

Central Valley High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 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
Email Address	clubinsky@ceres.k12.ca.us
School Website	https://cvhsweb.ceres.k12.ca.us/
County-District-School (CDS) Code	50-71043-0108076

2021-22 District Contact Information

District Name	Ceres Unified School District
Phone Number	209 556-1500
Superintendent	Denise Wickham, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
District Website Address	www.ceres.k12.ca.us

2021-22 School Overview

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 47,000 residents, Ceres is still considered a small town.

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. In the 2020-2021 school year, CVHS student enrollment was 2,254. Once fully developed, CVHS will have the capacity to house approximately 2,500 students. Our student body is comprised of 660 freshmen, 580 sophomores, 531 juniors, and 483 seniors. The ethnic makeup of our student population is 84.5% Hispanic, 7.1% White, with smaller percentages of approximately 5% Asian, 1.2% African American, and 2.2% other ethnicities. Additionally, 85% of students are considered socioeconomically disadvantaged as determined by those who qualified for free or reduced meals, 16.1% are English Learners, and 7.8% are Special with Disabilities. The entire student population is offered free breakfast and lunch 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, 7 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.

2021-22 School Overview

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 approximately 364 students who are English language learners. The school prides itself on the fifteen (15) AP Advanced Placement courses that meet both graduation and A-G requirements. The school also offers various Pre-AP/Honors/Accelerated courses. A major focus of the school is to build students' knowledge and skills so they are competitive in their post-secondary college and career endeavors. CVHS went through a successful full WASC accreditation visit in November of 2021 and are currently awaiting the final report and accreditation status.

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 provides input and reports 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, 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	660
Grade 10	580
Grade 11	531
Grade 12	483
Total Enrollment	2,254

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	5
Black or African American	1.2
Filipino	0.8
Hispanic or Latino	84.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.8
White	7.2
English Learners	16.1
Foster Youth	0.3
Homeless	1.1
Socioeconomically Disadvantaged	85.3
Students with Disabilities	7.8

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.2	76.4	541.8	85.9	228366.1	83.1
Intern Credential Holders Properly Assigned	3.7	3.9	13.3	2.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	3.9	0.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	13.7	14.1	26.1	4.1	12115.8	4.4
Unknown	5.4	5.6	45.4	7.2	18854.3	6.9
Total Teaching Positions	97.2	100.0	630.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	2.0
Local Assignment Options	11.7
Total Out-of-Field Teachers	13.7

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on September 17, 2020, 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, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

2020/08

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: Accelerate Learning STEMscopes California (2020) <ul style="list-style-type: none"> • CA NGSS 3D HS (Biology) The Living Earth • CA NGSS 3D HS Chemistry in the Earth System • CA NGSS 3D HS Physics in the Universe 	Yes	0%
History-Social Science	Grades 10-12: HMH Social Studies-California, Houghton Mifflin Harcourt (2019) Grade 10: HMH Social Studies:World History: Student Edition 2019 Houghton Mifflin Harcourt (2018)	Yes	0%

	<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> <p>AP US Government Government in America AP Edt 2016 Election Update Pearson Education (2018)</p>		
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

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 members of the administration 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 103 classrooms which include: two AG shops, dance, wrestling, choir, and band rooms. 12 classrooms are located on our adjoining school site, Hanline campus.

With the passage of Measure U CVHS added 16 additional classrooms in the 2012-2013 school year. Another 6 classroom wing was opened to start the 2018/2019 school year.

Year and month of the most recent FIT report

1/22/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Classroom E1-28: There is an extension cord plugged in to a surge protector. Classroom H102: There is a piggy back power strip.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			E Building Boy's Restroom: There is a non operational hand dryer.
Safety: Fire Safety, Hazardous Materials		X		Classroom B1-47: There is cleaning supplies underneath the sink. Classroom E1-24: There is cleaning supplies underneath the sink. Classroom E2-12: There is equipment blocking the fire extinguisher. Classroom G102: There are gas cans left out unlocked.
Structural: Structural Damage, Roofs	X			Cafeteria: There are minor cracks on the tile floor. Grounds: There is a large crack on the floor of the upstairs hallway in the B Building.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	489	310	63.39	36.61	55.48
Female	276	181	65.58	34.42	58.56
Male	213	129	60.56	39.44	51.16
American Indian or Alaska Native	0	0	0	0	0
Asian	28	24	85.71	14.29	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	411	260	63.26	36.74	52.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	32	19	59.38	40.62	68.42
English Learners	78	48	61.54	38.46	6.25
Foster Youth	--	--	--	--	--
Homeless	18	12	66.67	33.33	66.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	413	262	63.44	36.56	53.44
Students Receiving Migrant Education Services	30	24	80	20	37.5
Students with Disabilities	27	12	44.44	55.56	8.33

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	489	266	54.40	45.60	17.29
Female	275	151	54.91	45.09	18.54
Male	214	115	53.74	46.26	15.65
American Indian or Alaska Native	0	0	0	0	0
Asian	28	22	78.57	21.43	40.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	411	222	54.01	45.99	14.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	32	16	50.00	50.00	25.00
English Learners	78	39	50.00	50.00	0.00
Foster Youth	--	--	--	--	--
Homeless	18	8	44.44	55.56	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	413	224	54.24	45.76	17.41
Students Receiving Migrant Education Services	30	17	56.67	43.33	11.76
Students with Disabilities	27	10	37.04	62.96	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

aMath Student Groups	aMath Total Enrollment	aMath Number Tested	aMath Percent Tested	aMath Percent Not Tested	aMath Percent At or Above Grade Level
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*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

aMath Student Groups	aMath Total Enrollment	aMath Number Tested	aMath Percent Tested	aMath Percent Not Tested	aMath Percent At or Above Grade Level
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	927	NT	NT	NT	NT
Female	503	NT	NT		
Male	424	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	52	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	779	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	64	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	776	NT	NT	NT	NT
Students Receiving Migrant Education Services	50	NT	NT	NT	NT
Students with Disabilities	56	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	991
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	11.5

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.25
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	57.92

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 that 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, Parents for a Better Future, and booster organizations will be used to solicit input from parents and the community.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.7	3.2	3.0	9.1	10.3	8.3	9.0	8.9	9.4
Graduation Rate	97.6	95.7	95.3	86.9	86.1	85.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	465	443	95.3
Female	241	233	96.7
Male	224	210	93.8
American Indian or Alaska Native	--	--	--
Asian	25	23	92.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	388	371	95.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	35	33	94.3
English Learners	59	47	79.7
Foster Youth	--	--	--
Homeless	19	16	84.2
Socioeconomically Disadvantaged	411	391	95.1
Students Receiving Migrant Education Services	23	20	87.0
Students with Disabilities	40	34	85.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2329	2301	166	7.2
Female	1172	1161	74	6.4
Male	1157	1140	92	8.1
American Indian or Alaska Native	2	2	0	0.0
Asian	117	114	4	3.5
Black or African American	29	28	5	17.9
Filipino	19	19	0	0.0
Hispanic or Latino	1969	1945	144	7.4
Native Hawaiian or Pacific Islander	9	9	1	11.1
Two or More Races	17	17	2	11.8
White	167	167	10	6.0
English Learners	396	389	56	14.4
Foster Youth	12	11	1	9.1
Homeless	41	40	6	15.0
Socioeconomically Disadvantaged	1989	1967	155	7.9
Students Receiving Migrant Education Services	117	117	13	11.1
Students with Disabilities	187	181	35	19.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	10.66	0.86	6.21	0.53	3.47	0.20
Expulsions	1.02	0.09	0.36	0.02	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.65	1.92	2.45
Expulsions	0.61	0.28	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.86	0.09
Female	0.00	0.00
Male	1.73	0.17
American Indian or Alaska Native	0.00	0.00
Asian	0.85	0.85
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.91	0.05
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.60	0.00
English Learners	3.54	0.25
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.85	0.00
Students with Disabilities		

2021-22 School Safety Plan

The Safe School Plan is reviewed 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 28, 2021. 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. These are referred to as Hawk Habits. 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	8	43	23
Mathematics	26	24	45	11
Science	29	8	35	17
Social Science	29	10	24	26

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	5	51	19
Mathematics	29	11	28	35
Science	31	3	24	28
Social Science	28	8	40	11

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	5	40	35
Mathematics	29	12	28	37
Science	32	2	23	31
Social Science	29	7	29	25

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,189.30	2,175.41	8,013.89	96,689.96
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	1.8	11.6
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-5.2	11.3

2020-21 Types of Services Funded

General and supplemental funding is strategically used to increase student learning results. Supplemental 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,961	\$52,562
Mid-Range Teacher Salary	\$84,640	\$83,575
Highest Teacher Salary	\$113,668	\$104,166
Average Principal Salary (Elementary)	\$127,121	\$131,875
Average Principal Salary (Middle)	\$129,795	\$137,852
Average Principal Salary (High)	\$147,414	\$150,626
Superintendent Salary	\$245,856	\$260,243
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	7%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	22.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	5
Mathematics	5
Science	6
Social Science	14
Total AP Courses Offered	33

Professional Development

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. Each year, at least four workdays on the school calendar are dedicated to staff development. Staff also have professional learning opportunities provided through substitute teacher coverage as well as opportunities to attend summer and after school learning opportunities. In addition, regular before and after school time is dedicated to department and course-alike team meetings for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. Teacher teams work collaboratively to ensure the implementation of common curriculum and learning expectations. Teacher collaborations are supported through monthly meetings and release time.

Professional Development opportunities have afforded teachers the opportunity to receive additional training related to: lesson design and delivery of district instructional norms to maximize student engagement during instruction; district adopted curricular resources; professional learning community processes; unit planning, assessment literacy and visible learning research as it relates to the CUSD Framework For Learning; response to intervention structures and procedures; reading/math strategies and instruction; English Learner support and instruction, and support social-emotional learning.

The district provides access to the Ceres Induction Program 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 developers/coaches who can assist with the implementation of curriculum and strategies. District coaches have provided classroom demonstrations, 1:1 coaching, release days, and other training opportunities in support of the school's established goals.

School sites 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 student achievement.

In 19-20, due to school closures during the pandemic, many of our professional learning plans for the spring had to be placed on hold, so the number was lower than in previous years. The site had a total of 5 days dedicated to staff development and continuous improvement. The site provided staff development on 4 district-wide days (August, November, January, March). In addition, each team was provided release days with a district coach and 16 late start professional learning times.

Professional Development

In 20-21, we held professional learning sessions remotely through zoom. Again, many PD plans were put on hold or modified due to school closures and hybrid learning. The site had a total of 5 days dedicated to staff development and continuous improvement. The site provided staff development on 4 district wide days (August, October, January, March). In addition, each team was provided release days with a district coach. During distance learning, a new bell schedule was developed so that collaboration time was infused weekly.

By the end of 21-22, the school site will have had a total of 5 days dedicated to staff development and continuous improvement. The site will have provided staff development on 4 district-wide days (August, November, January, March). In addition, each team will be provided release days with a district coach. The goal would be to increase this number if shortages in subs improve. Lastly, 10 late start professional learning times are provided.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Ceres Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Ceres Unified School District
Phone Number	209 556-1500
Superintendent	Denise Wickham, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
District Website Address	www.ceres.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7261	580	7.99	92.01	49.83
Female	3653	295	8.08	91.92	57.97
Male	3608	285	7.90	92.10	41.34
American Indian or Alaska Native	27	4	--	85.19	--
Asian	359	40	11.14	88.86	67.50
Black or African American	116	6	5.17	94.83	--
Filipino	33	4	12.12	87.88	--
Hispanic or Latino	5813	468	8.05	91.95	47.97
Native Hawaiian or Pacific Islander	51	3	5.88	94.12	--
Two or More Races	55	5	9.09	90.91	--
White	807	50	6.20	93.80	48.98
English Learners	2336	75	3.21	96.79	5.33
Foster Youth	24	7	29.17	70.83	--
Homeless	326	22	6.75	93.25	45.45
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5971	470	7.87	92.13	48.29
Students Receiving Migrant Education Services	342	34	9.94	90.06	29.41
Students with Disabilities	709	40	5.64	94.36	10.26

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7263	523	7.20	92.80	14.75
Female	3653	260	7.12	92.88	15.83
Male	3610	263	7.29	92.71	13.69
American Indian or Alaska Native	27	3	--	88.89	--
Asian	359	39	10.86	89.14	38.46
Black or African American	116	3	2.59	97.41	--
Filipino	33	5	15.15	84.85	--
Hispanic or Latino	5815	422	7.26	92.74	12.32
Native Hawaiian or Pacific Islander	51	3	5.88	94.12	--
Two or More Races	55	4	7.27	92.73	--
White	807	44	5.45		20.93
English Learners	2336	67	2.87	97.13	1.49
Foster Youth	24	6	25.00	75.00	--
Homeless	326	18	5.52	94.48	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5972	424	7.10	92.90	13.92
Students Receiving Migrant Education Services	342	24	7.02	92.98	8.33
Students with Disabilities	709	38	5.36	94.64	5.26