

Central Valley High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Central Valley High School |
| Street | 4033 S. Central Ave. |
| City, State, Zip | Ceres, CA 95307 |
| Phone Number | 209 556-1900 |
| Principal | Carol Lubinsky |
| E-mail Address | clubinsky@ceres.k12.ca.us |
| Web Site | http://cvhsweb.ceres.k12.ca.us/ |
| CDS Code | 50-71043-0108076 |

| District Contact Information | |
|------------------------------|-------------------------------|
| District Name | Ceres Unified School District |
| Phone Number | 209 556-1500 |
| Superintendent | Scott Siegel, Ed.D. |
| E-mail Address | jbeltran@ceres.k12.ca.us |
| Web Site | www.ceres.k12.ca.us |

School Description and Mission Statement (School Year 2017-18)

Central Valley High School

Dedicated to every student's success through:

Academic RIGOR: Prepared for continued academically rigorous coursework in college or trade school.

Personal RELEVANCE: Prepared to pursue a career path Relevant to personal interests and strengths.

Meaningful RELATIONSHIPS: Effective at building meaningful personal relationships.

Thoughtful REFLECTION: Thoughtful thinkers.

General Overview

Central Valley High School is located in the city of Ceres in the central San Joaquin Valley, 80 miles south of Sacramento and 95 miles east of San Francisco, in the heart of Stanislaus County. Ceres is home to one of the Central Valley's richest and most diverse agricultural areas. While the town has approximately 46,700 residents, Ceres is still considered a small town. Originally, Ceres housed one high school but has since added a second comprehensive high school.

The second of two high schools, Central Valley High School, opened in August of 2005, and graduated its first class of students in 2008. In its first year, 2005-2006, CVHS served approximately 800 9th and 10th grade students. This current school year (2017-2018) CVHS started with a student enrollment near 1,972. Once fully developed, CVHS will have the capacity to house approximately 2,500 students. Our student body is comprised of 578 freshmen, 547 sophomores, 467 juniors and 380 seniors. The ethnic makeup of our student population is 82% Hispanic, 9% White, with smaller percentages of approximately 5% Asian, 2% African American, .5% American Indian, and 2% other ethnicities. Additionally, 83% of students are considered socioeconomically disadvantaged as determined by those who qualified for free or reduced meals, 14% are English Learners and 9% are Special Education. The entire student population is offered free breakfast daily. The many club offerings allow students the opportunity to be involved in school. There are thirty-two (32) clubs that students can join.

Budgetary priorities have been established and the district, with state and community support, continue to provide the funds for CVHS to support and maintain a comprehensive program to meet the needs of all learners. Supplemental funds are provided by other sources, including Title 1, Carl Perkins Vocational and Applied Technology, EIA for English Learner Programs, and parent/community support groups.

CVHS boasts a staff comprised of certificated staff members (teachers), 1 principal, 1 associate principal, 2 assistant principals, 5 learning directors, 1 administrator in charge of activities, 1 administrator in charge of athletics, 1 school psychologist, 1 school nurse, and 1 school resource officer. CVHS also has classified staff members, which include instructional paraprofessionals, campus supervisors, clerical workers, food service, cafeteria employees, custodians, library/media clerks, and a groundskeeper. The teacher to student ratio is approximately 35:1.

Central Valley High School is an exceptional place for students from diverse backgrounds to grow educationally, get involved, and have a meaningful high school experience. We pride ourselves on the rigor of our course offerings, preparing every student for college as we focus our instruction and supporting academic excellence. In every way that schools are measured, Central Valley High School excels.

Central Valley High School is committed to providing students with opportunities to take the most rigorous courses. There are many different interventions that are in place to support students in being successful. With a large population of English language learners, the school provides support for the 280 students who are English language learners. The school prides itself on the sixteen (16) AP Advanced Placement courses that meet entrance requirements for the University California. The school also offers nine (9) Pre-AP/Honors/Accelerated courses. One of the goals of Central Valley High School is prepare our students to be competitive in the process of college applications.

CVHS went through an accreditation by the Western Association of Schools and Colleges in the spring of 2015 and was granted a 6-year accreditation which extends through June 30, 2021. CVHS is scheduled for a Mid Term review in 2018.

Central Valley High School uses site-based teams, with the goal of increasing communication and collaboration among all stakeholders. Teams comprised of teachers, administrators, classified staff, parents and students address specific areas of concern to the school community. Feedback is given to the Steering Committee and CARE Team (each comprised of a lead teacher from each department), the School Site Council and the English Learner Advisory Committee (ELAC), Family Engagement Committee, and Parents for a Better Future which then provide input and report back to the school staff.

We strive to build relationships between students and our staff through relevant curriculum that is rigorous, course offerings, and co- and extracurricular opportunities. We continuously reflect on creating an environment where each and every student is given the attention necessary to achieve his/her individual success. Support is offered to struggling students through services provided by Center for Human Services, 9th grade mentoring program, school tutoring both before and after school, tutoring offered within the school day via the Learning Center, and a partnership with Youth for Christ. We are proud to have a staff that is dedicated to the success of every student.

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 9 | 578 |
| Grade 10 | 530 |
| Grade 11 | 407 |
| Grade 12 | 399 |
| Total Enrollment | 1,914 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 1.4 |
| American Indian or Alaska Native | 0.5 |
| Asian | 5.2 |
| Filipino | 0.5 |
| Hispanic or Latino | 82.1 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 9.1 |
| Two or More Races | 0.6 |
| Socioeconomically Disadvantaged | 87.3 |
| English Learners | 9.7 |
| Students with Disabilities | 8.2 |
| Foster Youth | 0.5 |

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.

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 74 | 76 | 70 | 553 |
| Without Full Credential | 4 | 8 | 7 | 41 |
| Teaching Outside Subject Area of Competence (with full credential) | 9 | 10 | 17 | 36 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017/10

The school district held a public hearing on August 31, 2017, and determined that each school within the district had 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.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|--|----------------------------------|---|
| Reading/Language Arts | Grades 9-12 The College Board SpringBoard (2017)/2017 AP English Language Bedford Freeman Worth Bedford Handbook (2006)/2016 AP English Language- Bedford Freeman Worth Bedford Reader 9th ed. (2006)/2016 AP English Language- Bedford Freeman The Language of Composition 2nd ed. (2013)/2016 AP English Language- Bedford Freeman Worth 50 Essays, a Portable Anthology (2016)/2016 AP English Literature- Bedford Freeman Worth Bedford Introduction to Literature 7th ed. (2007) | Yes | 0% |
| Mathematics | Grades 9-12 Houghton Mifflin Harcourt Integrated Mathematics (2015) Pre Calculus – Glencoe (2007) Finite Mathematics – McDougal (2004) Calculus – Pearson Prentice Hall (2007) Statistics- Pearson-Prentice Hall Stats: Modeling the World 4th ed. (2015) | Yes | 0% |
| Science | Grades 9-12 Biology – Prentice Hall Modern Biology (2006) Advanced Placement Biology: Biology in Focus (AP Edition) 2014 Chemistry – Holt Modern Chemistry (2006) Advanced Placement Chemistry: Chemistry and Chemical Reactivity (AP Edition) (2015) Physics – Holt Physics (2007) Advanced Placement Physics: College Physics: A Strategic Approach (AP Edition) 2015 Anatomy/Physiology – Wiley Introduction to the Human Body (2007) | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|--|----------------------------------|---|
| History-Social Science | World History – Prentice Hall (2005) AP Human Geography: Cultural Landscape with Access to Mastering Geography (2016) Advanced Placement European History: A History of Western Society (AP Edition) (2014) US History – McDougal Littell The Americans (2006) Advanced Placement US History – Houghton Mifflin American Pageant (AP Edition) 2006 Government – Pearson/Prentice Hall McGruder’s Government CA Edition (2007) AP Government: Pearson Government in America (AP Edition) 2008 Economics – Pearson/Prentice Hall Economics, CA Edition (2007) | Yes | 0% |
| Foreign Language | Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes. | Yes | 0% |
| Health | Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes. | Yes | 0% |
| Visual and Performing Arts | Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts classes. | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | Yes | | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

The district administration and members of the Board of Trustees conduct semi-annual inspections of the site to identify areas of repair/replacement. The head custodian and Principal conduct monthly inspections and discuss their findings with the custodial staff in order to keep the facilities in "like new" conditions and maintain the cleanliness and upkeep.

Central Valley has 85 classrooms which includes two AG shops, dance, wrestling, choir, and band rooms that are used for instruction. With the passage of Measure U CVHS added 16 additional classrooms in the 2012-2013 school year. Construction began during the 2010-2011 school year.

Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: 3/14/2018 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 3/16/2018 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 58 | 58 | 39 | 38 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 15 | 23 | 20 | 21 | 36 | 37 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 389 | 377 | 96.92 | 58.09 |
| Male | 184 | 176 | 95.65 | 53.98 |
| Female | 205 | 201 | 98.05 | 61.69 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 14 | 14 | 100 | 71.43 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 316 | 309 | 97.78 | 58.25 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 45 | 41 | 91.11 | 58.54 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 345 | 336 | 97.39 | 55.95 |
| English Learners | 74 | 70 | 94.59 | 22.86 |
| Students with Disabilities | 34 | 28 | 82.35 | 3.57 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: 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.

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

Note: The number of students tested includes 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 389 | 378 | 97.17 | 22.81 |
| Male | 184 | 177 | 96.2 | 22.6 |
| Female | 205 | 201 | 98.05 | 23 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 14 | 14 | 100 | 50 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 316 | 310 | 98.1 | 22.58 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 45 | 41 | 91.11 | 19.51 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 345 | 337 | 97.68 | 22.62 |
| English Learners | 74 | 71 | 95.95 | 10 |
| Students with Disabilities | 34 | 28 | 82.35 | 0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: 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.

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

Note: The number of students tested includes 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 49 | 43 | 50 | 47 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

As the sole district serving students in the Ceres community, Ceres Unified School District (CUSD) currently offers ROP courses in twelve different areas that range from agriculture to technology, and manufacturing to agriculture. Our program bridges the historical gap between education and industry by actively involving local employers such as Gallo Winery, Con-Agra Foods, JM Equipment, and other manufacturing industry employers.

When a student expresses interest in a specific pathway, their assigned counselor will meet with the student and map out the sequence of courses needed to complete their program of interest. This sequence includes not only the CTE courses but also courses to meet graduation requirements. This mapping process gives the student a plan to follow and an opportunity to look forward to a good paying job at the conclusion of the program. Students are encouraged to pursue CTE courses through a variety of recruitment activities that occur on and off site.

It is the policy of Ceres Unified that no student is excluded from participation in any course or program based on their identification as a member of a special population. All CTE courses are available for enrollment by male and female students, by academically challenged students, by pregnant teens, and others. The school site counselors provide information to all students interested in the CTE pathway courses and programs. Each student in the ninth grade completes a four year plan with their counselor that maps the courses required each year in order to graduate. Elective periods are those in which the student may have flexibility to choose a CTE course or pathway to complete. Students may also self-select the CTE course of their choice as their elective period(s). Due to the nature of the CTE courses offered and the fact that Ceres Unified serves over 35% of students identified as ELL, our programs are an ideal opportunity for these students. Students that require an Individual Education Plan, due to a special education identified need, are also eligible to participate in CTE courses given that they meet the same prerequisite requirements as all other students.

The District's CTE Master Plan sets the goal that the District will increase enrollment and ensure special population students access to CTE programs including:

a) Transportation access will be considered for all students to attend any Career Technical Education courses; b) Staff, students and parents will be made aware 2016 SARC Input Form (Central Valley High School) 12/7/16 of CTE courses and accommodations that will be made for students in unique populations; c) Review of prerequisites for courses with individual students during four year planning phase; and d) All students, including special needs students, disadvantaged youth, English Learners, and students attending the District's continuation and independent study high schools will be informed of the opportunities in Career Technical Education courses at the same time preparing them for college entrance. Ceres Unified provides students with identified special needs opportunities for adjusted levels of performance through modifications and accommodations to their performance in the class and on course work. If a special needs student requires accommodations that go beyond the extent allowed that prevent actual skill attainment, then the student's IEP plan will be reassessed for appropriateness and/or the student's counselor will recommend a modification of the four year plan in order to best meet the needs of the student. As part of the IEP process, a Transition Plan must be created for all students prior to turning 14 years old that documents how the district will assist the student in preparing for life after high school in a job or for further education.

Ceres Unified has created the first "Fast Track" CTE program model in Stanislaus County that is comprehensive from instruction to training to employment. In coordination with the Central Valley Manufacturers Council and Modesto Junior College, Ceres Unified is seeking to actively respond to a need that exists in this region for qualified workers in the manufacturing industry.

Classes offered include the following:

- Animation
- Advanced Animal Science
- Adv AG Biology
- Sustainable Ag Biology
- AG and Soil Chemistry
- AG Intro to Mechanics
- AG Systems Management Food Science
- AG Welding
- AP Computer Science
- Comp Graphics
- Computer Drafting I
- Computer Drafting II
- Computer Programming
- Intro to Power Mechanics

Intro to Plant and Animal Ag
 Intro to Veterinary Science
 Multi Media
 Intro to Engineering
 ROP AG Adv Floriculture (1 per)
 ROP AG Landscaping (2 per)
 ROP Welding (2 per)
 ROP Intro to Floriculture (1 per)
 ROP Landscaping (1 per)
 ROP Plant Production (2 Per)
 ROP Plant Prod & Greenhouse (1 per)
 ROP Power Mechanics (1 per)
 Video Production
 Yearbook
 Intro to Ag Mechanics
 ROP Off Campus
 ROP Welding Fab II
 Adv Video Production
 ADV Digital Photo/Graphics
 Principles of Engineering Robotics II

Career Technical Education Participation (School Year 2016-17)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 1432 |
| % of pupils completing a CTE program and earning a high school diploma | 97.1% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 28% |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.17 |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 53.74 |

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 22.1 | 22.5 | 25.4 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

The district supports performing arts, athletic events, parent and community involvement through parent-teacher conferences, Back to School Night, Open House, Taking Flight (August registration day), the Young Author's Fair, math/science fairs, performances and events, informational evenings (College Night, internet safety, financial aid, AP Night, Gang Awareness Night, etc) and various site councils. Regular communication is provided to parents through student report cards, school notices (translated into Spanish), newsletters (translated into Spanish), direct dialer messages (translated into Spanish), and the district website. Business-school partnerships are also encouraged.

Central Valley High School continues to sponsor the Parent Institute for Quality Education every other year since its introduction in the 2009-2010 school year. The Parent Institute is a nine week course designed to teach parents how to become a more informed partner in the educational process. While the Institute is offered to all parents, it emphasizes on getting parents of Hispanic origin involved and helping parents support their students through school and into college.

The District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) meet four times each year. Representatives from each school site's English Learner Advisory Committees (ELAC) are invited to attend each district meeting.

The School Site Council and the English Learner Advisory Committee meet regularly throughout the school year to discuss the school's direction and provide input on resource allocation. Parents are encouraged and solicited to participate in school club activities and to assist club advisors. There are two active parent booster clubs; one is for athletics and one supports band. We also have an active Parent Teacher Committee that meets once monthly. We have a new parent group that has been created as a result of Parent Institute for Education that meets monthly.

A school newsletter is published and mailed to parents (translated into Spanish) four times a year which supplements the annual school accountability report card. In addition to providing school news and general information, the newsletter includes opportunities for parent involvement. Parents receive monthly attendance mailers, and informational flyers are sent home advising parents of school academic support programs. Parents have access to student attendance, grade and discipline data through Infinite Campus Parent Portal, a web-based program which connects parents to their child's grades and teachers.

The various site advisory committees are scheduled to meet on a regular basis and convene with the required level of parental and/or community representative involvement. Elections are held for community member positions in accordance with the appropriate regulations and guidelines. Information about scheduled meetings is provided through school notices, letters, newspaper announcements and phone calls to members in a timely manner to ensure participation. Accommodations are made regarding meeting start times to allow for greater parent involvement after working hours. Local business representatives are included in the school's efforts to educate our students in higher education, technical/vocational training, and other career opportunities.

Increased and sustained parent involvement will result from continuing some of our ongoing practices and revising and initiating others. The School Site Council, ELAC and Boosters are the cornerstones of this effort. Information related to school programs and activities will continue to be provided through various means of communication, including newsletters, letters home, phone calls using the dialer, and regular committee meetings. The Central Valley High School Student Handbook contains school rules and other general information for students that complements other school communication efforts. Taking Flight, Back to School Night, and Open House continue to be important sources of information for parents. School communications, parent conferences, and classroom notices are translated whenever possible.

Parent and community involvement and support will continually be solicited and fostered. We have surveyed parents and staff to complete a comprehensive needs assessment regarding information about the academic achievement of our students in relation to the academic content standards. Staff and parents are participating in ongoing programs such as Family Engagement. Efforts are made to utilize community resources to enhance instruction in various curricular areas, especially in the areas of vocational/technical and career education. Groups such as School Site Council, ELAC and booster organizations will be used to solicit input from parents and the community.

State Priority: Pupil Engagement

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

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 4.1 | 3.5 | 2.1 | 9.2 | 6.1 | 6.9 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 95.38 | 93.08 | 96.35 | 86.82 | 89.32 | 87.84 | 80.95 | 82.27 | 83.77 |

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group | Graduating Class of 2016 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 87.38 | 89.14 | 87.11 |
| Black or African American | 75 | 65.22 | 79.19 |
| American Indian or Alaska Native | 100 | 100 | 80.17 |
| Asian | 81.82 | 86.49 | 94.42 |
| Filipino | 83.33 | 87.5 | 93.76 |
| Hispanic or Latino | 87.34 | 88.56 | 84.58 |
| Native Hawaiian/Pacific Islander | 100 | 100 | 86.57 |
| White | 94.23 | 95.63 | 90.99 |
| Two or More Races | 66.67 | 90.91 | 90.59 |
| Socioeconomically Disadvantaged | 88.06 | 91.56 | 85.45 |
| English Learners | 42.86 | 47.75 | 55.44 |
| Students with Disabilities | 100 | 90.99 | 63.9 |
| Foster Youth | 0 | 14.29 | 68.19 |

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

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 15.4 | 18.5 | 13.5 | 8.6 | 7.7 | 10.1 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.3 | 0.4 | 0.7 | 0.1 | 0.2 | 0.3 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

The Safe School Plan is review and modified each year as needed. The Safe School Committee recommends changes based on review of information. Any changes are submitted to the School Board for approval. The Safe School Plan was approved by the School Site School Council via email Spring 2017. Central Valley High School is very strong in our proactive approach to conflict resolution for a myriad of reasons that befall students. Campus Supervisors react swiftly to rumors of conflicts, and then attempt to resolve them at that level or refers them to assigned Learning Director, Administrative Assistant, or Assistant Principals. Ceres Unified School District is also in partnership with the Ceres Police Department that provides a School Resource Officer to be on campus four days a week. Ceres Police Department is extremely proactive in lending their resources to Central Valley High School in a variety of ways. The students, staff, parents, and local community share in the overall spirit at Central Valley High School. Academic and behavioral expectations are clearly stated and known to everyone. Rules are realistic, practical, fair, and consistently enforced. Consequences for violating academic and behavioral expectations/rules are fair, known, and understood by students and staff.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2010-2011 | 2008-2009 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 17 |
| Percent of Schools Currently in Program Improvement | N/A | 77.3 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 29 | 11 | 30 | 22 | 27 | 16 | 38 | 19 | 28 | 15 | 37 | 20 |
| Mathematics | 29 | 10 | 19 | 31 | 27 | 9 | 41 | 16 | 27 | 9 | 58 | 3 |
| Science | 31 | 3 | 14 | 25 | 29 | 6 | 29 | 14 | 28 | 5 | 41 | 7 |
| Social Science | 30 | 7 | 18 | 20 | 29 | 7 | 24 | 17 | 28 | 7 | 29 | 15 |

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

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 7 | 325 |
| Counselor (Social/Behavioral or Career Development) | 1 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 2 | N/A |
| Psychologist | 1 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.8 | N/A |
| Speech/Language/Hearing Specialist | 0.34 | N/A |
| Resource Specialist | 3 | N/A |
| Other | 1 | N/A |

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$8,567.42 | \$1,878.29 | \$6,689.12 | 74,415.33 |
| District | N/A | N/A | \$6,451.50 | \$76,619 |
| Percent Difference: School Site and District | N/A | N/A | 3.7 | 1.6 |
| State | N/A | N/A | \$6,574 | \$77,824 |
| Percent Difference: School Site and State | N/A | N/A | 17.8 | 0.3 |

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

Types of Services Funded (Fiscal Year 2016-17)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$50,235 | \$48,522 |
| Mid-Range Teacher Salary | \$74,645 | \$75,065 |
| Highest Teacher Salary | \$100,245 | \$94,688 |
| Average Principal Salary (Elementary) | \$113,640 | \$119,876 |
| Average Principal Salary (Middle) | \$121,138 | \$126,749 |
| Average Principal Salary (High) | \$131,638 | \$135,830 |
| Superintendent Salary | \$210,122 | \$232,390 |
| Percent of Budget for Teacher Salaries | 35% | 37% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

Advanced Placement (AP) Courses (School Year 2016-17)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 2 | N/A |
| Science | 2 | N/A |
| Social Science | 5 | N/A |
| All courses | 14 | 22.9 |

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The school site had 17 planning days and 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 18 planning days and 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 18 planning days and 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Every other Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

CVHS teachers who teach AP/Honors-levels classes receive regular AP training and the staff has attended specific workshops to learn new teaching strategies such as direct instruction. Teachers also attend conferences that are specific to their subject-area.

The district participates in BTSA/teacher induction, PAR, AB 466, and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies based on research proven best practices.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development.

All professional development is aligned to the district strategic plan. The goal of all professional development is to increase achievement for all students in all classes. Central Valley's professional development plan focuses on implementing standards based instruction through the use of collaborative Professional Learning Communities.