

Central Valley High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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	Dan Pangrazio
E-mail Address	dpangrazio@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	ssiegel@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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 (2016-2017) CVHS started with a student enrollment near 1,915. Once fully developed, CVHS will have the capacity to house approximately 2,500 students. Our student body is comprised of 578 freshmen, 531 sophomores, 407 juniors and 399 seniors. The ethnic makeup of our student population is 82% Hispanic, 9% White, with smaller percentages of approximately 5% Asian, 2% African American, .6% 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. 10% 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 84 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 49 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 192 students who are English language learners. The school prides itself on the fourteen (14) AP Advanced Placement courses that meet entrance requirements for the University California. The school also offers five (5) 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.

Central Valley High School

Dedicated to every student's success through:

Academic RIGOR

Personal RELEVANCE

Meaningful RELATIONSHIPS

Thoughtful REFLECTION

Motto

"Soaring to New Heights"

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	530
Grade 10	438
Grade 11	438
Grade 12	428
Total Enrollment	1,834

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	6.1
Filipino	0.7
Hispanic or Latino	79.1
Native Hawaiian or Pacific Islander	0.5
White	10.8
Two or More Races	0.7
Socioeconomically Disadvantaged	86.8
English Learners	12.5
Students with Disabilities	9.7
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	67	74	76	609
Without Full Credential	2	4	8	30
Teaching Outside Subject Area of Competence (with full credential)	9	9	10	31

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.3	7.7
All Schools in District	94.3	5.8
High-Poverty Schools in District	94.6	5.5
Low-Poverty Schools in District	78.6	21.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: Dec 2015

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act. No school was found to be insufficient of textbooks and instructional materials in the 2016-2017 school year.

9-12

Standards aligned, district adopted

Standards aligned, district adopted

Standards aligned, district adopted

Standards aligned, district adopted

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 9-12 -Holt Literature & Language 9-12 Handbook(Holt) AP English Language-Bedford Handook (Bedford/St. Martin Press) AP English Language-Bedford Reader (Bedford/St. Martin Press) AP English Literature-Bedford Introduction to Literature (Bedford/St. Martin Press)	Yes	0%
Mathematics	Integrated Math I-Houghton Mifflin Harcourt Math and Math Vision Project resources Accelerated Integrated Math I -HMH Math & MVP resources Integrated Math II -HMH Math & MVP resources Accelerated Integrated Math II -HMH Math & MVP resources Algebra 2 & Adv Algebra 2-Algebra 2 (Glencoe) Pre-Calculus-Advanced Mathematics (Glencoe) Finite Math-Finite Math (McDougal Little) AP Calculus-Calculus (Pearson Prentice Hall)	Yes	0%
Science	Biology & Ag Biology-Biology (Dragonfly Book) (Prentice Hall) Advance Biology & Ag Biology-Modern Biology (Owl Book) (Holt Rinehart) Ag Chemistry, Chemistry & Adv. Chemistry-Modern Chemistry (Holt Rinehart) Physics & Adv Physics-Physics (Holt Rinehart) Anatomy/Phy-Introduction to the Human Body (Wiley) Intro to Vet Science-Vet Technicians (Elsevier) Adv. Animal Science-Modern Livestock (Delmar) AP Biology-Biology (Campbell) AP Chemistry-Chemistry: The Central Science (Prentice Hall) AP Environmental Science-Living in the Environment (Brooks Cole) AP Psychology-Psychology (Meyers) Principles of Food Science (Goodheart Wilcox)	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-World History (Prentice Hall) U.S. History-The Americans (McDougal Little) The Central Landscape: An Intraduction to Human Geography (Pearson) Economics-Economics (Pearson Prentice Hall) Government-Magruders AmericanGovernment (Pearson Prentice Hall) AP U.S. History-American Pageant (McDougal Little) Lies My Teacher Told Me (Touchstone) AP Government-Government in America (Pearson Prentice Hall) AP European History-Complete Idiots Guide <ul style="list-style-type: none"> • Western Heritage (Prentice Hall) • History of Western Society (McMillian/Bedford) • Sources of Western Tradition (Holt Rinehart) 	Yes	0%
Foreign Language	Spanish 1- En espanol! Level 1 (McDougal Little) Spanish 2-En espanol! Level 2 (McDougal Little) Spanish 3 -En espanol! Level 3 (McDougal Little) Spanish Speaker 2-Sendas literarias Level 1 (Pearson Ed) Spanish Speaker 3-Sendas literarias level 2 (Pearson Ed) AP Spanish Abriendo puertas Ampliando Perpectivas (Holt McDougal) AP Spanish Lit-Abriendo puertasTomo 1 (McDougal Little) AP Spanish Lit-Abriendo puertas Tomo 2 (McDougal Little) AP Spanish Lang-Abriendo Paso Gramatica (Prentice Hall) AP Spanish Language-Abriendo Puertas Lenguaje (McDougal Little) AP Spanish Literature-Triangulo (Wayside Publishing) Temas: AP Spanish Language (Vista Higher Learning)	Yes	0%
Health	Health-Health (Glencoe) Drivers Ed-Responsible Driving (Glencoe)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Theater Arts-Basic Drama Projects Choraliers-Melodia Art-Art Fundamentals Multi Media-Television production (Goodheart Wilcox) Video Productions-Video:Digital Communication a Production (Goodheart Wilcox) Computer Drafting-Advanced AutoCad (INDUS) Computer Drafting-Beginning AutoCad (INDUS) Computer Program-Learning to Program with Alice Web Design-Web Collection Revealed (Delmar Cengage) Applied Tech-Technical Drawing (Macmillan) copyright 1974 Plant Production-Introduction to Horticulture (Thomspon-Delmar) Welding-Modern Welding (Goodheart-Wilcox) Power Mech-Agricultural Power &Technolgy (Pearson-Prentice Hall) AP Computers-Java:How to Program Ag. Intro to Mech-Ag Mechanics (Thomas Delmar) AP Music Theory (Tonal Harmony)- McGraw Hill	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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/18/2016				
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			Dance Room: The outlet fixtures on the floor are not property covered and secured from pupil access.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/18/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Custodial Storage Room C-4: The couch has not been fire treated and tagged. Shop Room G1-1: The flammable materials are not stored properly and secured in locked cabinet. Shop Room G1-2: The flammable materials are not stored properly and secured in locked cabinet.
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: 3/18/2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	47	58	35	39	44	48
Mathematics	16	15	20	20	34	36

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	423	415	98.1	58.0
Male	11	211	209	99.0	54.6
Female	11	212	206	97.2	61.5
Asian	11	32	31	96.9	54.8
Hispanic or Latino	11	338	333	98.5	59.7
White	11	36	35	97.2	45.7
Socioeconomically Disadvantaged	11	384	376	97.9	57.6
English Learners	11	46	41	89.1	7.9
Students with Disabilities	11	43	43	100.0	20.0
Students Receiving Migrant Education Services	11	19	17	89.5	47.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	423	412	97.4	15.4
Male	11	211	207	98.1	19.4
Female	11	212	205	96.7	11.3
Asian	11	32	31	96.9	29.0
Hispanic or Latino	11	338	331	97.9	14.2
White	11	36	34	94.4	15.2
Socioeconomically Disadvantaged	11	384	373	97.1	14.6
English Learners	11	46	39	84.8	2.6
Students with Disabilities	11	43	41	95.3	
Students Receiving Migrant Education Services	11	19	17	89.5	11.8

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	66	49	43	56	50	47	60	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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	430	414	96.3	43.5
Male	212	205	96.7	49.8
Female	218	209	95.9	37.3
Asian	16	16	100.0	43.8
Hispanic or Latino	341	329	96.5	41.6
White	54	52	96.3	61.5
Socioeconomically Disadvantaged	392	377	96.2	41.1
English Learners	37	32	86.5	3.1
Students with Disabilities	40	34	85.0	8.8
Students Receiving Migrant Education Services	16	14	87.5	35.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

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	Intro to Engineering
Advanced Animal Science	ROP AG Adv Floriculture (1 per)
Adv AG Biology	ROP AG Landscaping (2 per)
Sustainable Ag Biology	ROP Welding (2 per)
AG and Soil Chemistry	ROP Intro to Floriculture (1 per)
AG Intro to Mechanics	ROP Landscaping (1 per)
AG Systems Management Food Science	ROP Plant Production (2 Per)
AG Welding	ROP Plant Prod & Greenhouse (1 per)
AP Computer Science	ROP Power Mechanics (1 per)
Comp Graphics	Video Production
Computer Drafting I	Yearbook
Computer Drafting II	Intro to Ag Mech
Computer Programming	ROP Off Campus
Intro to Power Mechanics	ROP Welding Fab II
Intro to Plant and Animal Ag	Adv Video Production
Intro to Veterinary Science	ADV Digital Photo/Graphics
Multi Media	Principles of Engineering Robotics II

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	1123
% of pupils completing a CTE program and earning a high school diploma	94.5%
% 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
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.51
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	53.4

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.4	22	31.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The district supports performing arts, athletic events, parent and community involvement through parent-teacher conferences, Back to School Night, Flight Plans (spring showcase of courses), 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) 4 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, 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 and Back to School Night 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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.80	4.10	3.50	10.50	9.20	6.10	11.40	11.50	10.70
Graduation Rate	95.53	95.38	93.08	85.39	86.82	89.32	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	91	94	86
Black or African American	100	95	78
American Indian or Alaska Native	75	73	78
Asian	88	96	93
Filipino	83	86	93
Hispanic or Latino	91	96	83
Native Hawaiian/Pacific Islander	100	57	85
White	89	90	91
Two or More Races	75	90	89
Socioeconomically Disadvantaged	81	82	66
English Learners	34	49	54
Students with Disabilities	89	94	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	15.4	15.4	18.5	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	0.1	0.3	0.4	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2016. 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 4 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 2016-17)

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	2013-14				2014-15				2015-16			
	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	28	18	19	28	29	11	30	22	29	11	30	22
Mathematics	30	12	10	39	29	10	19	31	29	10	19	31
Science	32	2	13	28	31	3	14	25	31	3	14	25
Social Science	30	6	12	25	30	7	18	20	30	7	18	20

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	367
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.6	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 2014-15)

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	\$73,217
Percent Difference: School Site and District	N/A	N/A	3.7	1.6
State	N/A	N/A	\$5,677	\$74,216
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 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	9	N/A
All courses	22	.8

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)

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.