

Central Valley High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	clubinsky@ceres.k12.ca.us
Website	http://cvhsweb.ceres.k12.ca.us/
County-District-School (CDS) Code	50-71043-0108076

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209 556-1500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Central Valley High School Mission Statement:

Working Daily to Improve Ourselves, Our School, and Our World

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 46,000 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 (2019-2020) CVHS started with a student enrollment near 2,080. Once fully developed, CVHS will have the capacity to house approximately 2,500 students. Our student body is comprised of 5863 freshmen, 565 sophomores, 512 juniors and 439 seniors. The ethnic makeup of our student population is 83% Hispanic, 8% White, with smaller percentages of approximately 5% Asian, 2% African American, .5% American Indian, and 2% other ethnicities. Additionally, 86% of students are considered socioeconomically disadvantaged as determined by those who qualified for free or reduced meals, 9% are English Learners and 98% 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, 6 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 25:1.

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 approximately 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 Teacher representatives different departments), 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 Youth for Christ, Firehouse Counseling, Student Support Specialist, School Clinicians as well as tutoring being offered after school.. We are proud to have a staff that is dedicated to the success of every student.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	563
Grade 10	565
Grade 11	512
Grade 12	439
Total Enrollment	2,079

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	5.4
Filipino	0.4
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	0.5
White	8.2
Two or More Races	0.5
Socioeconomically Disadvantaged	84.4
English Learners	11.7
Students with Disabilities	7.3
Foster Youth	0.4
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	70	86	88	612
Without Full Credential	7	5	4	35
Teaching Outside Subject Area of Competence (with full credential)	17	16	12	34

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 2019/10

The school district held a public hearing on September 12, 2019, 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 August, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12 The College Board SpringBoard (2017)/2017 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 (2001) Finite Mathematics – McDougal (2004) AP Calculus: Graphical, Numerical, Algebraic Prentice Hall (2016) Statistics- Pearson-Prentice Hall Stats: Modeling the World 4th ed. (2015)	Yes	0%
Science	Grades 9-12 Biology – Prentice Hall Modern Biology (2006)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Advanced Placement Biology: Biology in Focus (AP Edition) 2014</p> <p>Chemistry – Holt Modern Chemistry (2002) and Visualizing Matter (2000) Advanced Placement Chemistry: Chemistry and Chemical Reactivity (AP Edition) (2015)</p> <p>Physics – Holt Physics (2002) Advanced Placement Physics: College Physics: A Strategic Approach (AP Edition) 2015</p> <p>Essentials of Human Anatomy and Physiology Pearson Prentice Hall (2018)</p>		
History-Social Science	<p>Grades 10-12: HMH Social Studies-California, Houghton Mifflin Harcourt (2019)</p> <p>Grade 10: HMH Social Studies:World History: Student Edition 2019 Houghton Mifflin Harcourt (2018)</p> <p>Grade 11: HMH Social Studies: American History: Reconstruction to the Present: Student Edition 2019 Houghton Mifflin Harcourt (2018)</p> <p>Grade 12: HMH Social Studies United States Government: Student Edition 2018 Houghton Mifflin Harcourt (2017)</p> <p>AP Human Geography Cultural Landscape AP Edition Pearson Education (2017)</p> <p>AP European History History of Western Society Since 1300 AP Bedford/ St. Martin’s (2014)</p> <p>AP US History American History: Connecting with the Past Updated AP Edition McGraw-Hill (2017)</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	AP US Government Government in America AP Edt 2016 Election Update Pearson Education (2018)		
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	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 91 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. Another 6 classroom wing was opened to start the 2018/2019 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

Year and month of the most recent FIT report: 3/13/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Classroom G101: There is a piggy back power strip.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Girl's Locker Room: There is a water fountain with high water pressure. Grounds: There is a water fountain outside the Boy's Locker Room with low water pressure. There is a large crack on the floor of upstairs hallway in the B Building.
Safety: Fire Safety, Hazardous Materials	Good	Classroom E1-25: There were chemicals left out on the counter. Classroom E1-26: There were chemicals left out on the counter.
Structural: Structural Damage, Roofs	Good	Cafeteria: The tile floor has minor cracks. Grounds: There is a water fountain outside the Boy's Locker Room with low water pressure. There is a large crack on the floor of upstairs hallway in the B Building.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	58	42	38	50	50
Mathematics (grades 3-8 and 11)	28	20	25	25	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	479	471	98.33	1.67	57.54
Male	232	226	97.41	2.59	53.54
Female	247	245	99.19	0.81	61.22
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	68.00
Filipino	--	--	--	--	--
Hispanic or Latino	403	396	98.26	1.74	55.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	32	32	100.00	0.00	68.75

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	400	393	98.25	1.75	53.69
English Learners	64	61	95.31	4.69	14.75
Students with Disabilities	32	32	100.00	0.00	9.38
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	479	471	98.33	1.67	19.96
Male	232	227	97.84	2.16	21.15
Female	247	244	98.79	1.21	18.85
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	44.00
Filipino	--	--	--	--	--
Hispanic or Latino	403	396	98.26	1.74	17.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	32	32	100.00	0.00	31.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	400	393	98.25	1.75	17.56
English Learners	64	61	95.31	4.69	6.56
Students with Disabilities	32	32	100.00	0.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

The Ceres Unified School District offers CTE courses in multiple program areas at Central Valley and Ceres High Schools, including: Agriculture and Natural Resources; Manufacturing and Product Development; Arts and Media Entertainment; Information and Communication Technologies; Engineering and Design, and Public Services.

CTE program sequences include the following CTE pathways: Agricultural Mechanics; Agriscience; Animal Science; Ornamental Horticulture; Plant and Soil Science; Welding and Materials Joining; Software and Systems Development; Design, Visual & Media Arts; Engineering and Design; Machine and Forming Technology; and Public Safety.

The Ceres Unified School District’s CTE Advisory Committee members represent district and school site level administration and CTE teachers, as well industry representatives of local manufacturers, agriculture (including veterinarians and animal experts), law enforcement (criminal justice experts), and technology (media and engineering). Also included on the district level CTE Advisory Committee are CTE students from each CTE program, district level staff serving students representing special populations, as well as postsecondary and local workforce representatives partnering in career development opportunities for students. Each CTE program also holds site-based CTE Advisory Committee meetings to ensure each individual CTE program is receiving program specific guidance and support from local industry experts.

Classes offered include the following:

- Animation
- Advanced Animal Science
- AG and Soil Chemistry
- AG Intro to Mechanics
- AG Systems Management Food Science

- AG Welding
- Comp Graphics
- Computer Programming
- Digital Photography
- Intro to Power Mechanics
- Intro to Plant and Animal Ag
- Intro to Veterinary Science
- Intro to Engineering (Robotics)
- ROP AG Adv Floriculture (1 per)
- ROP AG Landscaping (2 per)
- ROP Welding (2 per)
- ROP Intro to Floriculture (1 per)
- ROP Plant Prod & Greenhouse (1 per)
- ROP Power Mechanics (1 per)
- Video Production
- ROP Welding Fab II
- Adv Video Production
- ADV Digital Photo/Graphics
- Principles of Engineering Robotics II

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	822
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.42
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	63.66

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	19.9	26.2	22.6

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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), Parent Square messages (translated into Spanish), and the district website. Business-school partnerships are also encouraged.

Central Valley High School continues to sponsor the Families Acting Towards Results (FACTOR) every other year since its introduction in the 2017-2018 school year. FACTOR is a seven week course designed to teach parents how to become a more informed partner in the educational process. While FACTOR is offered to all parents, it emphasizes on getting parents of Hispanic origin involved and helping parents support their students with their academics and social/emotional well-being.

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.

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 Parent Square, 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	2.1	2.7	3.1	6.9	7.2	12.3	9.7	9.1	9.6
Graduation Rate	96.4	94.9	95.5	87.8	86.3	85.2	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	13.5	9.9	10.7	10.1	7.0	6.2	3.6	3.5	3.5
Expulsions	0.7	0.8	1.0	0.3	0.3	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Safe School Plan is review and modified each year as needed. Any changes are submitted to the School Board for approval. The Safe School Plan was approved by the School Site Council on January 15, 2020. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	28	15	37	20	27	12	45	17	29	8	43	23
Mathematics	27	9	58	3	25	23	50	5	26	24	45	11
Science	28	5	41	7	26	17	32	14	29	8	35	17
Social Science	28	7	29	15	28	9	32	14	29	10	24	26

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9176.30	1911.81	7264.50	73771.03
District	N/A	N/A	7103.79	\$78,954.00
Percent Difference - School Site and District	N/A	N/A	2.2	-6.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-3.3	-10.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the School 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,742	\$51,374
Mid-Range Teacher Salary	\$76,883	\$80,151
Highest Teacher Salary	\$103,252	\$100,143
Average Principal Salary (Elementary)	\$117,671	\$126,896
Average Principal Salary (Middle)	\$118,995	\$133,668
Average Principal Salary (High)	\$137,253	\$143,746
Superintendent Salary	\$234,274	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	1	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Foreign Language	6	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	13	N/A
All courses	30	25.9

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

In the 2018/2019 school year there was 18 planning days and 5 professional development days planned. In this school year, 2019-2020, there will be 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 the the five E model. Teachers also attend conferences that are specific to their subject-area.

The district participates in teacher induction 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.