,489
Annual average teacher salary	\$67,755



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 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 2024.

School Accountability Report Card

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