

# West Valley High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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	Josh Mason
Email Address	<a href="mailto:jmason@auhsd.net">jmason@auhsd.net</a>
Website	<a href="http://www.auhsd.net/westvalleyhighschool_home.aspx">http://www.auhsd.net/westvalleyhighschool_home.aspx</a>
County-District-School (CDS) Code	45-69856-4530028

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Anderson Union High School District
Phone Number	530-378-0568
Superintendent	Victor Hopper
Email Address	<a href="mailto:vhopper@auhsd.net">vhopper@auhsd.net</a>
Website	<a href="http://www.auhsd.net/">http://www.auhsd.net/</a>

### School Description and Mission Statement (School Year 2020-2021)

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 830 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 Anderson Union High School District. 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 sixth year of a six-year term accreditation by the Western Association of Schools and Colleges (WASC) Accrediting Commission.

SCHOOL GOAL # 1 Increase A-G completion rate so students are eligible for immediate acceptance into most post-secondary institutions.

SCHOOL GOAL # 2 Improve the tracking of Dual Enrollment / Early College participation.

SCHOOL GOAL # 3 Increase the College and Career Indicator percentage so students are college and career ready.

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 2019-2020)

Grade Level	Number of Students
Grade 9	240
Grade 10	217
Grade 11	204
Grade 12	195
<b>Total Enrollment</b>	<b>856</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	4.4
Asian	2.3
Filipino	0.2
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0.1
White	71.4
Two or More Races	4.2
Socioeconomically Disadvantaged	45.9
English Learners	2.3
Students with Disabilities	11.3
Foster Youth	0.5
Homeless	2.3

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	40	37	31	78
Without Full Credential	2	1	3	4
Teaching Outside Subject Area of Competence (with full credential)	8	7	7	18

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	1	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Great Gatsby Holt Literature & Language Arts, 3, 4, 5, 6 Literature and Composition: Reading, Writing, Thinking Longman Keystone	Yes	0
Mathematics	A Blueprint for the Foundation of Algebra Algebra & Trigonometry Algebra 2 Algebra Connections Algebra I College Preparatory Mathematics (CPM) 2 Discovering Advanced Algebra Discovering Algebra Discovering Geometry Precalculus with Trigonometry	Yes	0
Science	AGS Biology AGS Earth Science AGS General Science AGS Physical Science Atlas of the Human Body Chemistry in the Community Conceptual Physics Earth Science Essentials of Anatomy and Physiology Fundamentals of Anatomy & Physiology Modern Biology Modern Chemistry Principles of Physics Science and Sustainability The Art of Floral Design	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	AGS Economics AGS Geography AGS United States Government AGS United States History AGS World History Drive Right Economics Today and Tomorrow Government in America: People, Politics and Policy Magruder's American Government Modern World History: Patterns of Interaction The American Pageant The Americans: Reconstruction to the 12th Century The Earth and Its People: A Global History Traditions and Encounters We the People World Geography: Building a Global Perspective World History - A Modern World	Yes	0
<b>Foreign Language</b>	Nuevas Vistas Preparing for the Language Examination Signing Naturally Ven Conmigo - Album Ven Conmigo - Level 1 Ven Conmigo - Level 2 Ven Conmigo - Level 3	Yes	0
<b>Health</b>	AGS Life Skills Creative Living Culinary Essentials Skills for Personal & Family Living The Developing Child	Yes	0

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

### School Facility Conditions and Planned Improvements

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. In 2019, the pool filtration system was replaced and the HVAC system in the 200 building was renovated in the summer of 2020.

**School Facility Good Repair Status**

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	HVAC replacement in the 200 building - Summer 2020.
<b>Interior: Interior Surfaces</b>	Good	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.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	Roof repair in the 200 building 2019.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	56	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	29	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	26	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

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. In 2019, the CCI increased 1.4%.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	587
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	36.7

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	96.73
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	47.15

### 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 2019-2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

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 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
Dropout Rate	5	1.7	4.9	10.1	8.2	8.1	9.1	9.6	9
Graduation Rate	95	98.3	95.1	87.5	90	87.2	82.7	83	84.5

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.7	6.5	8.7	7.9	3.5	3.5
Expulsions	0.5	0.4	0.5	0.4	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0856	0.068	
Expulsions	0	0.0005	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

## School Safety Plan (School Year 2020-2021)

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 2020. 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	26	10	16	8	25	11	12	11	24	13	15	7
Mathematics	26	10	19	6	25	12	15	8	22	13	23	4
Science	20	9	7	1	20	8	5	1	22	5	7	2
Social Science	27	8	13	12	25	8	18	7	28	6	13	11

\*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	237.8

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,368	1,253	6,115	72,154
District	N/A	N/A	8,519	73,336
Percent Difference - School Site and District	N/A	N/A	-32.9	-1.6
State	N/A	N/A	\$7,750	\$82,697
Percent Difference - School Site and State	N/A	N/A	-23.6	-13.6

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

### Types of Services Funded (Fiscal Year 2019-2020)

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
- Upward Bound
- Dual Enrollment
- College Connection
- LCFE Supplemental/Concentration
- College Readiness Block Grant
- TRIO
- Educational Talent Search
- Project Share

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,885	\$49,328
Mid-Range Teacher Salary	\$67,618	\$75,987
Highest Teacher Salary	\$91,698	\$99,665
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$140,227
Average Principal Salary (High)	\$114,109	\$136,386
Superintendent Salary	\$166,464	\$183,166

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	28.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	8	16.9

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21

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 is utilizing the CAASPP released ICA and IAB assessment questions to develop and 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. Teacher work release are made available annually to the math and English departments to update and refine curriculum and assessments. We have 8 faculty meetings annually dedicated to continuous school improvement.