

Central Valley High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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	Alexandra Lain
Email Address	alain@gwusd.org
School Website	https://cvhs.gwusd.org/
County-District-School (CDS) Code	45-75267-4531901

2022-23 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

2022-23 School Overview

Central Valley High School (CVHS), a 2019 California Distinguished High School and 2019 National PLC 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, Environmental Club, Equality Club, Women's Empowerment Club, Bible Club, Drama Club, Dungeons and Dragons Club, Chess Club, Publishing Club, Hospitality 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. 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	162
Grade 10	171
Grade 11	140
Grade 12	112
Total Enrollment	585

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.0
American Indian or Alaska Native	7.4
Asian	4.1
Black or African American	2.6
Filipino	0.5
Hispanic or Latino	18.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.2
White	63.6
English Learners	1.0
Foster Youth	0.7
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	57.3
Students with Disabilities	17.9

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

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)	20.60	77.92	102.20	81.42	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.56	2.00	1.59	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	2.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.10	4.89	12115.80	4.41
Unknown	3.80	14.48	12.10	9.69	18854.30	6.86
Total Teaching Positions	26.40	100.00	125.50	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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

September 2022

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 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	Yes	0.0%
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

August 31, 2022

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		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	61	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	37	N/A	25	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	131	123	93.89	6.11	60.98
Female	67	62	92.54	7.46	66.13
Male	64	61	95.31	4.69	55.74
American Indian or Alaska Native	12	12	100.00	0.00	58.33
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	20	17	85.00	15.00	70.59
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	84	79	94.05	5.95	62.03
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	80	73	91.25	8.75	57.53
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	22	91.67	8.33	18.18

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	131	123	93.89	6.11	37.40
Female	67	62	92.54	7.46	30.65
Male	64	61	95.31	4.69	44.26
American Indian or Alaska Native	12	12	100.00	0.00	33.33
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	20	17	85.00	15.00	35.29
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	84	79	94.05	5.95	40.51
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	80	73	91.25	8.75	27.40
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	22	91.67	8.33	9.09

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	28.89	28.83	20.06	21.1	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	229	222	96.94	3.06	28.83
Female	110	106	96.36	3.64	26.42
Male	119	116	97.48	2.52	31.03
American Indian or Alaska Native	16	16	100	0	31.25
Asian	15	15	100	0	26.67
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	36	36	100	0	19.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	149	143	95.97	4.03	32.87
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	130	95.59	4.41	24.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	33	86.84	13.16	0

2021-22 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 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.

Alex Lain is the primary representative and contact for Central Valley High School's CTE program and Steve Hiscock 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

Firefighter: 6 sections

Cosmetology: 4 sections

Auto Technology: 4 sections

Banking: 4 sections

Computer A+: 4 sections

Careers with Children: 4 sections

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	326
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.79
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	49.53

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	76%	84%	90%	84%	92%

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.

2022-23 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 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. Back to school night and curriculum fairs are held to introduce parents to teachers and curriculum.

Parents who wish to participate in Central Valley High School's leadership teams, school committees, school activities, or to become a volunteer may contact Alex Lain, Principal, at the school's office at (530) 275-7075, by email at alain@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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.8	5.5		17.2	16		8.9	7.8
Graduation Rate		92.7	90.9		78.7	81.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	110	100	90.9
Female	50	46	92.0
Male	60	54	90.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	22	21	95.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	72	64	88.9
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	84	75	89.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	23	18	78.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	658	624	387	62.0
Female	307	290	187	64.5
Male	350	333	199	59.8
American Indian or Alaska Native	49	49	29	59.2
Asian	28	26	18	69.2
Black or African American	19	17	9	52.9
Filipino	3	3	1	33.3
Hispanic or Latino	115	112	63	56.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	19	19	9	47.4
White	422	395	258	65.3
English Learners	8	8	5	62.5
Foster Youth	8	7	6	85.7
Homeless	6	5	5	100.0
Socioeconomically Disadvantaged	425	398	266	66.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	107	73	68.2

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	8.49	9.73	6.19	9.86	0.20	3.17
Expulsions	0.44	0.61	0.19	0.33	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.73	0.61
Female	7.17	0.00
Male	12.00	1.14
American Indian or Alaska Native	10.20	0.00
Asian	10.71	3.57
Black or African American	26.32	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.53	0.00
White	10.19	0.71
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.29	0.71
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.97	0.00

2022-23 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 October 2022. 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.

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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	27	4	12	4
Mathematics	28	6	6	6
Science	29	2	2	2
Social Science	29	1	11	1

2021-22 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	292.5

2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$8,719	\$2,889	\$5,830	\$69,832
District	N/A	N/A	\$8,699	\$70,497
Percent Difference - School Site and District	N/A	N/A	-39.5	-0.9
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-12.3	-12.5

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,565	\$48,503
Mid-Range Teacher Salary	\$67,275	\$74,912
Highest Teacher Salary	\$92,728	\$100,321
Average Principal Salary (Elementary)	\$104,988	\$122,160
Average Principal Salary (Middle)	\$112,567	\$127,632
Average Principal Salary (High)	\$120,844	\$137,578
Superintendent Salary	\$164,880	\$198,665
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	25.5
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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	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	9

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	