

Central Valley High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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@gatewayusd.org
School Website	https://cvhs.gatewayusd.org/
Grade Span	
County-District-School (CDS) Code	45-75267-4531901

2024-25 District Contact Information

District Name	Gateway Unified School District
Phone Number	(530) 245-7908
Superintendent	Kyle Turner
Email Address	kturner@gatewayusd.org
District Website	https://www.gatewayusd.org/

2024-25 School Description and Mission Statement

Central Valley High School (CVHS), a 2019 and 2024 California Distinguished High School and 2019 and 2024 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

2024-25 School Description and Mission Statement

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, Bible Club, Drama Club, Dungeons and Dragons Club, Chess Club, Publishing Club, Hospitality Club, and FFA. Please visit our website for more information.
<https://cvhs.gatewayusd.org/>

CVHS is a comprehensive high school who maintained English state test scores and increased Mathematics scores by 5% as well as the only county high school ranked 10 out of 10 in the similar schools data. Additionally, 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	142
Grade 10	188
Grade 11	115
Grade 12	138
Total Enrollment	583

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.4
Male	56.6
American Indian or Alaska Native	6.5
Asian	3.8
Black or African American	1.9
Filipino	0.3
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.8
White	62.8
English Learners	1.5
Foster Youth	1.5
Homeless	0.9
Socioeconomically Disadvantaged	69.1
Students with Disabilities	18.2

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/Incomplete/NA	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)	18.30	68.68	93.60	75.56	234405.20	84.00
Intern Credential Holders Properly Assigned	2.70	10.32	5.70	4.64	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	7.50	6.00	4.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.70	4.61	11953.10	4.28
Unknown/Incomplete/NA	3.60	13.50	12.80	10.35	15831.90	5.67
Total Teaching Positions	26.60	100.00	123.90	100.00	279044.80	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.

2022-23 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)	21.10	73.83	97.40	75.88	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	6.98	10.00	7.78	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.49	4.00	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.49	6.60	5.14	11746.90	4.23
Unknown/Incomplete/NA	3.50	12.21	10.30	8.08	14303.80	5.15
Total Teaching Positions	28.60	100.00	128.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	2.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	2.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	14.00	12.4	12.4

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

2024-25 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 GoGuardian, Turnitin.com, Socrative etc., to develop critical thinking skills, technological skills, literacy skills, and mathematical proficiency. CVHS utilizes the EdGenuity 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 2024

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

	World History AP AP Traditions and Encounters Bedford Worth Adoption Year: 2015		
	The Americans (11) McDougal Littell Adoption Year: 2009		
	Economics Principles and Practice(12) Glencoe Adoption Year: 2012		
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		

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

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, computer lab, 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. Students are tracked through Hall Pass when out of the classroom during learning time.

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 new work order ticket system was purchased by the district in fall of 2024 is used to ensure efficient service and that emergency repairs are given the highest priority.

The weight room, small gym, broadcast room, and stage received new paint 2023 and 2024 to update areas.

Facility Improvements: In the summer of 2023, 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 décor 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.

Year and month of the most recent FIT report

October 1, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Light bulbs out/Replace light bulbs

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Loose faucets, leak in a restroom, drinking fountains not in use/Repaired and tightened faucet, fixed roof leak, fountains have been supplemented with water bottle fillers
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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	70	69	35	31	46	47
Mathematics (grades 3-8 and 11)	39	43	25	27	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	107	104	97.20	2.80	69.23
Female	51	50	98.04	1.96	78.00
Male	56	54	96.43	3.57	61.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	22	95.65	4.35	68.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	59	57	96.61	3.39	61.40
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	71	97.26	2.74	70.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	15.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	107	102	95.33	4.67	43.14
Female	51	49	96.08	3.92	38.78
Male	56	53	94.64	5.36	47.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	22	95.65	4.35	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	59	55	93.22	6.78	36.36
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	71	97.26	2.74	45.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	5.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	31.66	31.36	25.57	22.60	30.29	30.73

2023-24 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	245	239	97.55	2.45	31.38
Female	109	107	98.17	1.83	27.10
Male	136	132	97.06	2.94	34.85
American Indian or Alaska Native	20	20	100.00	0.00	30.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	56	98.25	1.75	26.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	35.71
White	136	132	97.06	2.94	31.06
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	142	139	97.89	2.11	30.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	2.56

2023-24 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 Chris Forte 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.

2023-24 Career Technical Education Programs

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:

Dual Enrollment/Facilitated Classes partnered with Shasta College:

ENGL 1A
ENGL 1C
HIST 2
HUM 4
ETHS 1
HIST 17B
POLS 2
ECON 1A
AGNR 60
BIOL 5/6
CIS 73
MATH 73
WELD 70

CTE Classes:

Fabrication 1 & 2
Food Services 1 & 2
Robotics 1 & 2
STEM
AG CORE
Digital Media 1 & 2
Agriscience
Media Arts
Food Hospitality
Manufacturing

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

Patient Care Tech

Health CNA

Administration of Justice

Firefighter

Cosmetology

Auto Technology

Computer A+: 4 sections

Careers with Children

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	403
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80.4
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.43
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	43.31

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.

2023-24 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. The administration of the PFT requires only participation results 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

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.

2024-25 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

2024-25 Opportunities for Parental Involvement

(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@gatewayusd.org, or visit the school's website at <https://cvhs.gatewayusd.org/>.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	5.5	7.8	4.5	16.0	18.1	11.5	7.8	8.2	8.9
Graduation Rate	90.9	91.4	94.8	81.4	75.2	86.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	134	127	94.8
Female	55	52	94.5
Male	79	75	94.9
Non-Binary			
American Indian or Alaska Native	11	10	90.9
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	31	31	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	76	70	92.1
English Learners	0	0	0.00
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	96	90	93.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	23	88.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	636	607	172	28.3
Female	276	268	92	34.3
Male	360	339	80	23.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	43	43	6	14.0
Asian	23	22	1	4.5
Black or African American	13	12	6	50.0
Filipino	--	--	--	--
Hispanic or Latino	115	109	29	26.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	36	16	44.4
White	398	378	114	30.2
English Learners	11	--	--	--
Foster Youth	13	13	5	38.5
Homeless	--	--	--	--
Socioeconomically Disadvantaged	456	430	141	32.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	113	32	28.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	9.73	8.44	7.23	9.86	9.07	7.86	3.17	3.60	3.28
Expulsions	0.61	0.00	0.47	0.33	0.30	0.19	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.23	0.47
Female	5.07	0.00
Male	8.89	0.83
Non-Binary		
American Indian or Alaska Native	9.30	0.00
Asian	0.00	0.00
Black or African American	23.08	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	5.41	2.70
White	7.79	0.50
English Learners	0.00	0.00
Foster Youth	15.38	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.21	0.44
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.32	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 2023. 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.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	5	9	7
Mathematics	30	4	4	10
Science	25	5	1	3
Social Science	24	5	6	5

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	12	10	2
Mathematics	25	7	12	2
Science	26	2	5	
Social Science	26	1	12	2

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1.03
Speech/Language/Hearing Specialist	.50
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$11,502	3,732	\$7,770	\$80,851
District	N/A	N/A	\$11,078	\$78,078
Percent Difference - School Site and District	N/A	N/A	-35.1	3.5
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-32.4	-8.1

Fiscal Year 2023-24 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,081	\$54,930
Mid-Range Teacher Salary	\$74,088	\$85,386
Highest Teacher Salary	\$104,289	\$111,172
Average Principal Salary (Elementary)	\$119,694	\$136,564
Average Principal Salary (Middle)	\$123,969	\$141,339
Average Principal Salary (High)	\$133,083	\$153,241
Superintendent Salary	\$179,183	\$224,537
Percent of Budget for Teacher Salaries	25%	29%
Percent of Budget for Administrative Salaries	5%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24
-----------------------------------	----

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	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	1
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

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

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4