

Central Valley High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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).

California School Dashboard



The California School Dashboard (Dashboard) 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.

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.

2021-22 School Contact Information

School Name	Central Valley High School
Street	4066 La Mesa Ave.
City, State, Zip	Shasta Lake, CA 96019
Phone Number	(530) 275-7075
Principal	Kyle Turner
Email Address	ktturner@gwusd.org
School Website	
County-District-School (CDS) Code	45-75267-4531901

2021-22 District Contact Information

District Name	Gateway Unified School District
Phone Number	(530) 245-7908
Superintendent	James M. Harrell
Email Address	jharrell@gwusd.org
District Website Address	www.gateway-schools.org

2021-22 School Overview

Central Valley High School (CVHS), a 2019 California Distinguished High School and 2019 National Model School, has established itself among the most thriving learning environments in Northern California. At CVHS, we are dedicated to establishing high standards for achievement and meeting the education needs of all students. Our instructional staff works collaboratively through Professional Learning Communities and the Continuous School Improvement Model to improve programs, with an emphasis on the alignment of curricula with state standards and the effective use of formative assessments to guide instruction. High standards for student conduct help to create a safe environment are reinforced by our school's Behavioral Expectations and Core Values (BE CV). Preparedness, Respect, Positivity (Behavioral Expectations) and Integrity, Pride and Responsibility (Core Values) reinforce school pride and a blossoming learning environment.

We strongly believe that, in addition to providing a rigorous core curriculum, the high school experience should offer students a variety of opportunities for personal growth. Accordingly, CVHS students participate on a multitude of different athletic teams, covering 13 sports, and are involved in a variety of outstanding co-curricular courses such as drama, art, music, foreign language, industrial arts, and business and technology programs. Students may participate in different clubs and organizations including Student Leadership, Key Club, Interact Club, Diversity Club, Drama Club, Dance Club and FFA. Please visit our website for more information. <http://cvfalconpride.com>.

CVHS is the only county comprehensive high school who scored in the top 3 in both English & Mathematics as well as the only county high school ranked 10 out of 10 in the similar schools data. Additionally, CVHS is the first high school in county history to have its socio-economically disadvantaged students score higher than our general school population (mathematics). We offer UC/CSU transferable classes on campus than any other high school and are proud to be the only high school to score "blue" in college and career readiness, the highest possible mark. Reach Higher Shasta, a group of county educators whose goal is to increase college going rates, recently presented that CV had the highest increase in A-G completion percentage (requirements needed to attend a UC/CSU) over a three year span. For a school with a significantly high amount of students who are socio-economically disadvantaged (nearing 70%), the students and school perform exceptionally well and rank as one of the highest academically prepared institutions in Shasta County.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	171
Grade 10	168
Grade 11	126
Grade 12	118
Total Enrollment	583

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	8.4
Asian	3.4
Black or African American	2.2
Filipino	0.3
Hispanic or Latino	18.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.9
White	64.2
English Learners	0.9
Foster Youth	1
Homeless	0.3
Socioeconomically Disadvantaged	61.7
Students with Disabilities	17.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

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

2020-21 Teacher Preparation and Placement

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)	20.6	77.9	102.2	81.4	228366.1	83.1
Intern Credential Holders Properly Assigned	2.0	7.6	2.0	1.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	3.0	2.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	6.1	4.9	12115.8	4.4
Unknown	3.8	14.5	12.1	9.7	18854.3	6.9
Total Teaching Positions	26.4	100.0	125.5	100.0	274759.1	100.0

Note: The data in this table 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.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
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)	9.8

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Central Valley High School ensures that sufficient and current textbooks and materials are available to support the school's instructional program. All Standards aligned textbooks are in adequate condition and sufficient supply. Central Valley High School follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

Central Valley High School's library, staffed by a full-time library technician, is stocked with numerous educational and recreational books that are available for students to check out. The library also contains a large collection of eBooks and media for teacher and student use. The library is designed with various collaboration spaces for both staff and students, each equipped with technology that facilitates discussion.

Each student at CVHS is issued a Chromebook and the entire campus has WiFi access. There are several computer labs on campus consisting of both Windows-based and Mac-based operating systems and are regularly updated with programs specific to course content (e.g. Adobe Suite). Teachers utilize various programs and apps such as Nearpod, turnitin.com, Socrative etc., to develop critical thinking skills, technological skills, literacy skills, and mathematical proficiency. CVHS utilizes the Odyssey learning software system, a comprehensive, research-based curriculum that links with NWEA assessments and supplements classroom instruction.

Gateway Unified School District (GUSD) held a public hearing at the beginning of the year and determined that each school within GUSD has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Year and month in which the data were collected

July 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall (9) Adoption Year 2005	Yes	0.0%
	Prentice Hall (10) Adoption Year 2002		
	Prentice Hall (11) Adoption Year 2002		
	Prentice Hall (12) Adoption Year 2002		
	The Language of Composition (English AP) Bedford St. Martins Adoption Year 2014		
Literature and Composition (English AP) Bedford St. Martins Adoption Year 2015			
Mathematics	Integrated I Core Connections CPM Educational Program Integrated Math 1	Yes	0.0%

	<p>Adoption Year 2015</p> <p>Integrated Math II Core Connections CPM Educational Program Integrated Math 2 Adoption Year 2015</p> <p>Integrated Math III Core Connections CPM Educational Program Integrated Math 3 Adoption Year 2015</p> <p>Statistics AP Statistics and Data Analysis HOUGHTON MIFFLIN Adoption Year: 2009</p> <p>Trig/Pre-Calculus, Holt (12) Adoption Year 2009</p> <p>Calculus THOMSEN BROOKS/COLE Adoption Year: 2009</p>		
Science	<p>Conceptual Physics, Pearson Education Adoption Year: 2009</p> <p>AP Biology, Campbell Adoption Year: 2007</p> <p>CP Biology, Glencoe Adoption Year: 2007</p> <p>Chemistry, Holt Adoption Year: 2012</p> <p>Physics, Holt Adoption Year: 2002</p>	Yes	0.0%
History-Social Science	<p>The Cultural Landscape An Introduction to Human Geography (Human Geography AP) Prentice Hall Adoption Year: 2010</p> <p>WORLD HISTORY- THE MODERN WORLD (10) Pearson/Prentice Hall Adoption Year: 2008</p> <p>World History AP AP Traditions and Encounters Bedford Worth Adoption Year: 2015</p> <p>The Americans (11) McDougal Littell Adoption Year: 2009</p> <p>Economics Principles and Practice(12) Glencoe Adoption Year: 2012</p>	Yes	0.0%

Foreign Language	Foreign Language (Spanish) Que Chevere Levels 1,2,3 Adoption Year: 2016-2017	Yes	0.0%
Visual and Performing Arts	Tradition of Excellence Adoption Year: 2015-2016		

School Facility Conditions and Planned Improvements

A CVHS modernization of school facilities was completed in 2007 with ongoing projects up to our current date. The modernization provided the much needed improvements. In addition to supplying basic infrastructure upgrades, these physical enhancements will serve to supplement the exceptional program improvements occurring in the classroom.

A state of the art intercom system and security gates were installed in 2018 to increase communication for both information and potential crisis. Central Valley High School campus is currently comprised of 50 classrooms, a multipurpose room, a state of the art library, two computer labs, two gyms, and a staff lounge. At the time of this publication, 100% of the school's restrooms were in working condition. Talon Hall, the school's cafeteria, was expanded to include a new performing stage and additional seating for students. The project was completed before the beginning of the 2012-2013 school year. Additionally, renovation on the large gym was completed in October of 2014. Renovation included a new playing surface, new interior paint, scoreboards and sound system.

To ensure student safety, administrators and the campus supervisor provide supervision on campus at all times. All visitors to the campus must have administrative approval, and are required to sign in at the office and display a visitor's pass at all times.

Cleaning Process: Central Valley High School provides a safe, clean environment for students, staff, and volunteers. The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District office for review. A joint effort between students and staff helps keep the campus clean and litter free.

Maintenance and Repair: The school site custodial staff administers a scheduled maintenance program. The principal works daily with the custodial staff of four to develop cleaning schedules that ensure a clean and safe school. Additionally, an operations and maintenance program is administered by GUSD to ensure proper care, protection, and improvement for all classrooms and facilities.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Facility Improvements: In the spring of 2008, a low profile Bermuda Sports Turf was installed in the Ron Hale Memorial Stadium. The installation of visiting bleachers for the stadium was completed during the summer of 2009; the state inspection was completed for the bleachers in July 2009.

During the 2011-12 school year, Talon Hall, the school's cafeteria, was expanded and renovated. The expansion included a new stage area which has enhanced both the music and drama productions. The renovation has increased the seating capacity both indoors and outdoors. The decor was updated to represent a warm and inviting atmosphere for students, staff and the community.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$433,733 for the Deferred Maintenance Program. This represents 1.56% of the District's general fund budget.

Year and month of the most recent FIT report	October 2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	113	93	82.3	17.7	65.59
Female	51	45	88.24	11.76	66.67
Male	62	48	77.42	22.58	64.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	16	76.19	23.81	43.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	75	63	84	16	66.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	59	84.29	15.71	69.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	14	63.64	36.36	14.29

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	113	93	82.30	17.70	40.86
Female	51	45	88.24	11.76	37.78
Male	62	48	77.42	22.58	43.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	16	76.19	23.81	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	75	63	84.00	16.00	42.86
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	59	84.29	15.71	42.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	14	63.64	36.36	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	28.89	N/A	20.06	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	220	90	40.91	59.09	28.89
Female	99	44	44.44	55.56	22.73
Male	121	46	38.02	61.98	34.78
American Indian or Alaska Native	13	4	--	69.23	--
Asian	11	8	72.73	27.27	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	15	36.59	63.41	13.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	144	61	42.36	57.64	31.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	127	59	46.46	53.54	30.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	11	36.67	63.33	0.00

2020-21 Career Technical Education Programs

The District participates in the Shasta County Regional Occupational Program (ROP), offering our students the opportunity to work, gain experience, and earn credits toward graduation.

Career Technical Education (CTE) program courses are organized in sequences designed to offer students opportunities to

2020-21 Career Technical Education Programs

prepare for post-secondary employment; included are courses in ROP, agriculture, computer science, communications, culinary arts, and digital media.

The ROP courses traditionally have included auto mechanics, child development, fire technology, computer technology, and health services courses.

Kyle Turner is the primary representative and contact for Central Valley High School's CTE program and Jessica Libbee is the primary representative and contact for Mountain Lakes High School's CTE program.

Our goal is to continue offering programs and classes that are integrated with our Standards based curriculum, while developing career pathways that will help students meet the demanding performance requirements expected of the 21st century workforce.

Specific courses in home economics, business, industrial arts, and agriculture address those skills that are required in the workplace. The District supports and provides services that ensure all students can participate in CTE programs and courses.

Measurable outcomes of these programs/courses include student grades, post-secondary employment, and college choices.

Career Technical Education (CTE) Programs at Central Valley High School:

Agriculture & Natural Resources
Agriculture Integrated Science I-IV

Culinary Arts, Hospitality & Careers with Children
Culinary Arts I
Culinary Arts II
ROP Careers with Children
ROP Culinary Arts: Restaurant

Multimedia & Information Technology
Computer Science
Creative Digital Media Art/Video Production I - III
ROP Computer Tech I

Regional Occupational Programs (ROP) offered to Central Valley High School students:

Patient Care Tech: 4 sections

Health CNA: 2 sections

Administration of Justice: 4 sections

Dental: 4 sections

Firefighter: 6 sections

Cosmetology: 4 sections

Auto Technology: 4 sections

Banking: 4 sections

Computer A+: 4 sections

Careers with Children: 4 sections

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	313
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	26.3

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	86.28
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Central Valley High School. The Booster and Alumni Clubs play an active role at CVHS through fundraising and special activities. Parents participate in various committees that make decisions regarding the priorities and direction of the educational plan to ensure that instructional programs are

2021-22 Opportunities for Parental Involvement

consistent with students' needs and comply with District goals. These committees include: Professional Learning Community (PLC), School Site Council (SSC), School Safety Committee, Student Study Teams, English Language Advisory Committee (ELAC), and the Agriculture Advisory Board. Parents are given the opportunity to provide perceptual feedback through annual surveys.

Parents who wish to participate in Central Valley High School's leadership teams, school committees, school activities, or to become a volunteer may contact Kyle Turner, Principal, at the school's office at (530) 275-7075, by email at ktturner@gwusd.org, or visit the school's website at <http://cvfalconpride.com>.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.6	1.8	6.1	10.1	17.2	13.8	9.0	8.9	9.4
Graduation Rate	96.6	92.7	92.2	87.5	78.7	85.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	115	106	92.2
Female	52	48	92.3
Male	63	58	92.1
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	23	20	87.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	75	69	92.0
English Learners	--	--	--

Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	95	87	91.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	17	13	76.5

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	683	639	331	51.8
Female	325	297	164	55.2
Male	358	342	167	48.8
American Indian or Alaska Native	53	53	26	49.1
Asian	24	23	11	47.8
Black or African American	18	17	10	58.8
Filipino	2	2	1	50.0
Hispanic or Latino	119	111	52	46.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	21	20	14	70.0
White	445	412	217	52.7
English Learners	5	5	3	60.0
Foster Youth	10	9	2	22.2
Homeless	9	8	7	87.5
Socioeconomically Disadvantaged	432	402	235	58.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	127	118	59	50.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	10.45	8.49	8.58	6.19	3.47	0.20
Expulsions	0.15	0.44	0.07	0.19	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.47	8.50	2.45
Expulsions	0.15	0.15	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.49	0.44
Female	7.38	0.92
Male	9.50	0.00
American Indian or Alaska Native	15.09	0.00
Asian	4.17	0.00
Black or African American	5.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.56	1.68
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.52	0.00
White	8.31	0.22
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.49	0.46
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.87	0.00

2021-22 School Safety Plan

Central Valley High School's Safety Plan is updated each fall by the Safety Plan Committee, which consists of administrators, staff, maintenance, parents, students community emergency responders, local government officials and food services staff. The Safety Plan was last reviewed and discussed with staff members in November 2019. Key elements include crisis response and prevention, school climate and practicing safety drills. The Safety committee is currently working on a comprehensive strategic safety plan that will address goals over the next five years. This has led to the development of new procedures and facilities (gate/intercom) for the evacuation of students and staff in the event of an emergency and new procedures for lock down situations. Members of the safety team have attended workshops and continue to modify action plans to address identified critical achievements.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency.

Disaster drills are held regularly throughout the year.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	9	15	1
Mathematics	23	8	10	4
Science	21	6	6	1
Social Science	26	3	8	5

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	3	9	7
Mathematics	26	6	12	2
Science	25	3	1	4
Social Science	27	3	6	5

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	8	11	1
Mathematics	24	9	10	1
Science	22	3	4	
Social Science	23	6	8	1

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	291.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.2
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,545	\$1,751	\$5,794	\$65,170
District	N/A	N/A	\$8,782	\$68,368
Percent Difference - School Site and District	N/A	N/A	-41.0	-4.8
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-37.2	-16.7

2020-21 Types of Services Funded

Title II funding provides instructional coaching support for improvements in classroom instruction. These funds are also used for additional teacher and paraprofessional support for students that are 'at-risk' in areas of Reading and Math. Title II funding provides additional instructional coaching support for schools not receiving Title I funds.

The LEA uses LCAP supplemental/concentration funding to increase and improve services at all sites for students needing academic and/or behavioral interventions. Behavior paraprofessionals, counselors, a district reading specialist, an instructional technology coach and additional special education staff work with, and support teachers and administrators to improve the behaviors and address the academic concerns of the 'at-risk' students and students with disabilities.

LCAP funding is also used to support the English Learner program. Title VII and state grant funds are used to support the Indian Education program.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,789	\$48,119
Mid-Range Teacher Salary	\$65,956	\$74,665
Highest Teacher Salary	\$90,910	\$98,160
Average Principal Salary (Elementary)	\$107,146	\$118,542
Average Principal Salary (Middle)	\$107,146	\$125,068
Average Principal Salary (High)	\$115,024	\$133,516
Superintendent Salary	\$154,868	\$194,199
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	25.0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	1
Social Science	6
Total AP Courses Offered	10

Professional Development

Annually, the District schedules two staff development days where teachers are offered a variety of professional growth opportunities based on campus and district goals as well as current needs assessments. Topics have included research-based methodologies in literacy, grading practices, effective learning environments, targeted interventions, technology, and curriculum design. Site instructional coaches provide professional development and support for all teachers on campus.

Early-release Mondays provide grade-level and department Professional Learning Communities the opportunity to discuss evidence of student progress towards mastery and collaboratively plan targeted instruction specific to students' needs.

Beginning teachers also participate in the Alliance for Teacher Excellence (ATE) program, in which a mentor works with beginning teachers to improve their skills.

CVHS has two part-time positions allocated for Instructional Coaches. The coaches assist with teacher and curriculum development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Gateway Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Gateway Unified School District
Phone Number	(530) 245-7908
Superintendent	James M. Harrell
Email Address	jharrell@gwusd.org
District Website Address	www.gateway-schools.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1175	930	79.15	20.85	35.27
Female	532	426	80.08	19.92	38.97
Male	642	504	78.50	21.50	32.14
American Indian or Alaska Native	67	55	82.09	17.91	30.91
Asian	46	32	69.57	30.43	50.00
Black or African American	22	16	72.73	27.27	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	205	173	84.39	15.61	24.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	57	75.00	25.00	24.56
White	753	592	78.62	21.38	39.36
English Learners	39	34	87.18	12.82	5.88
Foster Youth	26	24	92.31	7.69	25.00
Homeless	34	20	58.82	41.18	30.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	874	692	79.18	20.82	33.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	245	176	71.84	28.16	7.39

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1176	931	79.17	20.83	24.92
Female	533	423	79.36	20.64	22.46
Male	642	508	79.13	20.87	26.97
American Indian or Alaska Native	67	55	82.09	17.91	21.82
Asian	46	32	69.57	30.43	21.88
Black or African American	22	16	72.73	27.27	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	205	172	83.90	16.10	22.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	56	73.68	26.32	12.50
White	754	595	78.91		27.39
English Learners	39	34	87.18	12.82	2.94
Foster Youth	26	25	96.15	3.85	8.00
Homeless	34	20	58.82	41.18	30.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	875	695	79.43	20.57	23.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	245	176	71.84	28.16	8.52

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.