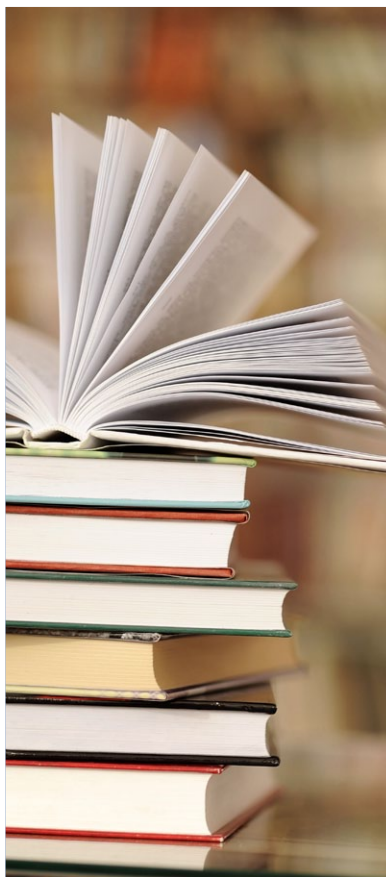
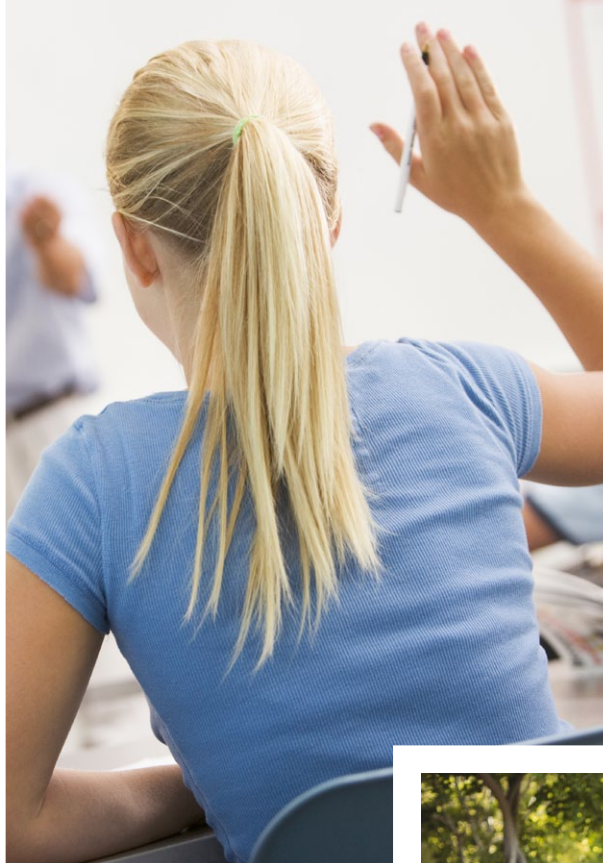


# SARC

2017-18 School Accountability  
Report Card  
Published in 2018-19



## Yolla Bolly Continuation High School

Grades 10-12  
CDS Code 23-65607-2330033

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[www.roundvalleyschools.org](http://www.roundvalleyschools.org)

# Round Valley Unified School District

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Mike Gorman, Superintendent ▪ [mgorman@rvusd.us](mailto:mgorman@rvusd.us) ▪ (707) 983-6171

## 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 the 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 Tribal lands are 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, child 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, enrollment of 25 was higher than normal due to the high number of students that needed credit-recovery class credits to be able to graduate.

## 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
- 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
- Volunteering to be an athletic coach
- Tutoring students
- Participating in school and district committees
- Viewing upcoming events and activities on district website and Facebook page
- Attend annual Big Time (Native American Cultural Day)
- Attend annual Career Day

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 Mark Smith at (707) 983-6171.

## 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

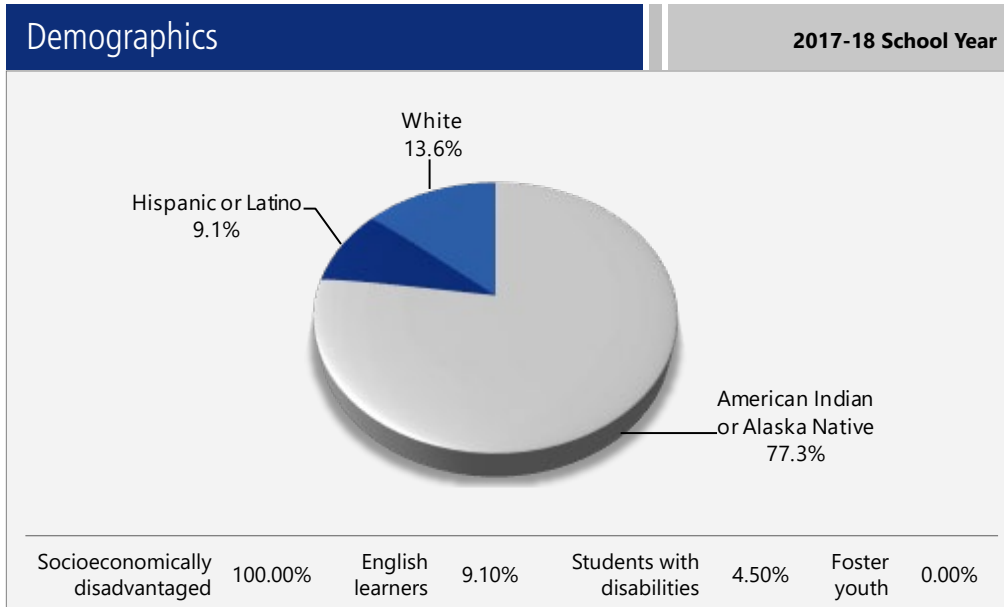
Low Chichester, Member

Cynthia O'Ferrall, Member

Amanda Britton, Member

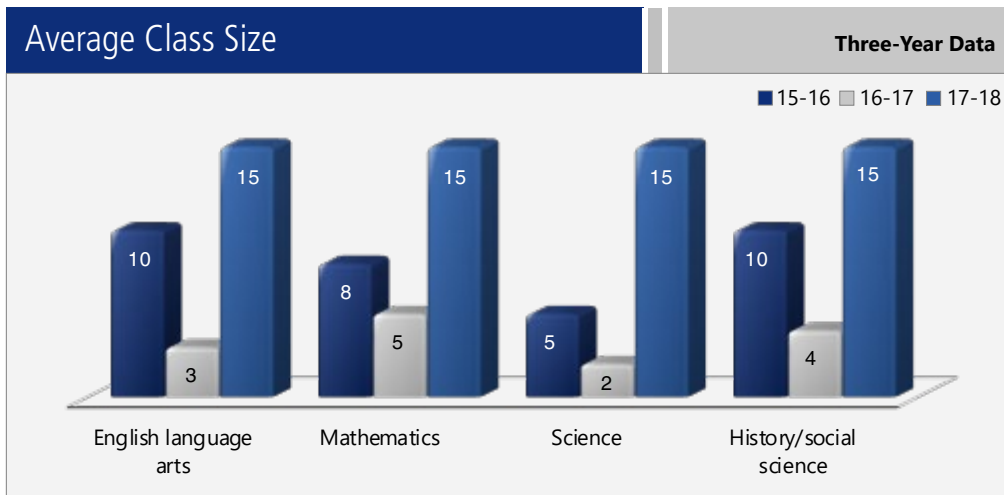
## Enrollment by Student Group

The total enrollment at the school was 22 students for the 2017-18 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.



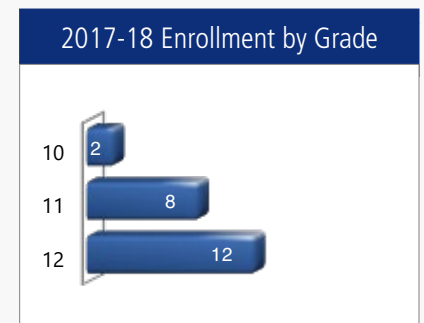
Subject	Number of Students								
	2015-16			2016-17			2017-18		
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	4			1			1		
Mathematics	4			1			1		
Science	4			1			1		
History/social science	4			1			1		

## 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.

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



## Suspensions and Expulsions

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

Yolla Bolly HS			
	15-16	16-17	17-18
Suspension rates	4.4%	0.0%	13.3%
Expulsion rates	0.0%	0.0%	0.0%
Round Valley USD			
	15-16	16-17	17-18
Suspension rates	6.0%	8.3%	9.2%
Expulsion rates	0.0%	0.0%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Yolla Bolly HS		Round Valley USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Yolla Bolly HS		Round Valley USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	0%	0%	15%	20%	48%	50%
Mathematics	0%	0%	13%	11%	37%	38%

## California Physical Fitness Test

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

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

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

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Yolla Bolly HS
		Grade 9
Four of six standards		◇
Five of six standards		◇
Six of six standards		◇

◇ Not applicable.

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

## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

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 Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	12	3	25.00%	0.00%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	3	27.27%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	12	2	16.67%	0.00%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	2	18.18%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

## Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit [www.cde.ca.gov/ci/gc/hs/hsgmin.asp](http://www.cde.ca.gov/ci/gc/hs/hsgmin.asp) or [www.cde.ca.gov/ci/gc/hs/cefhsgadreq.asp](http://www.cde.ca.gov/ci/gc/hs/cefhsgadreq.asp).

Completion of High School Graduation Requirements		Graduating Class of 2017	
Group	Yolla Bolly HS	Round Valley USD	California
All students	100.00%	90.91%	88.72%
Black or African-American	❖	❖	82.15%
American Indian or Alaska Native	100.00%	92.86%	82.81%
Asian	❖	❖	94.93%
Filipino	❖	❖	93.45%
Hispanic or Latino	100.00%	85.71%	86.54%
Native Hawaiian or Pacific Islander	❖	❖	88.56%
White	❖	100.00%	92.12%
Two or more races	❖	❖	91.15%
Socioeconomically disadvantaged	100.00%	100.00%	88.64%
English learners	❖	100.00%	56.74%
Students with disabilities	100.00%	66.67%	67.12%
Foster youth	❖	❖	74.08%

## 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. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Yolla Bolly HS	61.50%	46.70%	63.60%	15.40%	40.00%	27.30%
Round Valley USD	68%	72.20%	79.20%	20.00%	19.40%	12.50%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

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

## Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

## Course Enrollment for UC/CSU Admission

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

UC/CSU Admission	
Yolla Bolly HS	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	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 September 10, 2018, regular meeting of trustees. All textbooks must meet state standards.

Textbooks and Instructional Materials List		2018-19 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

## Career Technical Education Programs

Career technical education (CTE) courses are offered at RVHS and focus on the agriculture industry. 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.

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

RVHS provides a complete Agricultural Program. Classes offered include: Introduction to Agriculture, Ag Mechanics, Ag Bio, Plant Science and Ag Earth Science. A Future Farmers of America (FFA) program is also in place at the high school. The FFA program has an advisory committee that oversees the program. This oversight committee is composed of community representatives from the agriculture field, parents and our agriculture teacher. They complete high school graduation requirements and California State University and University of California requirements.

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

The newest CTE program, which is in its third year, is auto shop.

Measurable outcomes are obtained by class grades, benchmark testing, projects, PSAT, SAT and other state testing opportunities. Fifty percent of the students who completed the ag CTE program went on to college.

## Career Technical Education Participation

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

Career Technical Education Data		2017-18 Participation
		Yolla Bolly HS
Number of pupils participating in CTE		0
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%

## 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	
2018-19 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	
2018-19 School Year	
Data collection date	9/10/2018

## Quality of Textbooks

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

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	9/24/2018	
<b>Date of the most recent completion of the inspection form</b>	9/24/2018	

## 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. Apex Learning for 7-8
7. Professional Learning Community (PLC) focus on Common Core implementation, all high school staff
8. STEM (science, technology, engineering and mathematics) training/curriculum training: high school science and math

Professional development has been delivered in a variety of ways over the last two years. We have had professional development days set aside for all staff, used release time for full-day or part-day training or workgroups, and provided time for individual work.

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

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

Additional Training for RVES:

The elementary school staff participated in the following PD activities: PBIS Training, Effective Direct Instruction Training (DataWorks), Step Up to Writing Base Training and Follow-up Training, NGSS Initial Training, Common Core Math Practice/CAASPP Preparation; HMH Online Resources (Technology Mentor), and SuccessMaker Implementation (Technology Mentor).

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
<b>Yolla Bolly HS</b>	1.25 hours each week	1.25 hours each week	1.25 hours each week

## School Facilities

Yolla Bolly Continuation School is on the same property as Round Valley High School (RVHS) and the district office. RVHS 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. Round Valley High School currently has seven classrooms; of-office space for administration and counseling; one staff room; one small library with limited books and computer lab; one multimedia center; one gym, which contains locker rooms and a weight room; and a shop which has the capacity to support agriculture welding and agriculture mechanics classes. One classroom has been set up as a student cafeteria for lunch. Three sets of bathrooms are located on the campus. The yard consists primarily of lawn, with walkways to class buildings, and a field for physical education classes and athletics. The district maintenance person maintains our grounds.

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 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

Round Valley High School was inspected by the district director of maintenance and the principal in compliance with the Williams case settlement guidelines in October 2018. At that time, the school facilities received a rating of 98 percent and "good" on the Facilities Inspection Tool.





## Teacher Qualifications

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

Teacher Credential Information	Three-Year Data			
	Round Valley USD	Yolla Bolly HS		
Teachers	18-19	16-17	17-18	18-19
<b>With a full credential</b>	18	1	1	1
<b>Without a full credential</b>	12	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Yolla Bolly HS		
Teachers	16-17	17-18	18-19
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## School Safety

The Yolla Bolly Continuation High School is a part of the Round Valley High School's School Safety Plan (SSP). The Round Valley High School Safety Plan (SSP) was approved by the board of trustees in March 2018. 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 2019.

Students complete drills for fire and earthquake on a regularly scheduled basis and participate in lockdown training at least annually.

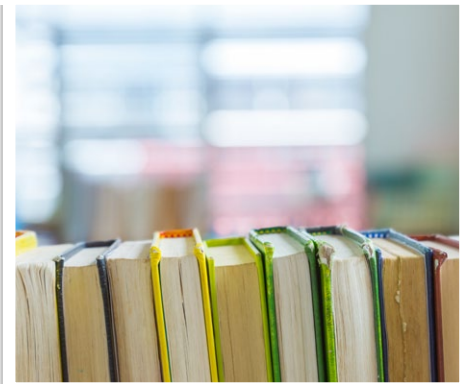
The Round Valley High School Safety Plan contains the following components: School safety data (discipline, School-Wide Information System [SWIS], truancy, CHKS, counseling referrals, etc.), behavioral expectations and schoolwide discipline, safety committee, professional development opportunities for 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 is provided daily. Some of the duties include developing open and positive relationships with all students; monitoring the school grounds during class time, student passing times, break and lunch; and identifying students who have cut class and returning them to their classes.

Round Valley High School is concerned about the level of unexcused absences that occur each year. The 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.

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



## Advanced Placement Courses

No information is available for Yolla Bolly Continuation High School regarding Advanced Placement (AP) courses offered.

## Academic Counselors and School Support Staff

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

### Academic Counselors and School Support Staff Data

2017-18 School Year

#### Academic Counselors

**FTE of academic counselors** 0.0

**Average number of students per academic counselor** ✧

#### Support Staff FTE

**Social/behavioral counselor** 0.0

**Career development counselor** 0.0

**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** 0.0

**Resource specialist (nonteaching)** 0.0

✧ Not applicable.

## Financial Data

The financial data displayed in this SARC is from the 2016-17 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](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://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](http://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	2016-17 Fiscal Year	
	Round Valley USD	Similar Sized District
<b>Beginning teacher salary</b>	\$44,298	\$42,990
<b>Midrange teacher salary</b>	\$65,607	\$61,614
<b>Highest teacher salary</b>	\$77,007	\$85,083
<b>Average elementary school principal salary</b>	\$90,632	\$100,802
<b>Average high school principal salary</b>	\$90,632	\$106,243
<b>Superintendent salary</b>	\$122,400	\$132,653
<b>Teacher salaries: percentage of budget</b>	29%	30%
<b>Administrative salaries: percentage of budget</b>	9%	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	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Yolla Bolly HS</b>	\$9,961	\$80,857
<b>Round Valley USD</b>	\$11,082	\$57,328
<b>California</b>	\$7,125	\$63,590
<b>School and district: percentage difference</b>	-10.1%	+41.0%
<b>School and California: percentage difference</b>	+39.8%	+27.2%

## Types of Services Funded

General funds (basic, unrestricted) and Public Law 874 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 PL 874 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.

## 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	
2016-17 Fiscal Year	
<b>Total expenditures per pupil</b>	\$9,961
<b>Expenditures per pupil from restricted sources</b>	\$0
<b>Expenditures per pupil from unrestricted sources</b>	\$9,961
<b>Annual average teacher salary</b>	\$80,857

## 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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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 December 2018.