

West Valley High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	West Valley High School
Street	3805 Happy Valley Road
City, State, Zip	Cottonwood, CA 96022
Phone Number	530-347-7171
Principal	Emmett Koerperich
E-mail Address	ekoerperich@auhsd.net
Web Site	http://www.auhsd.net/westvalleyhighschool_home.aspx
CDS Code	45-69856-4530028

District Contact Information	
District Name	Anderson Union High School District
Phone Number	530-378-0568
Superintendent	Tim Azevedo
E-mail Address	tazevedo@auhsd.net
Web Site	http://www.auhsd.net/

School Description and Mission Statement (School Year 2018-19)

West Valley High School—the Home of the Eagles—is a comprehensive high school with a “can do” attitude. This attitude is exemplified in the school’s motto: Find A Way! This motto is taken to heart by administration, faculty, staff, students and parents alike. Established in 1981, West Valley serves approximately 850 students in grades 9-12. The campus is a modern, clean, and safe facility, with excellent classified, certificated, and District support. It is one of six schools in the AUHSD. The District consists of one continuation high school, one adult school, one independent study school, a new technology high school, and two comprehensive high schools. West Valley High School (WVHS) serves the communities of Happy Valley and Cottonwood in southern Shasta County. It is predominantly a rural, agriculture area, geographically isolated from any metropolitan area. Nearly 20% of our students live outside our attendance boundary and yet choose to attend West Valley High School. To many, “It is a place they want to be!” The school is a California Distinguished School, and in the third year of a six-year term accreditation. The Western Association of Schools and Colleges (WASC) Accrediting Commission awarded this term.

SCHOOL GOAL # 1 West Valley will prepare all students to be “a-g” eligible upon graduation.

SCHOOL GOAL # 2 Increase the 4-Year Cohort High School Graduation Rate.

SCHOOL GOAL # 3 Increase the numbers of graduates who are ready to do post-secondary level English and math.

The mission of the Anderson Union High School District: A school community partnership committed to student learning and which celebrates excellence, and to prepare students to be responsible, productive, and self-sufficient adults, through high expectations and high quality student-centered educational experiences.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	240
Grade 10	226
Grade 11	229
Grade 12	194
Total Enrollment	889

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	3.7
Asian	1.5
Filipino	0.1
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0.3
White	75.9
Socioeconomically Disadvantaged	47.6
English Learners	2.1
Students with Disabilities	10.1
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	36	38	40	83
Without Full Credential	3	3	2	4
Teaching Outside Subject Area of Competence (with full credential)	5	8	8	25

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	1	1	1
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 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
Mathematics	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
Science	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
History-Social Science	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
Foreign Language	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
Health	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0
Visual and Performing Arts	All textbooks and materials are current, in good condition, and available to all students. A full list of Core and Supplemental textbooks and materials can be found at: http://www.auhsd.net .	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

West Valley’s facilities are one of the finest in the north state. The buildings and grounds reflect a clean and safe environment with buildings containing adequate restrooms. The maintenance and custodial departments, along with help from staff and students, take pride daily in keeping our campus clean. Both maintenance and custodial departments strictly adhere to a routine daily and annual maintenance schedule. Our modern computer labs, classrooms with ActivBoards, Olympic-size swimming pool, all-weather track, and on-campus farm are just a few of the unique amenities that have contributed to this 67-acre high school campus. A state-of-the-art, 245-Kilowatt solar electric (photovoltaic-PV) system is fully operational.

In November of 2012, a general obligation bond initiative “Measure C” was passed by the voting community. Facility projects include roofing every building, a school wide HVAC upgrade, new exterior doors, electrical and plumbing upgrades and other general modernization. Phase I of the modernization was completed during the summer of 2013. The bond projects were completed during the summer of 2017.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	1200 Building carpets replaced with vinyl flooring summer 2017. Library and attendance office painted with vinyl flooring installed in the attendance office summer of 2018.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2017	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	54.0	54.0	56.0	55.0	48.0	50.0
Mathematics (grades 3-8 and 11)	28.0	26.0	28.0	29.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	215	211	98.14	54.03
Male	112	109	97.32	51.38
Female	103	102	99.03	56.86
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	158	154	97.47	57.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	95	98.96	43.16
English Learners	12	12	100.00	16.67
Students with Disabilities	18	17	94.44	0.00
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	215	211	98.14	25.59
Male	112	109	97.32	33.03
Female	103	102	99.03	17.65
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	100	11.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	158	154	97.47	25.97
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	95	98.96	15.79
English Learners	12	12	100	0
Students with Disabilities	18	17	94.44	5.88
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education Programs (School Year 2017-18)

West Valley High School in collaboration with the Shasta Trinity Regional Occupational Program and Shasta College have strong CTE programs. Our Freshman Career Choices curriculum is the foundation for preparing students to focus on a career and exploring our CTE pathways. Nearly all of our students participate in one way or another in CTE classes where they gain valuable “real-world” experiences with industry standard skills. In 2018, West Valley High school was identified as one of the top schools in Northern California on the College and Career Readiness Indicator. The California Dashboard shows graduates from the class of 2018 as 74% College and Career prepared which is a 14.6% increase over the previous year.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	340
% of pupils completing a CTE program and earning a high school diploma	37
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	48

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.6
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	47.1

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.0	29.3	47.9

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

West Valley High School has tremendous parental and community support. Parents assist with many student and extracurricular activities, volunteer weekly in the student store, serve on committees, and volunteer their services with any of the numerous booster club organizations. The parent-directed Sober Grad All Night Party has been a successful annual event at West Valley High School. Community members and parents help represent all of the school stakeholders during the WASC accreditation process, Local Control Accountability Plan meetings and make up the members of the Site Council. Parents are also well represented at Advanced Placement information meetings, Back to School night, 8th Grade Orientation night, and the new Local Control Accountability Plan meeting parent requirement.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	2.3	2.7	5.0	13.4	9.9	10.1	10.7	9.7	9.1
Graduation Rate	97.7	96.8	95.0	85.6	88.9	87.5	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	92.7	92.0	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	100.0	91.3	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	94.4	91.3	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	92.1	90.2	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	95.1	92.5	88.6
English Learners	33.3	55.6	56.7
Students with Disabilities	85.7	64.5	67.1
Foster Youth	100.0	100.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.7	10.9	9.7	7.7	9.9	8.7	3.7	3.7	3.5
Expulsions	0.0	0.1	0.5	0.2	0.3	0.5	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Each year, staff and administration continue to improve many of the emergency procedures used throughout the year. The school conducts school safety drills to provide the best possible preparation for students and staff in the event of an emergency. Each year during Advisory, the entire student body, faculty and staff review the Run, Hide, Fight protocol followed by a school wide drill involving the Shasta County Sheriff's department. Parents can obtain a copy of the School Safety Plan from the attendance office. The plan was last updated in November of 2018. West Valley High School utilizes the services of a Shasta County Sheriff's deputy during school and some extracurricular activities. Local law enforcement agencies frequently utilize the West Valley campus for emergency response training. West Valley High School is a closed campus. All visitors must sign in through the main office and wear name tags while on campus. All students are issued a photo identification card (ASB) and the staff is required to wear photo identification cards during school hours. All faculty members hold students accountable for their actions. Undesirable behavior is dealt with firmly using a progressive discipline plan, with an emphasis placed on consistency and parent communication. The administration provides strong support for discipline and a positive school climate.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	6	8	17	27.0	6	17	10	26.0	10	16	8
Mathematics	23.0	12	13	8	27.0	9	11	13	26.0	10	19	6
Science	25.0	3	10	1	25.0	4	7	4	20.0	9	7	1
Social Science	26.0	11	11	12	26.0	7	11	6	27.0	8	13	12

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.10	286.77
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6935.00	1374.00	5560.00	70250.00
District	N/A	N/A	8231.00	\$68,744
Percent Difference: School Site and District	N/A	N/A	-38.7	2.2
State	N/A	N/A	\$7,125	\$79,496
Percent Difference: School Site and State	N/A	N/A	-24.7	-12.3

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 2017-18)

Services as defined in the district's Local Control Accountability Plan (LCAP)

- Special Education
- Title I (Part A)
- Title II (Part A)
- Specialized Secondary Programs
- Gifted and Talented Education (GATE)
- School Safety & Violence Prevention
- ROP
- VEA IIC Carl Perkins
- Indian Education
- Agriculture Education
- IMFRP Instructional Material
- Work Experience
- GEAR-UP
- Educator Effectiveness
- Dual Enrollment
- College Connection
- LCFF Supplemental/Concentration

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,168	\$48,783
Mid-Range Teacher Salary	\$64,360	\$80,177
Highest Teacher Salary	\$86,020	\$104,535
Average Principal Salary (Elementary)	\$0	\$128,506
Average Principal Salary (Middle)	\$0	\$154,350
Average Principal Salary (High)	\$110,309	\$133,486
Superintendent Salary	\$166,464	\$181,868
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	8	16.5

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The District offers two district wide in-service days for all staff in addition to numerous release days for departments and individuals to receive professional development around specific topics. The Shasta County Office of Education offers an annual schedule of workshops primarily focused on Instructional Technology and Common Core State Standards available to all district employees. Based upon standardized state test results, teachers identify areas of needed improvement and develop an action plan for improvement. The following represents examples of using data to drive school wide professional development: the development of a school wide literacy committee to implement expository reading and writing across the curriculum. The math department has adopted the Ten Marks software to provide real time formative assessments to drive teacher instruction and remediation for struggling students. These bench mark assessments are designed to introduce the style of questioning used in the CAASPP assessments.