

Mid Valley High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.

Dr. Nicholas Richter, Secondary School Principal

 Principal, Mid Valley High (Continuation)

About Our School

Williams Jr/Sr High School and Mid Valley High School are schools on the move. The home of the Wasps, Mid Valley has undergone changes to create a college going culture. Students have been able to explore colleges and career options. The school has adopted a local mission statement of "College for All. This means that while not every student is going to attend college, every student should see college as a viable option for their future. We have worked very hard to offer college courses during the school day at no cost to our students as well as during summer and evenings. Our students have an advantage in they will have had the opportunity to complete a significant number of college credits prior to graduation.

Our school is approaching this mission statement by collaborating around what makes our school effective. We are focusing on Rigor, relevance, and engagement in the classrooms. We are focusing on developing the whole student. We are also focusing on strategic support and stretch opportunities in rigorous coursework for all students. We believe all students can and must learn. Our students are being prepared for a 21st century work place where they will need to communicate, collaborate, think critically, and be creative.

We are a small rural farming community that is very proud of our culture and work ethic. Families are hardworking and dedicated. As students and parents continue to expand their knowledge of what is available to them, the sky is the limit.

Contact

Mid Valley High (Continuation)
1105 D St.
Williams, CA 95987-0007

Phone: 530-473-5369
E-mail: nrichter@williams.k12.ca.us

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Williams Unified
Phone Number	(530) 473-2550
Superintendent	Edgar Lampkin
E-mail Address	elampkin@williams.k12.ca.us
Web Site	www.williamsusd.net

School Contact Information (School Year 2017-18)	
School Name	Mid Valley High (Continuation)
Street	1105 D St.
City, State, Zip	Williams, Ca, 95987-0007
Phone Number	530-473-5369
Principal Principal	Dr. Nicholas Richter, Secondary School
E-mail Address	nrichter@williams.k12.ca.us
County-District-School (CDS) Code	06616220630038

Last updated: 12/8/2017

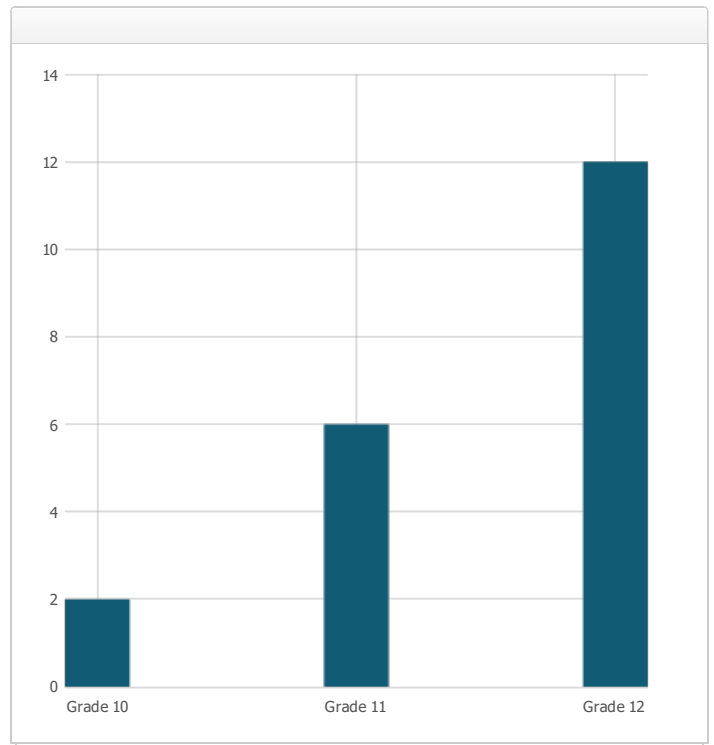
School Description and Mission Statement (School Year 2017-18)

Mid Valley High School is a continuation high school which provides service to approximately 20 students yearly. The purpose of our continuation high school is to get students back on track academically, find a path for the non-traditional student, or accelerate students towards graduation. Students are separate from the main campus but connected through the common mission of "College for All."

Last updated: 1/9/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 10	2
Grade 11	6
Grade 12	12
Total Enrollment	20



Last updated: 12/8/2017

Student Enrollment by Student Group (School Year 2016-17)

Student 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	85.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	15.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.0 %
English Learners	55.0 %
Students with Disabilities	15.0 %
Foster Youth	0.0 %

Last updated: 12/8/2017

A. Conditions of Learning

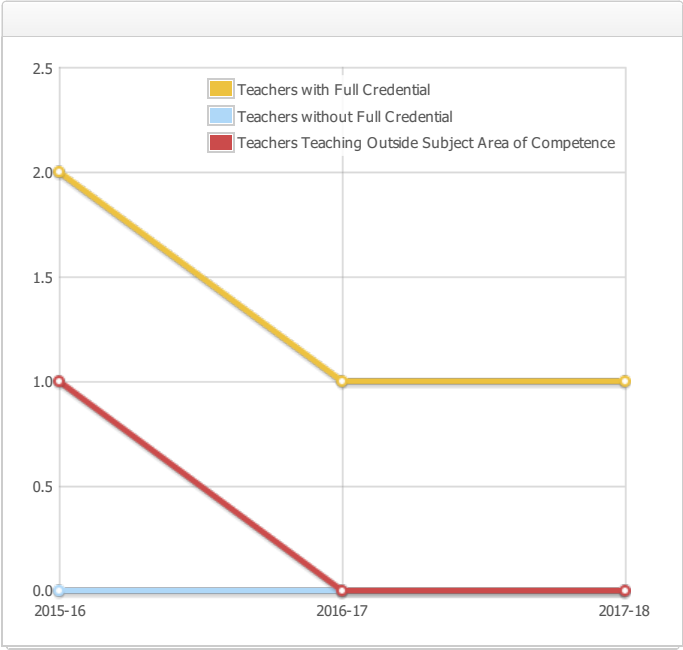
State Priority: Basic

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

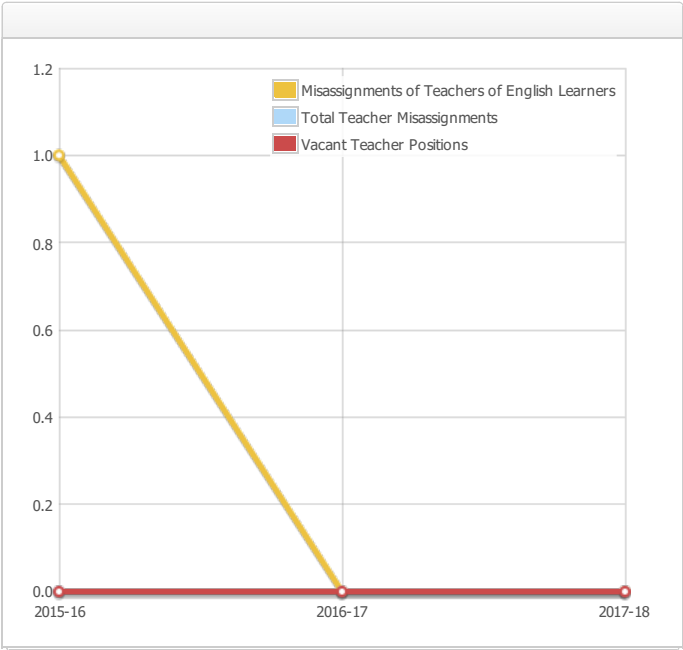
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	1	1	67
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	9



Last updated: 12/8/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	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.

Last updated: 12/8/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELD 1 – Hampton Brown Edge Fundamentals - ISBN 978-0-7362-6163-0 ELD 2- Hampton Brown Edge Reading Writing & Language Level A - ISBN: 978-0-7362-3452-8 ELD 3 – Hampton Brown Edge Reading Writing & Language Level B - ISBN 9780736234535 ELD 4 – Hampton Brown Edge Reading Writing & Language Level C - ISBN 978-0-7362-3454-2 English 7 - The Language of Learning - ISBN 0-618-11572-2 English 8 - The Language of Learning - ISBN 1-618-11573-0	Yes	0.0 %
Mathematics	Math 7 - CPM Course 2 - ISBN 978-1-60328-084-6 Math 8 - CPM Course 3 - ISBN 978-1-60328-091-4 Algebra 1 - CPM Course - ISBN 978-1-60328-101-0 Geometry - CPM Geometry - ISBN 978-1-60328-108-9 Algebra II - CPM Algebra II - ISBN 978-1-60328-115-7	Yes	0.0 %
Science	Science 7 - Focus on California Life Science - ISBN 0-13-201273-1 Science 8 - Focus on Physical Science - ISBN 0-13-201270-7	Yes	0.0 %
History-Social Science	7th—World History: Medieval and Early Modern Times— 9780618532940 8th—Creating America: A History of the United States— 9780618559497 10th—World History The Modern World - 0-13-129977-8 11th—American Anthem: Modern American History-- 0030432995	Yes	0.0 %
Foreign Language	Not available		0.0 %
Health	Health and Wellness - 0-07-830863-1	Yes	0.0 %
Visual and Performing Arts	Not available		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2018

School Facility Conditions and Planned Improvements

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Badly stained carpet. Ceiling tiles need replacement near front door.

Last updated: 12/15/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	<p>The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</p> <p>Stained carpet. Ceiling tile badly stained (1).</p> <p>Badly stained carpet. Ceiling tiles need replacement near front door.</p>
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 Rate

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

Overall Rating	Good
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Last updated: 12/15/2017

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 by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	
Male	--	--	--	
Female	--	--	--	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
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.

Last updated: 12/8/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	
Male	--	--	--	
Female	--	--	--	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
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.

Last updated: 12/8/2017

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)			30.0%	29.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/8/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/8/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Opportunities for Parental Involvement (school year 2016-2017)

Parents input is sought in many different ways. This is an area Williams Jr/Sr High School continues to seek greater parent involvement. The following is a list of examples of parental involvement.

-Parent Advisory Committee.

-School Site Council

-Brown and Gold

-Open House

-Back to School Night

-Sports activities

Parent Clubs/Organizations

Band Boosters: This is a group of parents, friends, and students who work together to benefit the music program at Williams Unified School District. They are the back bone of the music department. They help with the planning, execution and review of fundraising,, festival performance, field trips and equipment maintenance, including uniforms and costumes.

Brown and Gold: The purpose of the Foundation shall be to encourage community support in financing athletic programs In the Williams Unified School District and further, to stimulate a spirit within the community to rally in support of the school's athletics and students.

District English Learner Advisory Committee: (D.E.L.A.C.) is an elected group of parents who advise the district, English Learner Advisory committee, principals, and staff in the development of the bilingual education portion of the district school plan, district wide needs assessment; and district goals for ELD students.

English Learner Advisory Committee:(E.L.A.C.) is an elected group of parents who advise the principal and staff in the development of the bilingual education portion of the school plan. The E.L.A.C. also acts as a liaison between parents and the school. The E.L.A.C. meets every month as needed.

School Site Council: The purpose of this Council shall be to:

1. Develop and recommend the School Improvement Plan;
2. Have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and assess periodically the effectiveness of the program;
3. Annually review the school improvement plan, establish a budget consistent with the Education Code, and; if necessary, make modification.

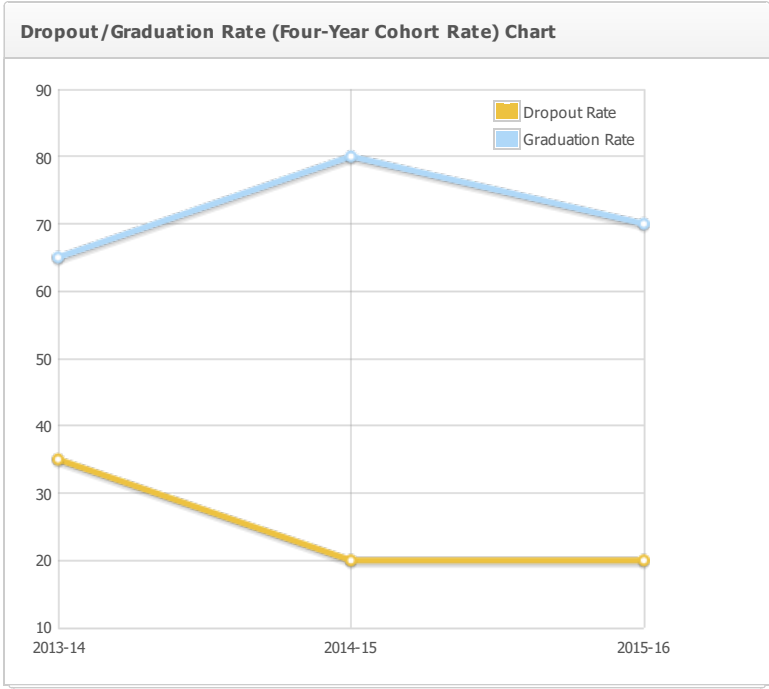
State Priority: Pupil Engagement

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	35.0%	20.0%	20.0%	18.1%	4.0%	2.2%	11.5%	10.7%	9.7%
Graduation Rate	65.0%	80.0%	70.0%	77.1%	94.1%	94.6%	81.0%	82.3%	83.8%



Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	100.0%	94.6%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	0.0%	100.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	100.0%	95.1%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	0.0%	85.7%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	100.0%	93.7%	85.5%
English Learners	100.0%	71.4%	55.4%
Students with Disabilities	0.0%	72.7%	63.9%
Foster Youth	0.0%	0.0%	68.2%

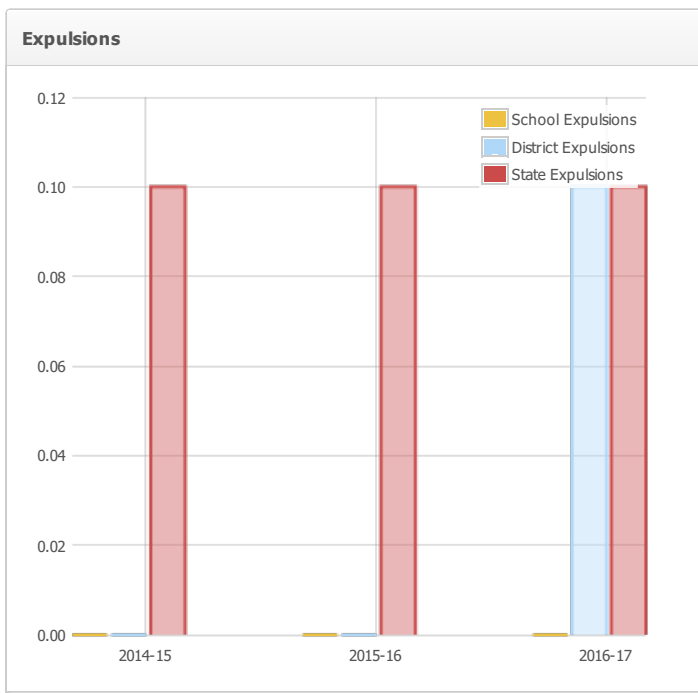
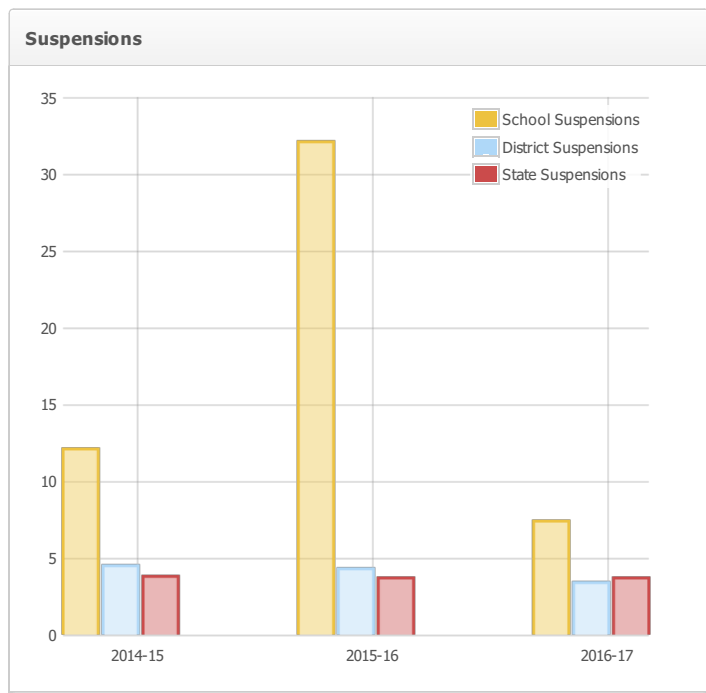
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	12.1%	32.1%	7.4%	4.5%	4.3%	3.4%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/14/2017

School Safety Plan (School Year 2017-18)

Williams Unified School District comprehensive school safety plan was last board approved June 16, 2016. A review and training was held for all District faculty on January 27, 2016.

Our mission, when faced with an emergency, is outlined below:

- Protect lives and property.
- Mitigate the effects.
- Respond promptly and properly.
- Provide emergency response plans, services and supplies for all facilities and employees.
- Coordinate the use of school personnel and facilities within the school and with other agencies as needed.
- Restore normal services as quickly as possible.
- Provide detailed and accurate documentation to aid in the recovery process.
- Ensure procedures and resources are in place to provide timely and accurate information to the entire school community.

Our District has expanded the safety program to include the Standard Response Protocol (SRP) for use during emergency situations, which is based on these four actions: Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

Students and staff are trained and the school will drill these actions over the course of the school year. For further information please click here to examine the entire Williams Unified School District Safety Plan found on our District Website (www.williamsusd.net).

Last updated: 1/9/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0%

Last updated: 12/14/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3.0	14	0	0	3.0	6	0	0	8.0	4	0	0
Mathematics	3.0	8	0	0	5.0	4	0	0	7.0	4	0	0
Science	3.0	6	0	0	4.0	3	0	0	8.0	1	0	0
Social Science	2.0	16	0	0	4.0	6	0	0	8.0	5	0	0

* 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.

Last updated: 12/14/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7892.8	\$52.6	\$7840.2	\$63818.0
District	N/A	N/A	\$8120.2	\$67771.0
Percent Difference – School Site and District	N/A	N/A	-3.5%	-6.0%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	17.6%	2.3%

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

Last updated: 12/12/2017

Types of Services Funded (Fiscal Year 2016-17)

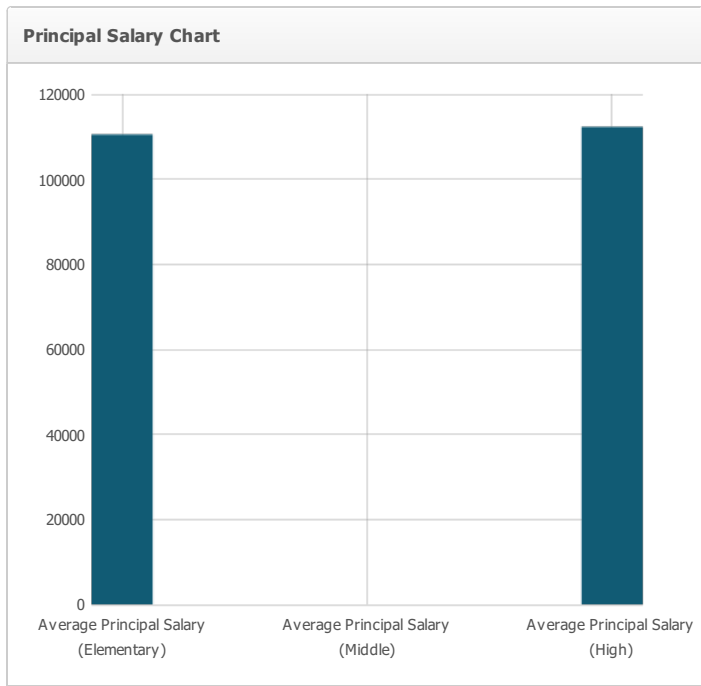
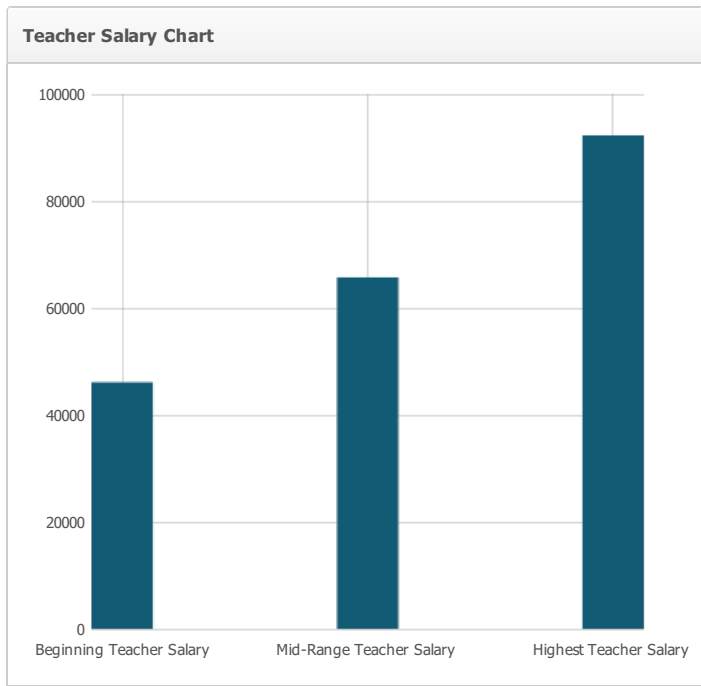
Summer Academy, After School Tutoring
 After school Classroom teachers available, Supplemental materials, Board approved instructional materials, workbooks, computers, professional development, supplemental resource teachers, ELD Classes, Art, Music,

Last updated: 12/15/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,103	\$41,164
Mid-Range Teacher Salary	\$65,732	\$61,818
Highest Teacher Salary	\$92,294	\$84,567
Average Principal Salary (Elementary)	\$110,513	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$112,314	\$101,955
Superintendent Salary	\$135,000	\$126,855
Percent of Budget for Teacher Salaries	37.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 12/8/2017

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/8/2017

Professional Development

The focus of the professional development for this year has had four facets, Early College, Rigor, Relevance, and Engagement, AVID college readiness system, and Achievement Data Teams Cycles. We are working on using a Professional Learning Community Model for driving our use of data and to improve instruction. The classroom instruction is being evaluated using the Rigor, Relevance, and Engagement framework to ensure effective instruction. AVID college readiness system and early college are working on getting our students ready for the "College for all" mission. The work will take all our energy and a consistent focus on where we want to end up.

Last updated: 1/9/2018