



Cuyama Valley High School

4500 Highway 166 • New Cuyama, CA 93254 • (661) 766-2293 • Grades 9-12

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http://cuyamaunified.org/high_school.aspx

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Cuyama Joint Unified School District

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District Governing Board

Mr. Jose Valenzuela, President

Mr. Michael Mann, Clerk

Mrs. Whitney Goller

Ms. Heather Lomax

Mrs. Trudy Callaway

District Administration

Dr. Stephen Bluestein
Superintendent

Mrs. Christine Rahe
Chief Business Officer

School Description

Cuyama Valley High is much more than a school; it is a community. This School Accountability Report Card (SARC) highlights our current achievements and outlines our plans for improvement. We strive to establish a closer relationship with our students and parents as we strengthen the ties between school and community. We invite greater involvement from all stakeholders in an effort to showcase the energy and professional dedication of the faculty and staff. Our teachers' continued training in technology, curriculum, and classroom strategies will ensure that students are prepared for the challenges and promises of tomorrow.

An intense focus on academic achievement is evident at Cuyama Valley High School. The faculty remains committed to serving the needs of all students. Becoming a vital center for learning that provides the best educational choices for all students in our attendance area is our most important goal. With an honest appraisal of the entire school program, teachers are building a dynamic environment that prepares all students for the ever-changing demands of our society.

Our District

Cuyama Joint Unified School District serves a dynamic, rural community centrally located in the beautiful Cuyama Valley, a remote northeastern section of Santa Barbara County. The area is very rural with farming and natural resources the key industries. It is the District's philosophy that public education is of fundamental importance to a free society and to the continued development of democratic values, individual liberty and an appreciation for cultural diversity in society. The District's objective is to provide the guidance and resources necessary to insure an environment conducive to learning. In order for education to succeed, there must be an ongoing partnership between parents, students, educators, and the community. It is important to emphasize that the goal of our educational system is not to supplant parental responsibilities throughout the learning process. Rather, it is the policy of the District to foster parental participation in order that an educational climate is created which reinforces and fosters the positive and healthy development of the child. The District's first goal is to provide each student with the basic skills necessary to participate and function effectively in society. The District is committed to the goal of achieving academic excellence through a program of instruction and experiences which offers each child an opportunity to develop to the maximum of his or her individual capabilities.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	16
Grade 10	13
Grade 11	9
Grade 12	12
Total Enrollment	50

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	92.0
Native Hawaiian or Pacific Islander	0.0
White	8.0
Socioeconomically Disadvantaged	84.0
English Learners	10.0
Students with Disabilities	2.0
Foster Youth	0.0

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			
Cuyama Valley High School	16-17	17-18	18-19
With Full Credential	8	6	5
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Cuyama Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	16
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cuyama Valley High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Cuyama Valley High School is in the process of updating all curriculum, selected from the most recent list of standards-based materials adopted by the State Board of Education. New English Language Arts curriculum, aligned with Common Core State Standards (CCSS) was adopted in the 2016/2017 school year. New mathematics curriculum, aligned with the Common Core State Standards, was adopted for the 2018/2019 school year.. Science curriculum will be purchased as soon as it becomes available. A history/social science program is being piloted for the 2018/2019 school year. Staff will analyze the success of the program at the end of the school year, and look to adopt the curriculum, based on student achievement data.

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Integrated Mathematics I (Big Ideas Learning) Adopted in 2018 Integrated Mathematics II (Big Ideas Learning) Adopted in 2018 Integrated Mathematics III (Big Ideas Learning) Adopted in 2018 Integrated Mathematics IV (Big Ideas Learning) Adopted in 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology (Glencoe) Adopted in 2007 Chemistry (Glencoe) Adopted in 2007 Earth Science (Glencoe) Adopted in 2007 Physics (Glencoe) Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Economics Today and Tomorrow (McGraw Hill) Published in 1999 The Americans (Houghton Mifflin) Published in 1999 World History (Houghton Mifflin) Published in 1999 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>Discovering French I (McDougall Littell) Published in 2001</p> <p>Discovering French II (McDougall Littell) Published in 2001</p> <p>Spanish Que Tal? (McDougall Little) Published in 2001</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Glencoe health (Glencoe/McGraw-Hill) Published in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In addition to regular classrooms, Cuyama Valley High School has an administration building, library, full kitchen and cafeteria, industrial arts classrooms, and multipurpose gymnasium that are safe, clean, and provide adequate space for student and community activities. We have a computer classroom, a weight room, and tennis courts. The main campus was built in 1957.

Recent improvements to the site include handicap access and an upgraded fire alarm system. The computer classroom, weight room, showers in the boys' locker room, and tennis courts have been updated. New lockers and a new gym floor have been installed.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district used a facility survey instrument developed by the State of California Office of Public School Instruction. The results of this survey are available at the school office or district office.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 86 and 100 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Electrical and HVAC systems need upgrading.
Interior: Interior Surfaces	Good	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Termite infestation in kitchen/life skills building.
Electrical: Electrical	Good	Electrical system needs upgrading.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Sewer and drain lines need repair or replacing.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Need gopher control.
Overall Rating		

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	35.0	--	36.0	33.0	48.0	50.0
Math	6.0	--	14.0	18.0	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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.4	28.6	14.3

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

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.

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)

Parents are encouraged to be active participants in their child's education. They are encouraged to attend yearly parent-teacher conferences, Back to School Night, and the many sporting events and campus activities. Parents can be a part of School Site Council, District Advisory Council, and ELAC/DELAC committee. Our parents also attend and participate in input sessions for the LCAP that are held throughout the year.

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.

School Safety Plan

A Site Emergency Plan (Revised April 2018) is on file, and earthquake, fire, and lockdown drills are held regularly. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely. Teacher responsibilities regarding student safety are reviewed during each school year. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the school grounds.

The school is aware of and complies with laws and regulations regarding hazardous materials. Laboratory and chemical supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures classrooms, restrooms, and other facilities are kept in good condition.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	8.3	23.5	3.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.4	5.8	0.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	.2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.1
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	.5
Other	0

Average Number of Students per Staff Member

Academic Counselor	50
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* 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.

Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	9.0	8.0	9.0	10	10	7						
Mathematics	7.0	5.0	8.0	7	9	6						
Science	9.0	9.0	11.0	6	5	3						
Social Science	12.0	9.0	7.0	4	5	5	1					

* 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.

Professional Development provided for Teachers

During the 2014-2017 school years, teachers are receiving Professional Development in Integrated and Designated ELD; English Language Arts (ELA)/ELD Framework; Progressions for Common Core Mathematics; Effective Instructional Practices and Student Vital Actions; and Academic and Behavior Support Systems, Multi-tier System of Supports, Universal Screening and Progress Monitoring.

Data pulled from the Smarter Balanced assessment, student grades, and teacher evaluations guided professional development for the 2017-2018 school year. During pre-service call back days and after school workshops, teachers evaluated their teaching practices: what are timeless strategies, and what new strategies need to be implemented to meet the needs of our diverse learners. In addition, teachers received targeted in-class coaching and mentoring, particularly in the areas of English Language Arts and Mathematics.

For the 2018-2019 school year, after examining student data and gathering teaching input, it was determined that staff development would focus on Universal Design for Learning (UDL) and social-emotional learning. Support has been provided by the Santa Barbara Office of Education with one-on-one coaching and after school workshops, along with conference attendance. Teachers meet frequently to discuss data.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,272	\$42,990
Mid-Range Teacher Salary	\$75,010	\$61,614
Highest Teacher Salary	\$80,537	\$85,083
Average Principal Salary (ES)	\$0	\$100,802
Average Principal Salary (MS)	\$0	\$105,404
Average Principal Salary (HS)	\$0	\$106,243
Superintendent Salary	\$57,100	\$132,653
Percent of District Budget		
Teacher Salaries	34.0	30.0
Administrative Salaries	1.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

These are the types of programs and services funded that support and assist students:

- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- National School Lunch program
- Economic Impact Aid (EIA)
- Tobacco Use and Prevention
- Mandate Block Grant
- Teacher Induction Program (TIP)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Cuyama Valley High School	2014-15	2015-16	2016-17
Dropout Rate	27.8	8.3	7.7
Graduation Rate	72.2	91.7	92.3
Cuyama Joint Unified School District	2014-15	2015-16	2016-17
Dropout Rate	27.8	8.3	16.7
Graduation Rate	72.2	91.7	43.3
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	24
% of pupils completing a CTE program and earning a high school diploma	45%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$16,198.73	\$1,481.12	\$14,717.61	\$56,002
District	♦	♦	\$11,615	\$62,016
State	♦	♦	\$7,125	\$63,590
Percent Difference: School Site/District			23.6	-10.2
Percent Difference: School Site/ State			69.5	-12.7

* Cells with ♦ 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.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	23.1

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	92.9	87.5	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	92.9	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	0.0	0.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	92.3	85.7	88.6
English Learners	87.5	87.5	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

Career Technical Education Programs

Cuyama Valley High School is dedicated to preparing students to be successful whether they choose to further their education or enter the workforce. All freshmen are enrolled in "Get Focused, Stay Focused" where they create ten year plans and create goals based on their ten year plans. As seniors, students take a capstone class, where they revisit their ten year plans, and complete a project, which includes a presentation to a panel of experts and hands-on experience in the profession of their choosing. The CTE courses fit well with academic courses. Agriculture Chemistry and Agriculture Physics have been A-G approved. Most CTE courses are A-G approved, so that all students have as many options as possible available to them upon graduation. Students are evaluated through a skills assessment upon the completion of agriculture and culinary arts courses. Kendy Fetterman is the primary representative of the advisory committee. Local industries, including agriculture, hospitality, and restaurants are represented on the committee.

DataQuest

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

Internet Access

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