

# Owens Valley High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Owens Valley High School
<b>Street</b>	202 South Clay St. / Drawer E
<b>City, State, Zip</b>	Independence, CA 93526
<b>Phone Number</b>	(760) 878-2405
<b>Principal</b>	Dan Moore
<b>E-mail Address</b>	dmoore@ovusd.org
<b>Web Site</b>	www.ovusd.org
<b>Grades Served</b>	9-12
<b>CDS Code</b>	14-63297-1436203

<b>District Contact Information</b>	
<b>District Name</b>	Owens Valley Unified School District
<b>Phone Number</b>	(760) 878-2405
<b>Superintendent</b>	Dan Moore
<b>E-mail Address</b>	dmoore@ovusd.org
<b>Web Site</b>	www.ovusd.org

### School Description and Mission Statement (Most Recent Year)

We believe a balanced education provides an opportunity for students to be self-sufficient, active, productive, and responsible members of society. The Owens Valley Unified School District is committed to providing students the tools to explore their potential, to take responsibility for their own learning, and to recognize that learning is a lifelong process. We shall provide a stimulating, secure, and imaginative environment that will foster learning, self-esteem, and independent thinking.

Owens Valley Unified School District is located in the town of Independence, California and covers approximately 792 square miles of Inyo County. Independence is the county seat of Inyo County, a vast and rural county with an average of 1.8 persons per square mile. Independence is located in the Owens Valley below the majestic Sierra Nevada to the west and the Inyo Mountains to the East. It is connected to Southern California, to the south, and to Bishop, Mammoth Lakes, and Reno to the north by U.S. Highway 395. The economic base of the community is formed by the Los Angeles Department of Water and Power, Inyo County Administrative and Criminal Justice offices, California Department of Fish and Game, California Highway Department, National Park Service, Ranches and small business formed to provide services to residents and tourists. The average incomes of Independence families tend to be modest. The community of Independence has experienced a decline of young families and school age children over the past three decades. Much of the housing in the community is being purchased by retired individuals and individuals wanting a weekend home away from the Los Angeles area. This has caused a decline in the affordable housing available to young families. Post-secondary opportunities for students are limited in the area, and Owens Valley High School is committed to preparing students for opportunities both local and outside the area.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	8
Grade 10	9
Grade 11	9
Grade 12	6
<b>Total Enrollment</b>	<b>32</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	3.1
American Indian or Alaska Native	12.5
Hispanic or Latino	28.1
White	56.3
Socioeconomically Disadvantaged	50
Students with Disabilities	9.4
Foster Youth	3.1

## 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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	3	3	2	2
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: 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 2015-16)

Year and month in which data were collected: December 2011

Instructional Materials are continuously kept current. New Language Arts, Math, and Social Studies texts have been purchased within the last 4 years. All students have access to texts, technology, and other needed resources. Due to the small size and financial stability of the district, instructional materials are purchased as needed.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Good	No	0%
Mathematics	Good	Yes	0%
Science	Good	Yes	0%
History-Social Science	Fair	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Good	Yes	0%
Health	Good	No	0%
Visual and Performing Arts	Good	No	0%
Science Laboratory Equipment (grades 9-12)	Good	No	0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Most of the campus has been refurbished in the past few years. New HVAC, carpet, lights, and ceilings have been installed, as well as a new fire alarm system for most of the Elementary. The campus received new exterior paint and repair of the covered walkways during the summer of 2010. The locker rooms and restrooms in the gym are received major repair replacement in 2012-13. In 2014 / 2015 school year the Old School was refurbished, the Community Gardens were improved as were the school grounds. In the same year the elementary school was re-roofed, and the swimming pool was upgraded.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Gopher problem is being addressed by the maintenance department.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			All Locks need to be inspected and replaced as necessary. The entire school was re-keyed in the summer of 2014.
<b>Structural:</b> Structural Damage, Roofs	X			Roof was replaced in 2011
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Control Gopher Problem. The school grounds are current;y being renovated.

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: November 2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	--	23	44
Mathematics	--	20	33

Note: 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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	6	5	83.3	--	--	--	--
Male	11		2	33.3	--	--	--	--
Female	11		3	50.0	--	--	--	--
Black or African American	11		1	16.7	--	--	--	--
Hispanic or Latino	11		2	33.3	--	--	--	--
White	11		2	33.3	--	--	--	--
Socioeconomically Disadvantaged	11		3	50.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

#### CAASPP Assessment Results - Mathematics

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	6	5	83.3	--	--	--	--
Male	11		2	33.3	--	--	--	--
Female	11		3	50.0	--	--	--	--
Black or African American	11		1	16.7	--	--	--	--
Hispanic or Latino	11		2	33.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	11		2	33.3	--	--	--	--
Socioeconomically Disadvantaged	11		3	50.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	--	--	--	59	60	56

Note: 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.

#### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

Note: 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 (School Year 2014-15)

Currently, students do not have the opportunity through the ROP program to receive a certificate to prepare them to enter the workforce. Due to the realignment of CTE funds, the district's limited student population does not generate enough funding to allow for CTE classes.

#### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	93.75
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				50	60	25	57	56	58
Mathematics				40	60	38	60	62	59

Note: 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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	0	0		0	0	0
All Students at the School	0	0		0	0	0

Note: 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.

**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 (Most Recent Year)**

Parents are encouraged to volunteer in the classroom, participate in the Parent Teacher Organization (PTO) / Booster Club activities, attend board meetings, and serve on various committees organized to improve and promote the school. Each teacher provides opportunities throughout the school year for parents to volunteer in the classroom, and to attend field trips, assemblies, parent conferences.

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Dropout Rate</b>	0.00	0.00	0.00	0.00	0.00	0.00	13.10	11.40	11.50
<b>Graduation Rate</b>	100.00	100.00	83.33	100.00	100.00	83.33	78.87	80.44	80.95

**Completion of High School Graduation Requirements (Graduating Class of 2014)**

Group	Graduating Class of 2014		
	School	District	State
<b>All Students</b>	80	80	84.6
<b>Black or African American</b>			76
<b>American Indian or Alaska Native</b>			78.07
<b>Asian</b>			92.62
<b>Filipino</b>			96.49
<b>Hispanic or Latino</b>	100	100	81.28
<b>Native Hawaiian/Pacific Islander</b>			83.58
<b>White</b>	100	100	89.93
<b>Two or More Races</b>			82.8
<b>Socioeconomically Disadvantaged</b>			61.28
<b>English Learners</b>			50.76
<b>Students with Disabilities</b>			81.36
<b>Foster Youth</b>	--	--	--

**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.

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.00	13.04	15.38	0.00	4.23	5.56	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

The School Safety Plan is reviewed each fall by staff and administration and updated as necessary. The current plan received a full revision and update in the Winter of 2013. A copy of the safety plan is available in the District Office.



## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	4	6			7	3			4	8		
Mathematics	4	5			6	3			5	5		
Science	11	2			11	2			6	4		
Social Science	7	5			5	3			6	8		

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.14	35
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.05	N/A
Social Worker	0	N/A
Nurse	.03	N/A
Speech/Language/Hearing Specialist	.05	N/A
Resource Specialist	.5	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$16,934	\$3811	\$13,123	\$67,573
District	N/A	N/A	\$18,280	
Percent Difference: School Site and District	N/A	N/A	-28.2	-26.1
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	145.4	13.6

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

Owens Valley Elementary offers Special Education services through its Resource Specialist and RtI program. Due to State and Federal Fiscal problems and the size of the District, there are limited funds received from state and Federal sources for these programs.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,953
Mid-Range Teacher Salary		\$57,103
Highest Teacher Salary		\$74,127
Average Principal Salary (Elementary)		\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)		\$97,758
Superintendent Salary		\$117,803
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2014-15)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

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The staff is involved in staff development through attendance at seminars, conferences, workshops, and on-line learning. Staff attended two staff development days, and individual staff attended conferences that were relevant to their grade or subject. For the 2014-15 school year the staff focused on Common Core as well as integrating technology into the learning process.