



Surprise Valley High School

470 Lincoln St. • Cedarville, CA 96104 • 530-279-6146 • Grades 9-12

Michael Ray, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Surprise Valley Joint Unified School District

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District Governing Board

William Bostic

Alissa Fee

Terry Miller

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Ruth Still

District Administration

Janelle Anderson
Superintendent

Michael Ray
High School Principal

School Description

Surprise Valley High School is a fully Western Association of Schools and Colleges (WASC) accredited necessary small high school. The school is located in a high desert community with cattle ranching and alfalfa hay production as the primary economic activities. Community members, parents, students and teachers have come together to create a school that offers a rigorous and relevant educational program that includes a full Agriculture/FFA program and a full A through G program of academic courses that is aligned with the requirements for admission to the University of California. Additionally, Surprise Valley High School offers Automotive Technology, Welding, Agriculture Mechanics and Horticulture classes as career technical education opportunities for our students and we employ a student advisor to tailor each student's program to his/her specific needs. We offer basketball, soccer, and volleyball as interscholastic sports and Art and drama classes offer additional outlets for student expression.

Mission Statement for Surprise Valley High School:

The Mission of Surprise Valley High School is to create an emotionally safe and intellectually challenging environment for our students, so that they may grow into the best possible versions of themselves.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 530-279-6146.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	8
Gr. 10	12
Gr. 11	7
Gr. 12	6
Total	33

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	15.2
Asian	0.0
Filipino	0.0
Hispanic or Latino	24.2
Native Hawaiian/Pacific Islander	3.0
White	57.6
Two or More Races	0.0
Socioeconomically Disadvantaged	66.7
English Learners	0.0
Students with Disabilities	12.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Surprise Valley High School	12-13	13-14	14-15
Fully Credentialed	5		
Without Full Credential	1		
Teaching Outside Subject Area of Competence	0	0	1
Surprise Valley Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	12
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Surprise Valley High School	12-13	13-14	14-15
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.91	9.09
Districtwide		
All Schools	97.37	2.63
High-Poverty Schools	97.37	2.63
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>	Literature California Treasures Course 4 (English)
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>	Algebra I Glencoe 2005 Geometry Glencoe 2005 Algebra II Mcdougal Littel 2007 Pre-Calculus: Graphical, Numerical, Algebraic Addison Wesley 2011 Calculus and Analytic Geometry, 7th Edition Addison Wesley 1988 Physics Holt McDougal 2012
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>	Earth Science: Geography, the Environment Glencoe 2005 Biology Mcdougal Littel 2008
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>	Government: Magruder's American Government Pearson/Prentice Hall 2006 Economics Principals and Practices Glencoe 2008 The Americans: Reconstruction to the 21st Century McDougal Littel 2006 the Americans (iBook) Modern World History: Patterns of Interaction Mcdougal Littel 2006 World Geography Glencoe 2000
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>	Spanish I: En Espanol Uno Mcdougal Littel 2004 Spanish II: En Espanol Dos Mcdougal Littel 2004 Voces Level I (Online) Voces Level II (Online)
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>	Health : Lifetime Health Holt 2004
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>	The Theater Experience McGraw Hill 2004
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0</p>	World of Chemstry McDougal Littell 2007

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall this school and grounds are clean and maintained. Areas of deficiency have been addressed in the maintenance schedule. There are potential trip hazards in the front concrete walk to the main entrance of the high school building. The sewer system main drain run, to the septic tank is very old and too small with not enough slope thus causing frequent clean out of this pipe. All the windows in the gym and maintenance shop no longer function as energy efficient and some are opaque and either inner or outer glass cracked with poor, old frameworks. The windows in the main building were replaced with energy efficient, double pane fixtures beginning in the summer of 2013 and completed in the summer of 2014.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 8/4/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science			50	57	54	50	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	46	39	45	56	51	52	54	56	55
Math	7	4	14	56	45	41	49	50	50
HSS	55	33	47	44	30	43	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	7	2	
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	50
All Student at the School	50
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School		-115	108
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

At Surprise Valley High School, we encourage parents to take an active role in their child's education.

Opportunities for parent involvement include:

- Participate in the School Site Council
- Become a sports booster
- Be part of the FFA advisory board
- Attend school functions

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The School Crisis and Safety Plan for 2012-2013 has been approved by the Governing Board and is in place for implementation.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	9.8	6.3	13.2
Expulsions Rate	3.9	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	6.6	7.5	6.9
Expulsions Rate	2.0	0.0	0.8
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	N/A	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	N/A	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.3
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	32.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	18.3	7	4	2	6	4	1			0		
Math	7.7	3	6	6	9	3	0			0		
Science	8.8	4	5	4	7	5	0			0		
SS	9.2	4	5	6	11	3	0			0		

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,700	\$38,152
Mid-Range Teacher Salary	\$47,114	\$55,573
Highest Teacher Salary	\$55,749	\$71,908
Average Principal Salary (ES)	\$67,002	\$87,660
Average Principal Salary (MS)	\$0	\$92,424
Average Principal Salary (HS)	\$75,008	\$93,606
Superintendent Salary	\$80,000	\$116,538
Percent of District Budget		
Teacher Salaries	30	34
Administrative Salaries	8	7

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$19,680.65	\$1,465.91	\$18,214.74	\$40,693.00
District	♦	♦	\$14,875.39	\$48,120
State	♦	♦	\$4,690	\$57,912
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

Types of Services Funded at Surprise Valley High School

The high school receives the Agriculture Incentive Grant. These funds are used to support the Agriculture programs/classes offered at the school. The District receives Small, Rural School Achievement and EET T funds, which are used to provide technology needs for all sites. Instructional Materials Funding Realignment Program is used district-wide to provide sufficient standards based textbooks. Title II, part A funds are used to provide training for teachers at all sites.

Professional Development provided for Teachers at Surprise Valley High School

Beginning with the 2010-2011 school year the Surprise Valley Joint Unified School District has provided monthly minimum days for staff development. Beginning with the 2014-2015 school year the district added one additional minimum day per month for collaboration and staff development.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	64	36		0	0	0
All Students at the School	64	36		0	0	0
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* Percentages are not calculated 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Surprise Valley High School	2011-12	2012-13	2013-14
English-Language Arts	67	50	36
Mathematics	80	40	44
Surprise Valley Joint Unified School	2011-12	2012-13	2013-14
English-Language Arts	67	50	36
Mathematics	80	40	44
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	76.92	76.92	84.56
Black or African American	0.00	0.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	50.00	50.00	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	90.00	90.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	80.00	80.00	82.58
English Learners	0.00	0.00	53.68
Students with Disabilities	0.00	0.00	60.31

Dropout Rate and Graduation Rate			
Surprise Valley High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	0.0	0.0	15.4
Graduation Rate	100.00	100.00	76.92
Surprise Valley Joint Unified School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.3	25.0	15.4
Graduation Rate	85.71	75.00	76.92
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	30
% of pupils completing a CTE program and earning a high school diploma	100.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Career Technical Education Programs

Surprise Valley High School offers courses in Agricultural Mechanics, Welding, Automotive Technology, Advanced Automotive Technology as Career Technical Education options for our students.

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	65.91
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	10.00