

Valley High School



Focus on Learning 2021

WASC Self Study Report
Delano Joint Union High School District





VALLEY HIGH SCHOOL

SELF-STUDY REPORT

1927 Randolph St.

Delano CA 93215

Delano Joint Union High School District

November 8-10, 2021

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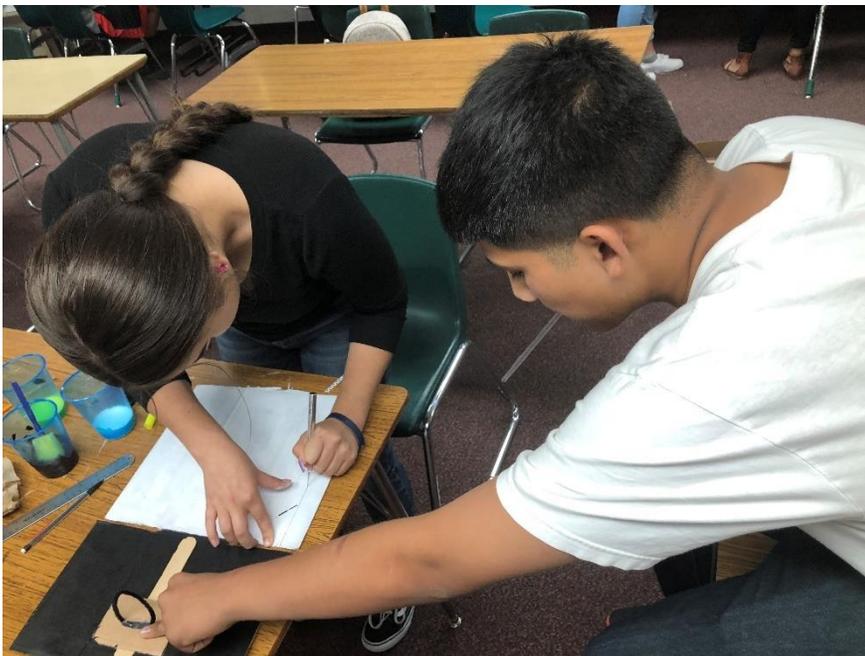
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PREFACE

The WASC progress report process continued after the last Full Term and Midyear WASC visits. WASC planning schedules were developed and revised yearly. Staff members and student representatives were assigned to focus groups. Input was sought and obtained from parents, students, and the community via survey or personal interviews.

During Staff Development days, the focus groups met and went over the WASC Action Plans as well as the WASC Critical Need Recommendations. Each staff member provided input as to what progress or lack of progress was being made for each of the Critical Need Recommendations and for each of the WASC School-wide Action Plan areas. Staff collaborated with the principal about how to address those areas that had not been met. In addition, the DJUHSD District provided staff development days, and alternating Wednesdays 2 hour late starts that facilitates WASC focus group meetings before or after school to address specific sections of the report.

A significant segment of staff development is devoted to explaining the process, reviewing the WASC visit, sharing strategies to utilize and teach the Student Learner Outcomes to the students and getting their input as to whether the school-wide Action Plans are being implemented based on their observations and conversation with students, parents and other staff members.

The Valley High School WASC Focus team consists of the FOL Chairman, and five Focus Group Chairs. For the Full-Term Progress report, each of the five focus group chairs were assigned a section of the report. Since our school is small, we have always worked on the report as a committee of the whole. The WASC stakeholders would meet as a group, review data (which is gathered by the responsible group prior to the meeting) and/or material, have intense discussions, and obtain feedback and suggestions.

Valley High School WASC Team meeting dates during 2019-2020 and 2020-2021.

8-21-19	4-8-21
12-4-19	5-20-21
3-4-20	5-27-21
8-31-20	5-28-21
9-25-20	6-4-21
12-11-20	7-26-21
1-15-21	8-10-21
1-29-21	8-19-21
2-5-21	8-24-21
2-26-21	9-9-21
3-5-21	9-13-21
3-12-21	9-15-21
3-22-21	

The Focus Group leader who was in charge of the meeting was also assigned to be the information recorder and responsible for updating and making changes. Working on a section at a time, the Focus Group Chair along with the Focus Group committee developed a rough draft narrative using the data/information obtained previously. The narrative was given to the stakeholders (committee as a whole) for review and revisions. After the stakeholders made comments and revisions, the narrative was given back to the responsible Focus group and FOL Chairman for the final draft.

All stakeholders are given a copy of the final draft of the entire Full-Term Report for review and discussion and editing.



Chapter 1

Progress Report



Significant Developments:

Over the last six years, Valley High School has grown, evolved, and adapted in response to changing educational mandates, community needs, and student needs. Valley's most significant developments have been with personnel, school schedule, and school program.

SIGNIFICANT CHANGES AND DEVELOPMENTS

The COVID-19 pandemic caused Valley High School to close its campus. With only a few days warning, all faculty, staff, and students were sent home on March 18, 2020. Initially, short-term assignment packets were created, for most classes, teachers created a Microsoft Teams channel, which allowed students and teachers to communicate with one another. Originally, the school was only anticipated to be closed for a few weeks.

In April 2020, the Edgenuity learning program was integrated into the current course curriculum for most courses. Lead teachers chose specific topics for the software to cover in short lessons while augmenting that with lectures and discussion primarily through MS Teams. This was the preferred method of instruction for the remainder of the 2019-2020 school year.

As it became apparent that in person instruction would not resume during the 2020-2021 school year, the District implemented a plan to get laptops and Wi-Fi hotspots to students who needed them. Teachers began to rely on messaging, emails, and phone calls, to continue engaging and educating their students.

During the summer of 2020, the District adopted the Canvas online learning program. Resource teachers created class shells that included the scope and sequence for each course. Certificated staff were given several training courses on the use of Canvas, One Drive and Teams prior to the start of the 2020-2021 school year.

There have been many changes because of COVID-19. Not only did we procure enough laptops for students to have one at home, but the district also increased computer carts for classroom use for when students return to campus. Valley High School also ensured that all students would be able to utilize the internet by purchasing internet hotspots for students who did not have internet access at home. In addition to this, VHS ordered Microsoft Surface Pro tablets for all their teachers to utilize during virtual instruction.

The 2020-2021 school year instructional day looked different than our normal schedule. For the 2020-2021 school year the district moved schools to block scheduling. While the comprehensive sites within the district decided to teach all 6 periods on an alternating basis (3 block periods per day), Valley High instead implemented a schedule where students focused only on one period per day for six 14-15-day cycles.

VALLEY HIGH SCHOOL

Distance Learning Schedule



Class periods will take place by cycle.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30-10:20	PERIOD 0 - PARENT ENGAGEMENT/PEER COLLABORATION				
10:20-10:53	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:00-3:15	PERIOD 1	PERIOD 1	PERIOD 1	PERIOD 1	PERIOD 1
12:15-12:30	BREAK #1	BREAK #1	BREAK #1	BREAK #1	BREAK #1
1:45-2:00	BREAK #2	BREAK #2	BREAK #2	BREAK #2	BREAK #2

TIPS FOR STUDENT SUCCESS:

- Log into Edgenuity/TEAMS daily
 - Check your student email
 - Establish routines
 - Complete assignments
 - Communicate w/ your counselor and teachers

Questions/Problems with Laptops or Email

DJUHS D TECH SUPPORT:

- Phone: (661) 720-4741
- Email: helpdesk@djuhsd.org

Edgenuity Support Hotline

- 877-2020338

During the second semester, Valley High School increased its instructional time to include two 180-minute blocks of instructions (2 periods) for 5 cycles to increase the course offerings so that students could have the opportunity to further recuperate credits for graduation.

With less instructional time educators needed to reassess their scope and sequences and determine the most essential standards and skills they needed to cover. They had to utilize a more focused approach without lessening the rigor or quality. Many teachers paired down their instruction to ensure that the most essential standards and information was covered. Recently, the district has submitted its revised reopening plan to the state.

Other Significant Changes

Administrative Changes - Valley High School has changed principals three times since the 2015 Full WASC Review. Mr. Ben DeLeon transferred to Valley High after leading Cesar Chavez High School in 2017-2018 and was Principal for two years. Then, Mr. DeLeon was transferred to the District Migrant Program in the summer of 2019, and Mr. Gabriel Diaz, Valley High’s math teacher, was promoted to Principal as he possesses the credentials and experience as a former assistant principal. Mr. Diaz transferred to the District Office as the Curriculum Director and Mr. Uriel Robles then transferred to Valley High School in the Fall 2021-2022.

An **Assistant Principal** position was filled during the 2017-18 and 2018-19 school years to handle discipline, curriculum, local and state assessments, and to monitor Special Education. This position was part-time as the Assistant Principal had split duties between Valley and the Delano Adult School. Valley High’s Principal at that time also had split duties as he was the Director of Alternative Education, and he oversaw the Delano Adult School. However, the Assistant Principal position was eliminated at the end of the 2018-19 school year.

A **Campus Discipline and Safety Liaison** was hired by the Board during the 2019-20 school year. This is a classified position, and the primary duties are to assist with the school's discipline and helping with ADA and truancy.

The ASB Program has continued since it was reinstated in the 2017-18 school year. The class and ASB members learn leadership skills and focus on providing engaging activities that ensure a well-rounded high school experience. ASB also contributes to a positive school culture by heading the student store, athletic tournaments, Red Ribbon and Breast Cancer Awareness Activities, Halloween "Spooktacular", Food Fests, and Valentine grams. Furthermore, to promote a positive perception of Valley High, students have started a tradition of making blankets and donating them to the Women's Shelter and yearly participation in the Christmas and Cinco de Mayo Parades. In addition, to teach the value of service and reach out and give to the less fortunate, in December of 2019, the entire staff hosted a fun and well attended Winter Wonderland Festival. The public was invited to partake in food, entertainment, games for the children and providing free gently used clothing and miscellaneous items.

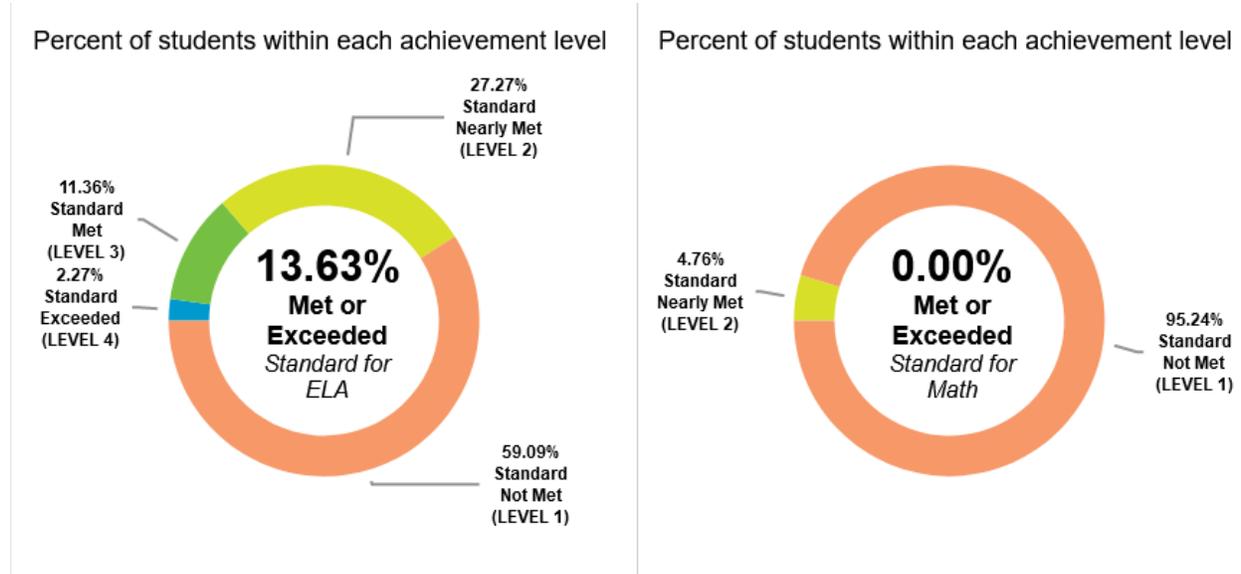
The **K.E.Y.S. Academy** (Keeping Education Your Solution) continues to be part of the curriculum offered at Valley High. This program continues to focus on helping juniors and seniors who are severely deficient in credits to meet graduation requirements. In the Spring semester of 2020, most of the students enrolled in the Earlimart KEYS Program were transitioned back to Valley High School KEYS due to lack of student progress and poor attendance.

Opportunity Program -The "S.T.A.N.D." Program (Students Transforming Attitudes and Negative Decisions) was initiated in the 2009-10 school year, for students who had been found in violation of Education Code Section 48900 (c) – Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance. The Program was transitioned into the **Opportunity Program** to also include targeted identified at-risk students that are first year freshmen. These students are involuntary transfers under suspended expulsions. Students attend the entire school day, including passing time in a self-contained classroom where they receive direct instruction in English, Math, Writing, and Physical Education, along with one period of Credit Recovery. The goal of the class is to rehabilitate student's behavior and attitude towards school so that they may transition back to their comprehensive sites. In order to help the students, complete the exit criteria, the Opportunity Program has a counseling component. Counseling services are provided through "Clinica Sierra Vista" at both the group and individual counseling level. Furthermore, Students also must complete 25 credits, attain 90% attendance, and exhibit positive behavior to be transitioned out of the program.

Special Programs

English and Math Intervention - VHS will continue to work to improve on the various state assessments (SBAC/ELPAC) understanding that many factors work together each year that contribute to success. Over the last two years, VHS has improved from 7% to 11% who met the standard in English and from 8% to 27% who nearly met the standard in English. Although the

Math CAASPP results have stayed around the same over the last two years, there has been a decrease in the gap below standard.



One of the factors contributing to these gains are the EL English intervention and Math Intervention classes during the day. The English class is designed as a support class for English learners which focuses on essential skills and targets the gaps students have in reading and writing. The Math Intervention class also targets gaps in CCSS standard mastery and uses a combination of Algebra 1, Geometry, and Algebra 2 frameworks including the Interim Assessments provided by the state. In the Fall of 2019, the Renaissance program was implemented. The Program is an online adaptive assessment for math in grades K-12, including basic Math, Algebra, Geometry and Statistics.

Valley High School Behavior Intervention Program began in the 2019-2020 academic school year. It is a positive behavior support approach with tiered interventions that occur during the school day (Period 6-7) on campus. It is designed to support students and prevent unwanted negative behaviors using various teaching modules (Advantage Press Curriculum). This program is a major strategic addition to impact student outcomes (attendance, attitude, behavior) and also as an alternative to suspension. The process includes contact with the Administrator who assigns the student to intervention, a credentialed teacher who monitors and grades the learning modules, and a certificated counselor who completes the required counseling hour with each student. After this process is complete, a parent conference is held to review the progress and student’s success plan.

Progressive Discipline Model – This program has been revisited and is ongoing. It has been revised and upgraded. VHS began utilizing a progressive discipline model which addresses

inappropriate behavior by incremental interventions. The ultimate goal is teaching accountability and behavior change by having students learn from their mistakes. Students are expected to understand why their behavior is negative and harmful, and what they could do differently should those circumstances or similar ones arise. They are also expected to take responsibility for their actions and demonstrate it through various strategies like letters of apology, presentations on certain topics, reflection and journaling, parent interviews, among other pro-social skills. If the behavior recurs, then there is a progression of more stringent consequences. The principal, in consultation with the intervention counselor and discipline liaison, determine the disciplinary response considering the totality of the events surrounding the behavior including the student's age, maturity, frequency of behavior, severity of behavior, and IEP or 504 if applicable.

Nutrition Class - A nutrition class was added to the curriculum during the second semester in January of 2020. Students will learn about preparing and eating healthy foods to help foster healthy eating habits which will positively impact their health and their loved ones. Students will also earn their Food Handler's Card which will prepare them to work in food service careers.

ELD Writing – The class was added in the Spring Semester of the 2019-20 academic school year. The class is designed as a support class for English learners which focuses on essential skills and targets the gaps students have in reading and writing.

Multi-Media - This hands-on course applies publishing and presentation concepts through the development of sophisticated documents and projects. These documents include, but are not limited to **Multi-Media**, tri-fold brochures, reports, bi-fold programs, catalogs, newsletters, flyers, forms, graphs, on-screen presentations, Audio and video productions. Equipment such as scanners, digital cameras, video cameras, video editing software and color laser printers, may be utilized in creating the documents. Formatting, editing, page layout, and design concepts are taught. Distribution ready publication standards are applied to all projects. The students will also develop communication skills, problem-solving techniques, cooperative learning, and interpersonal skills.

DUAL Enrollment: The partnership with Bakersfield College for providing this dual enrollment class began in 2016 when articulation and collaboration efforts yielded agreement that the District's Career Choices curriculum (Academic Innovations/ Get Focused-Stay Focused) was aligned with BC's Student Development B3 class offered to all incoming first year community college students. With the help of Kern Community College District, Bakersfield College realized that most, if not all, high schools in Kern County were offering a one semester class to ninth graders using Career Choices curriculum (Career Writing, Career Readiness, Career Exploration, etc.) and it made sense to make the necessary adjustments so that students could get college credit. Valley High School students are no exception with Career Choices curriculum being used for College and Career Success. Students in this class must go through the enrollment process with Bakersfield College and meet all requirements academically to earn dual enrollment college credits. Unfortunately, the dual enrollment class was put on hold towards the Fall of 2019 due to the teacher going on maternity family leave.

WESTEC Training: Collaboration between the District and WESTEC Training is on-going to provide certification training in several oil field career areas including oil field passport, CPR,

Forklift training etc. The first class was held during the Fall Semester of the 2014-15 school year and continues on a yearly basis. However, due to COVID-19, the class has been suspended.

Model Continuation School - Valley High School was designated as a Model Continuation High School, for three years from 2015-16 through 2017-18 by the California Continuation Education Association Conference. This very prestigious award goes to those outstanding continuation high schools in the State of California who excel in providing exemplary instructional strategies, flexible scheduling, guidance, and counseling services to at risk youth.

Weekly Incentive Program: Students are rewarded for the three A's (Attendance, Attitude, Academics) every Friday. The game room was relocated to room 9 during the 2019-20 school year. The room is used as part of the Friday's Weekly Incentive Program. In addition to games, students also receive snacks and are allowed to enjoy outdoor or indoor activities during the last hour of the day.

TECHNOLOGY: The District continues to invest in improving technology at Valley by the following:

All core curriculum classrooms are equipped with wall mounted projectors, smartboards, and Elmo projectors. Currently there are a total of 135 desk-top computers available for students to use in five computer labs housed at the school and a 1-1 ratio of Laptop computers (200). The lab-tops were a result of the COVID pandemic and allow teachers to teach a hybrid model where some students are in person and others are distance learning.

All Valley High Teachers received updated Elmo projectors in the 2018-19 school year. The projectors serve the dual purpose of projecting teaching material and allowing the inputting of Illuminate testing data. During the 2017-18 school year, Valley High switched from the A+ Credit Recovery computer driven program to Edgenuity. This program is aligned with Common Core Standards and students have the capability of completing the assignments at home as the course exams are administered at the school under the supervision of a teacher. Software upgrades and/or additions: Microsoft Office 2016, Micro Business which allows students to practice running a micro business, Stockbroker game, and Entrepreneurship software. In addition to site specific purchased software, Bakersfield College provides the Eureka Career Exploration software for students enrolled in the Dual Enrollment class. Staff training continues to be provided to keep instructors technological savvy and to aide in innovative delivery of course offerings.

Student and Staff Collaboration Time-The hours of employment for certificated staff have changed. Teachers now arrive at work by 7:40AM and remain until 3:15PM, a full 40 minutes after school has concluded. While this change added five minutes to the certificated staff day, it allows more time for teachers to attend parent-teacher conferences, more time for informal after-school tutorials, and more time for teachers to collaborate with other teachers. Valley High School's effort to build a professional learning community helps facilitate alignment efforts, consensus building, problem-solving, mentoring, data analysis, refinements, and revisions of materials, and improved instructional practices. The cohort time also serves to help monitor students' progress in all subject areas. During the 20-21 School year, Valley High School was built

in a two-hour block of time for teachers to collaborate and engage staff, parents, and students each day.

Single School and LCAP Goals Aligned:

SPSA Goal #1: VHS will provide high quality education to improve college readiness and proficiency or Standard Met levels for all Learners in all core academic content areas. Students will improve standard met levels by 1% on CAASPP-SBAC ELA and MATH.

LCAP Goal #1: College Readiness - Provide a high-quality education to improve academic performance and college and career readiness as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

SPSA Goal #2: Students at VHS will improve Career Readiness as reflected in participation in Career Electives, including CTE Pathway classes, earning of College Credits through Dual Enrollment, and/or earning of industry recognized CTE Certification.

LCAP Goal #2 Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical Education.

SPSA Goal # 3: Students at VHS will maintain and/or improve on graduation, suspension, and chronic absenteeism rates and surveys will demonstrate improvement in the overall positive, safe, and conducive to learning climate at Valley High School. Also, parental involvement and participation in the school community will improve.

LCAP Goal# 3 - Provide all students with a high-quality educational environment where they can take pride in their facilities and look forward to coming to school every day.



SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

WASC Recommendation 1	
To decrease the truancy rate of valley High students who consistently report late	
VHS Response	Evidence
<p>The current administration has now implemented strategies, both positive behavior incentives and negative behavior disincentives, to reduce truancy rates and continue to build a culture where the student’s daily attendance is fostered and celebrated.</p> <p>Revitalized student incentives program focusing on 3 A’s – Attendance, Attitude, and Academics and rewards that include:</p> <p>1.Student of the Cycle- Each cycle, the administration and teachers choose a student who has exemplified positive behavior and reward him/her with special incentives.</p> <p>2.Friday Game Day- Each week, any student who has displayed good behavior and has attended each day, without being tardy/late, will celebrate by watching a movie/playing game and eating pizza during the last two periods of the day on Friday.</p> <p>3.Field Trips: The majority of the fieldtrips center around careers and college exposure. Qualifying students have attended the following fieldtrips: Court House with Judge Tafoya, Water Treatment Plant, Aviation College, Prison visits - Project 180, American General Media and Channel 23. Fresno State, UCLA, Porterville College, Cal State, CSUB, COS (College of the Sequoias), U.C.L.A. and Bakersfield College.</p> <p>4. The Principal, the Campus Discipline and Safety Liaison, and the Intervention Counselor continually conduct home visits. Using the Schools automated telephone system, parents are notified on a daily basis when their student is absent. Also, a classified staff member makes phone calls strictly dedicated to attendance and truancy. This new model introduced by Mr. Diaz was recognized by Kern County Superintendent of schools with an award for the exceptional drop-in truancy rates for the last three years.</p> <p>5. Valley High School Behavior Intervention Program began in the 2019-2020 academic school year. It is a positive behavior support approach with tiered interventions that occur during the school day (Period 6-7).</p> <p>6.Progressive Discipline Model – VHS continues to utilize a progressive discipline model which addresses inappropriate behavior by incremental interventions.</p>	<p>Innovative Schools Award Nomination 2021</p> <p>Pictures displayed in office</p> <p>Game Day List of qualifying students.</p> <p>Valley Rumor newspaper articles</p> <p>Purchase Orders</p> <p>Student eligibility list Valley Rumor articles</p> <p>Purchase orders</p> <p>Trip request forms</p> <p>Copy of Truancy Procedures</p> <p>Documented on AERIES Home visit notification</p> <p>Phone Call Logs</p> <p>Class sign-in sheet</p> <p>Intervention Slip Intervention Packets</p>

WASC Recommendation 2	
Continue Professional Development to align course curriculum, formative assessments: GAPS, and differentiated instructional methods to fully implement Common Core Standards using data analysis, cohort articulation and dialogue.	
VHS Response	Evidence
<p>We have aligned our courses and continue to refine them with ongoing continuous communication between Valley High and the comprehensive sites.</p> <p>1.Cohort alignment has occurred between Math teacher and a math coach from RFK. This has resulted in GAPS that are aligned with the District Scope and Sequence. Current ongoing collaboration between VHS and Robert F. Kennedy High School math teachers is occurring to maintain alignment.</p> <p>2.Beginning in the Fall of 2019, a math coach has been instrumental in helping with best practices. The teacher meets with the math coach on a daily basis. Some of the areas covered, Scope and Sequence, Pacing, classroom management, scaffolding, etc.</p> <p>3.Professional Development training was provided for all teaching staff in Illuminate computer software. Use of Illuminate should allow easier data analysis of formative assessments such as GAPS.</p> <p>4.Differentiated Instruction training was sponsored by Valley High School with a two-day district-wide workshop in the Fall of 2019. The presenter as Dr. Rebecca Stambaugh on 50 Strategies to Boost Cognitive Engagement – Creating a Thinking Culture in the Classroom.</p> <p>5.Also, for the Fall Semester of 2019 and on-going, Mrs. Hamilton Bunch held workshops housed here at Valley on Examining Literary Best Practices and Current Practices to help struggling readers and writers.</p> <p>6.District wide training on EDI (Explicit Direct Instruction) “Data Works”</p> <p>7.Teachers have also attended the KCSOS Expository Reading and Writing Course.</p> <p>8.Solution Tree training – English Learner engagement strategies.</p> <p>9.CTE training opportunities were provided at San Joaquin Valley College’s College and Career Exploration Training, Bakersfield College’s High School Conference, Workshop on Career Path Certifications for Students, National Career Pathways Leadership Certification Conference, Skills: The Gateway to Employment training and the High School to College & Careers pathways for Success Conference.</p>	<p>Copy of GAPS</p> <p>Copy of Scope & Sequence</p> <p>Math coach agreement Extra pay authorization</p> <p>Sign in Sheets</p> <p>Consultant Agreement</p> <p>Board Agenda approval</p> <p>Special Trip Requests</p> <p>Sign in Sheets</p> <p>MOU between the District and DTA – Bell Schedule</p>

WASC Recommendation 3	
Continue to increase parent communication, interactions and involvement in school	
VHS Response	Evidence
<p>At Valley High, we continually recognize and encourage parental involvement at all levels of education:</p> <ol style="list-style-type: none"> 1.VHS continues to keep parents informed of student academic progress through the mailing of monthly report cards. Parents also have access to the AERIES Parent Portal to view their student’s current grades, attendance, and missing assignments. The Intervention Counselor has ongoing conferences with parents throughout the year to discuss any concerns the parents or counselor may have. 2.Special conferences are held with the parents of seniors, especially with those at risk of not graduating. As always, the counselor has an open-door policy with both students and parents for the purpose of helping guide our students toward graduation. 3.Parent contact is always expected for behavior concerns as well as recognition of exemplary behavior. With every referral for misbehavior, a concerted effort is made to contact parents regarding the behavior. Similarly, when students are recognized for academic achievements, parents are notified especially when school-wide assemblies are held for that purpose. And as with the counselor, the Valley High administration also has an open-door policy for both students and parents. 4.Valley High School hosts four 2-hour parent information sessions through the Valley Informing Parents (V.I.P) program held in the evenings. These sessions are designed to keep parents informed of changes to their student’s graduation requirements or other school related matters. Also, many important issues such as suicide prevention, mental health, drug abuse and college and financial aid are covered through a collaborative approach between the Intervention Counselor and community resources (e.g., Clinica Sierra Vista, Child Guidance Clinic, Department of Human Services, and others), etc.... 5.At every opportunity, parents who visit Valley High School are made to feel welcomed to participate in field trips, school activities such as food fairs, and most importantly, they are encouraged to take part in committees such as School Site Council, ELAC, Safe School’s Committee meetings, and WASC Focus Group meetings. This involvement provides parents with overseeing programs and for some committees making budgetary decisions. 6. Parent contact is readily made for truant students. The Valley High School Principal, Discipline Liaison, and the Intervention Counselor are diligent in making as many home visits as needed soliciting parent contact in forming a partnership to ensure the students attend school and are on task for graduation. 7. Daily phone contact is made using the automated phone system to inform parents / guardians of their student’s absence. Furthermore, classified staff also make phone contact to inform parents if their child is truant. 8.Back to school Night – Parents are invited and encouraged to meet the school staff and be aware of the students’ and school’s expectations. 9.Spring BBQ and Student Recognition Awards Evening – This is a perfect venue for parent involvement and interaction as students receive recognition in various categories such as attendance, most improved, etc.... 	<p>Copies of report cards</p> <p>Sign-in sheets?</p> <p>Phone call logs parent</p> <p>Agendas Parent sign-in sheets Informational Handouts</p> <p>Site Council Minutes Sign-in sheets</p> <p>Documented on AERIES Home Visit Notification form</p> <p>Phone Logs</p> <p>Sign-in sheets Valley Rumor article Event Photos</p> <p>Valley Rumor Coverage Event Photos</p>

WASC Recommendation 4	
Continue to provide and expand vocational and career opportunities. Community College articulation, WESTEC and access to North kern Vocational Training for students enrolled at Valley.	
VHS Response	Evidence
<p>VHS Administration is diligent and looking for different avenues for student participation and certification in career related programs. Students have access to participate in the following career related programs and/or elective classes:</p> <ol style="list-style-type: none"> 1. Workability Program 2. Students can enroll in the District CTE: Auto Body, Nutrition, Construction, Health Occupation, Welding, and Security and Law. 3. CTE and elective classes that have been offered at Valley include office practice, speech and debate, Jazz band, News Production, Multi-media, Dual Enrollment and Parent and Skills. 4. New elective courses implemented at VHS: Web Design, Personal Finance, Work Experience, and ASB (leadership) class, Nutrition Class, Criminal Justice Class, and ELD writing. 5. Delano Adult School 6. In the past, VHS held annual career days. However, the consensus was that it would be more effective if guest speakers were brought in once a month highlighting their careers to the entire student body. 7. Annual WESTEC Vocational and Certification Training 8. Career speakers are recruited to speak to students that have a particular career interest. The speakers provide essential job preparation skills. E.g., Ethan Aparicio, Financial Consultant, Judge Tafoya, Corrections, Clinica Sierra Vista, etc. 9. Students are given the opportunity to take the military ASVAB test. 10. Juniors and seniors visit numerous colleges and trade schools to give them an idea of career options. 11. The Intervention Counselor meets with each graduating senior to complete and review My Next Move website to help make the transition from high school. 	<p>E-mails, course schedules</p> <p>Master Schedule Contracts</p> <p>Student schedules Yearbook pictures</p> <p>Class Schedules</p> <p>Event Photos</p> <p>School Newspaper coverage</p> <p>Valley Rumor</p>

WASC Recommendation 5	
Develop a written student plan for each student that articulates specific student goals and opportunities to achieve them.	
VHS Response	Evidence
<p>Students enrolled at Valley High individually meet with the counselor to develop a course of study and Credit Evaluation form to ensure that they are meeting academic credit requirements. The transcript is reviewed, and a semester tracking plan is developed for each student, specifying the courses students should take to stay on track for graduation.</p>	<p>Copies of Courses of study and Credit Evaluations</p>

WASC Recommendation 6	
Continue to create enhancements for the school and a positive outlook, so that the surrounding community will see Valley High School as a strong advocate for student achievement and well-being.	
VHS Response	Evidence
<p>The staff, students, parents and District are continually working together to improve the overall image of Valley High School in the Delano community. Valley High School was designated as a Model Continuation High School, for three years during 2015-16 through 2017-18 by the California Continuation Education Association Conference. This very prestigious award goes to those outstanding continuation high schools in the State of California who excel in providing exemplary instructional strategies, flexible scheduling, guidance and counseling services to at risk youth. In addition, U.S. News and World Report named Valley High School as one of America’s Top High Schools (Bronze Medal).</p> <p>The community also has access to the events happening at Valley High via the school’s website and the school’s newspaper, The Valley Rumor.</p> <p>The school has received a positive outlook when various organizations in the community awarded VHS graduates with scholarships in amounts ranging from \$500 to \$1500. These organizations include the Delano Rotary Club, Delano Kiwanis Club and San Joaquin Valley College.</p> <p>Valley High has continually entered a float in the Delano Christmas and Cinco de Mayo Holiday Parades. The float is decorated by ASB members and other students. The school takes great pride in the fact that each year the Christmas Float gets awarded a plaque. We have received first, second and third place. The school received a second-place plaque for the 2017 Christmas float and first place trophy for the Cinco de Mayo Parade in 2019.</p> <p>VHS students and staff give back to the community with yearly events such as canned food drives and corn flour collection drives. These items are given to a local agency to make food baskets for the needy. In December of 2017 and 2019 students made blankets which were donated to the Delano Women’s Shelter.</p> <p>In December of 2018, the entire staff hosted a Winter Wonderland Festival inviting the public to partake in food, entertainment, games for the children and providing free gently used clothing and miscellaneous items. Students volunteer and are cabin counselors for 6th grade students at SCICON.</p> <p>In an effort to create enhancements and to expose the students to new ideas and experiences, the staff at Valley do the following:</p> <ol style="list-style-type: none"> 1. strive to bring in guest speakers and take the students on numerous educational and recreational activities. On a yearly basis, motivational speakers are invited to speak to the students such as judges, Willie Alfonso’s, chaplain for the New York Yankees baseball team, assembly entitled “You are Someone Special.” Project Edge, Clinica Sierra Vista, Grizzly Academy and Project 180. 2. Students continue to be exposed to post graduations options with college visitations such as Cal State Bakersfield, Fresno State, Cuesta College, and 	<p>Award letter</p> <p>Newspaper Articles</p> <p>Plaques and trophy</p> <p>Event photos in school newspaper.</p> <p>School Newspaper coverage Event Photos</p> <p>Photos</p> <p>School Newspaper Coverage</p> <p>Valley Rumor</p> <p>Yearbook Pictures & School Newspaper</p>

UCLA. In addition, career presenters and military representatives visit the campus to share information to help students prepare for future careers.

3. Students are also treated to recreational trips such as, Santa Monica Pier, John's Incredible Pizza, McDermott Center in Lindsay, the movie theatre, and Magic Mountain among many more.

ASB also organizes weekly Friday game day team sports competitions in basketball, soccer, and dodgeball. Winners usually get snacks and monthly pizza.

Students annually support Red Ribbon week and Breast Cancer in October by being aware of how Red Ribbon Week started and how to support breast cancer awareness. For Red Ribbon Week, students participated by wearing a red ribbon pledging to be drug free.

For several years, the ASB has hosted a Halloween carnival where staff and students dress for the occasion, various games are played, and food items are sold.



Chapter 2

Student/Community Profile and Supporting Data Findings



SCHOOL/ COMMUNITY PROFILE:

Chapter 2

MISSION STATEMENT

To empower students to become productive citizens by developing the skills necessary to promote self-worth and independence, knowledge, and creativity necessary to adapt to a world of accelerating change within a safe, secure and supportive environment.

DELANO COMMUNITY PROFILE

Valley High School is located at 1927 Randolph Street in the City of Delano, California at the southern part of the Central San Joaquin Valley. Delano is located on the southern end of Tulare County and the northern end of Kern County. Delano's economy is based in agriculture and, as a result, the local economy is affected by seasonal work patterns and uncertain weather conditions. The population of Delano continues to remain stable as industry continues to operate in the area. Industries such as the Wonderful Company, two state prisons (North Kern State Prison and Kern Valley State Prison), and the Delano shopping centers provide for a more stable and less mobile population.

The Delano community is a diverse one. It has served as a point of entry for many waves of immigration from around the world especially from Mexico and the Philippines. Indeed, the City sign declares, "Delano, an International Community Working Together."

The city of Delano has 53,014 residents and is 76.9% Hispanic, 5.6% white, 4.2% African American and 12.2% Asian. According to the 2018 Data USA, the median household income is \$38,708, which is less than the annual income of \$61,937 across the United States. Per the Zillow Home Value Index, the median price of homes sold at \$219,500. and the average person per household is 3.89. Parent education at the school reflects a distribution commensurate with the economics of this agricultural-based community; 40% of parents did not graduate from high school, 53% graduated from high school, and 7% earned a Bachelor's degree or higher.

DELANO JOINT UNION HIGH SCHOOL DISTRICT PROFILE

The Delano Joint Union High School District (DJUHSD) provides educational services for northern Kern County and southern Tulare County. Communities other than Delano that feed into the District include: Allensworth, Columbine, Earlimart, Pond and Richgrove.

The District has three comprehensive schools (Delano High, Cesar Chavez High, and Robert F. Kennedy High). The DJUHSD has one alternative school (Valley High Continuation) and an adult School (Delano Adult School) During the 2019-20 school year, the DJUHSD had a total student enrollment of 4,219 students. The district's enrollment has been impacted by the opening of the Wonderful Charter School. The DJUHSD employs 239 certificated staff and 229 classified members

The DJUHSD provides Educational Services district wide in the areas of GATE, Special Education, Career Pathways and Migrant Education. The District's website provides more information: <http://www.djuhsd.org/>



SCHOOL DESCRIPTION

Valley High School serves as an alternative education/continuation high school for the Delano Joint Union High School District. The school's student population is primarily derived from the District's three comprehensive sites, Delano High School, Cesar E. Chavez High School, and Robert F. Kennedy High School. Student referrals are based on a history of poor attendance, behavior problems, lack of adequate credits and, in some cases, late entry into the school program. Parental referrals are made based on a desire to have the student in a smaller school setting. The Juvenile Probation Board makes some referrals. Other vital support staff includes one administrative secretary, a Registrar/Counseling secretary, one campus security officer, three full-time instructional aides, and one Campus Discipline/Safety Liaison. The administrative staff is comprised of the Principal.

The continuation school began in 1966 on Princeton Street next to the current Adult School location, and it has evolved into the existing site. The main building was erected in 1967 and eight relocatable classrooms were added between 1976 and 1992 to allow for individual class space that was not possible in the main building. During the 2013-14 school year, six portables were added to the campus to support future academic/vocational growth. Students attend class from 8:03 am to 2:35 pm. The length of the school year is one hundred eighty (180) days.

Valley High School has seventeen classrooms. Fourteen are located at the original Valley High School site; three classrooms are located outside of fenced area. One room is used by the District MFT Counselor and the computer lab is used for the districtwide Independent Studies Class which was made available during the 2018-19 school year. Room 1 serves as the school's library. The school's physical education class has the use of full-length concrete basketball and volleyball courts. There is also a weight training area which is housed near the multi-purpose room. Technology is readily available for student and staff use. There are currently 135 desktop computers located in five classrooms for student use. Every instructor at VHS has a computer at their desk for instructional use. Core Class instructors have the use of projectors and ELMO projectors.

SPECIAL PROGRAMS

Valley High School students can participate in many of the programs provided for all students of the DJUHSD. The Credit Recovery Program helps junior and senior students, who are behind in academic credits, make those credits up. The District also provides an after-school Credit Recovery Program to assist students who are behind in their credits or try to increase the number of credits they have. During the 2018-19 school year, a Saturday School class was made available from 7:30 to 11:30 a.m. to help students get caught up or ahead with their credits.

English and Math Intervention - VHS will continue to work to improve on the various state assessments (SBAC/ELPAC) understanding that many factors work together each year that contribute to success. Over the last two years, VHS has improved from 7% to 11% who met the standard in English and from 8% to 27% who nearly met the standard in English. Although the Math CAASPP results have stayed around the same over the last two years, there has been a

decrease in the gap below standard. One of the factors contributing to these gains are the EL English intervention and Math Intervention classes during the day. The English class is designed as a support class for English learners which focuses on essential skills and targets the gaps students have in reading and writing. The Math Intervention class also targets gaps in CCSS standard mastery and uses a combination of Algebra 1, Geometry, and Algebra 2 frameworks including the Interim Assessments provided by the state.

Valley High School Behavior Intervention Program began in the 2019-2020 academic school year. It is a positive behavior support approach with tiered interventions that occur during the school day (Period 6-7) on campus. It is designed to support students and prevent unwanted negative behaviors using various teaching modules (Advantage Press Curriculum). This program is a major strategic addition to impact student outcomes (attendance, attitude, behavior) and is also an alternative to suspension. The process includes contact with the Administrator who assigns the student to intervention, a credentialed teacher who monitors and grades the learning modules, and a certificated counselor who completes the required counseling hour with each student and their parent.

Progressive Discipline Model – In the fall semester of the 2019-20 school year, VHS began utilizing a progressive discipline model which addresses inappropriate behavior by incremental interventions. The ultimate goal is teaching accountability and behavior change by having students learn from their mistakes. Students are expected to understand why their behavior is negative and harmful, and what they could do differently should those circumstances or similar ones arise. They are also expected to take responsibility for their actions and demonstrate it through various strategies like letters of apology, presentations on certain topics, reflection and journaling, parent interviews, among other pro-social skills. If the behavior recurs, then there is a progression of more stringent consequences. The Principal, in consultation with the intervention counselor and discipline liaison, determine the disciplinary response considering the totality of the events surrounding the behavior including the student’s age, maturity, frequency of behavior, severity of behavior, and IEP or 504 if applicable.

Nutrition Class - A nutrition class was added to the curriculum during the second semester in January of 2020. Students will learn about preparing and eating healthy foods to help foster healthy eating habits which will positively impact their health and their loved ones. Students will also earn their Food Handler’s Card which will prepare to work in food service careers.

Criminal Justice Class – The class was made available during the spring of 2020. The class covers general aspects of California Laws including homicide, weapons, types of assault, crimes of restraint, robbery, and extortion. The title of the Text is Peace Officers Guide to Criminal Law and this book has all Peace Officer 'POST' objectives. (Peace Officer Standards and Training). Students may earn their Security Guard Card through this course and the class will prepare them in careers in corrections and law enforcement.

ELD Writing – This class was added in the Spring of 2020 in response to a new law requiring EL students to receive ELD support. It is a support class which focuses on essential skills to help fill in the gaps in reading and writing.

Multi-Media - This hands-on course applies publishing and presentation concepts through the development of sophisticated documents and projects. These documents include, but are not limited to **Multi-Media**, tri-fold brochures, manuscripts, reports, bi-fold programs, catalogs, newsletters, flyers, forms, graphs, web pages, on-screen presentations, and video productions. Equipment such as scanners, digital cameras, video cameras, and color laser printers, may be utilized in creating the documents. Formatting, editing, page layout, and design concepts are taught. Distribution ready publication standards are applied to all projects. Students will develop communication skills, problem-solving techniques, cooperative learning, and interpersonal skills.

DUAL Enrollment: The partnership with Bakersfield College for providing this dual enrollment class began in 2016 when articulation and collaboration efforts yielded agreement that the District's Career Choices curriculum (Academic Innovations/ Get Focused-Stay Focused) was aligned with BC's Student Development B3 class offered to all incoming first year community college students. With the help of Bob Hawkes, Kern Community College District, Bakersfield College realized that most, if not all, high schools in Kern County were offering a one semester class to ninth graders using Career Choices curriculum (Career Writing, Career Readiness, Career Exploration, etc.) and it made sense to make the necessary adjustments so that students could get college credit. Valley High School students are no exception with Career Choices curriculum being used for College and Career Success class second period. Students in this class must go through the enrollment process with Bakersfield College and meet all requirements academically to earn dual enrollment college credits. The Dual enrollment class was put on hold towards the end of the Spring Semester in 2019 due to the teacher going on maternity and family leave.

Opportunity Program - The S.T.A.N.D. Program (Students Transforming Attitudes and Negative Decisions) was initiated in the 2009-10 school year, for students who had been found in violation of Education Code Section 48900 (c) – Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance. The Program was transitioned into the **Opportunity Program** to also include targeted identified at-risk students that are first year freshmen. These students are involuntary transfers under suspended expulsions. Students attend the entire school day, including passing time in a self-contained classroom where they receive direct instruction in English, Math, Writing, and Physical Education, along with one period of Credit Recovery. The goal of the class is to rehabilitate or change a student's behavior and conduct toward school so that they can return to the comprehensive school sites. To help students complete the exit requirements, the Opportunity Program has a built-in counseling component. Counseling services are provided through Clinica Sierra Vista at both the group and individual counseling level. Students also must complete 25 credits, 90% positive attendance, and exhibit positive behavior to be able to exit the program.



DEMOGRAPHICS

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	1.08%			1
African American	%	1.03%	2.15%		1	2
Asian	%	%	0%			0
Filipino	2.76%	4.12%	4.3%	4	4	4
Hispanic/Latino	95.17%	94.85%	92.47%	138	92	86
Pacific Islander	0.69%	%	0%	1		0
White	1.38%	%	0%	2		0
Multiple/No Response	%	%	0%			0
Total Enrollment				145	97	93

Conclusions based on this data:

1. Declining enrollment is due to several factors that include program changes that continue for this current year of 2019-2020. Specific changes in DTC procedures regarding substance abuse have decreased student enrollment. Students are not transferred involuntarily until the second offense.

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	5		8
Grade 10	17	12	14
Grade 11	56	40	35
Grade 12	67	45	36
Total Enrollment	145	97	93

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	75	51	38	51.7%	52.6%	40.9%
Fluent English Proficient (FEP)	37	31	31	25.5%	32.0%	33.3%
Reclassified Fluent English Proficient (RFEP)		5	0	0	6.7%	0.0%

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	56	59	46	56	56	44	56	56	44	100	94.9	95.7
All	56	59	46	56	56	44	56	56	44	100	94.9	95.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

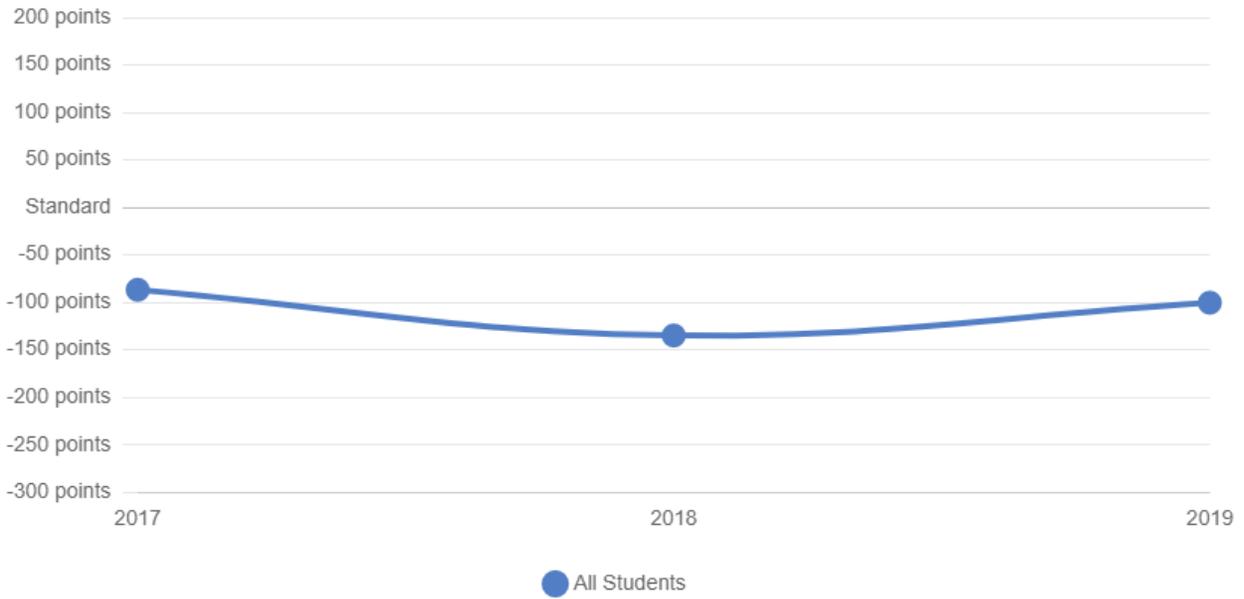
Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2485.	2441.	2486.	0.00	0.00	2.27	14.29	7.14	11.36	30.36	8.93	27.27	55.36	83.93	59.09
All Grades	N/A	N/A	N/A	0.00	0.00	2.27	14.29	7.14	11.36	30.36	8.93	27.27	55.36	83.93	59.09

CAASPP English All Pupils				
DFS	2017	2018	2019	
CCHS	31.7	51.9	26.3	
DHS	47.1	42.2	32.8	
RFK	47.2	26.5	39.7	
VHS	-86.8	-134.9	-100.4	
District	40.9	30	26.7	

CAASPP English - ELs			
DFS	2018	2019	
CCHS	-21.9	-54.2	
DHS	-26.7	-47.9	
RFK	-65.5	-44.2	
VHS	-158.3	-112.5	
District	-47.7	-53.1	

CAASPP English SWD			
DFS	2018	2019	
CCHS	-95.3	-109.8	
DHS	-98.9	-99	
RFK	-86.9	-71.6	
VHS			
District	-97.2	-94.1	

CAASPP Mathematics SWD			
DFS	2018	2019	
CCHS	-195.9	-173.6	
DHS	-211.3	-209.9	
RFK	-179.4	-156	
VHS			
District	-195	-183	



Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.79	1.79	4.55	41.07	32.14	40.91	57.14	66.07	54.55
All Grades	1.79	1.79	4.55	41.07	32.14	40.91	57.14	66.07	54.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	3.57	0.00	6.82	41.07	17.86	43.18	55.36	82.14	50.00
All Grades	3.57	0.00	6.82	41.07	17.86	43.18	55.36	82.14	50.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	5.36	4.55	58.93	39.29	50.00	41.07	55.36	45.45
All Grades	0.00	5.36	4.55	58.93	39.29	50.00	41.07	55.36	45.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.79	1.79	9.09	51.79	32.14	38.64	46.43	66.07	52.27
All Grades	1.79	1.79	9.09	51.79	32.14	38.64	46.43	66.07	52.27

1. Data shows the majority of students who took the test did not meet the standards. **However, there was an increase of 34.6 points.** Many factors contribute. For example, each year there is a flux of students that changes by semester. Gaps in instruction are the result of truancy and/or academic under-performance at their comprehensive sites which is the reason many of the students transfer to Valley High School. Also, some students do not buy into taking the test and do not put in their best effort.
2. There is a need to increase literacy emphasis across the curriculum with more reading, writing, and speaking that engages students in depth analysis, vocabulary building, reasoning, and argumentative writing. Utilizing the interim assessments will continue to expose the students to the testing format and as a review for the test.
3. Students will be given incentives if they show they are taking the test seriously.

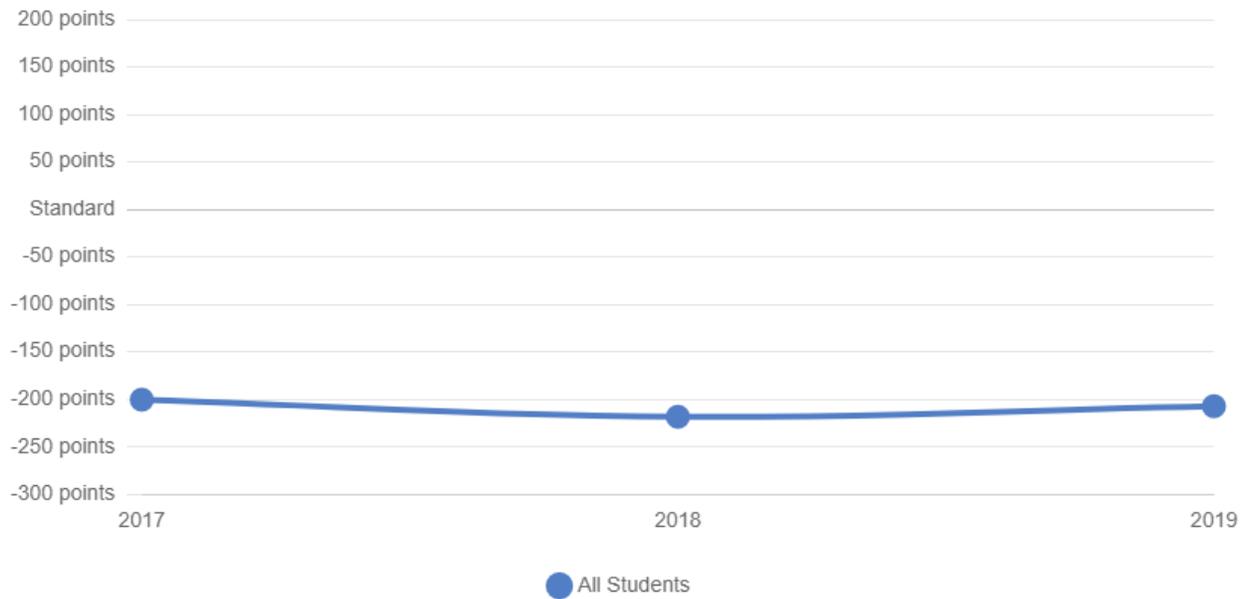
Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	1.82	0.00	8.93	1.82	4.76	91.07	96.36	95.24
All Grades	0.00	1.82	0.00	8.93	1.82	4.76	91.07	96.36	95.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	26.79	18.18	16.67	73.21	81.82	83.33
All Grades	0.00	0.00	0.00	26.79	18.18	16.67	73.21	81.82	83.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	35.71	34.55	33.33	64.29	65.45	66.67
All Grades	0.00	0.00	0.00	35.71	34.55	33.33	64.29	65.45	66.67

CAASPP Mathematics - All Pupils			
DFS	2017	2018	2019
CCHS	-46.4	-22.2	-55.1
DHS	-55.6	-39.4	-50.8
RFK	-47.1	-60.2	-50.2
VHS	-200.4	-218.4	-207.3
District	-50.6	-50.4	-58.9

CAASPP Mathematics - ELs		
DFS	2018	2019
CCHS	-90.2	-136.5
DHS	112.2	-121.9
RFK	-147	-132.3
VHS	-245.1	-219.7
District	-127.3	-135



1. The data shows that students do not meet the standard in math. A variety of factors account for the lack of improvement that includes an increase in the number of students below grade level and without the basic skills needed to succeed. Many 11th graders also were recent transfers and were not enrolled during the fall semester. Their transfer to Valley was on the fact that they were truant and/or deficient in their academic performance at their comprehensive sites.

2. More application of mathematical concepts is needed along with tools and strategies to solve such problems. Students need more exposure to these concepts along with a variety of instructional strategies to reinforce them.

3. Students will receive incentives if they show they are taking the test seriously.



ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	*	*	*	*	*	*	5
Grade 10	*	1539.9	*	1536.9	*	1542.2	*	13
Grade 11	1553.5	1537.6	1546.4	1530.1	1559.9	1544.8	30	15
Grade 12	1551.9	1548.9	1543.4	1553.1	1559.9	1544.1	20	16
All Grades							67	49

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	*	*
10	*	23.08	*	23.08	*	46.15		7.69	*	13
11	*	0.00	*	33.33	*	46.67	*	20.00	30	15
12	*	12.50	55.00	25.00	*	50.00	*	12.50	20	16
All Grades	28.36	12.24	43.28	30.61	16.42	44.90	*	12.24	67	49

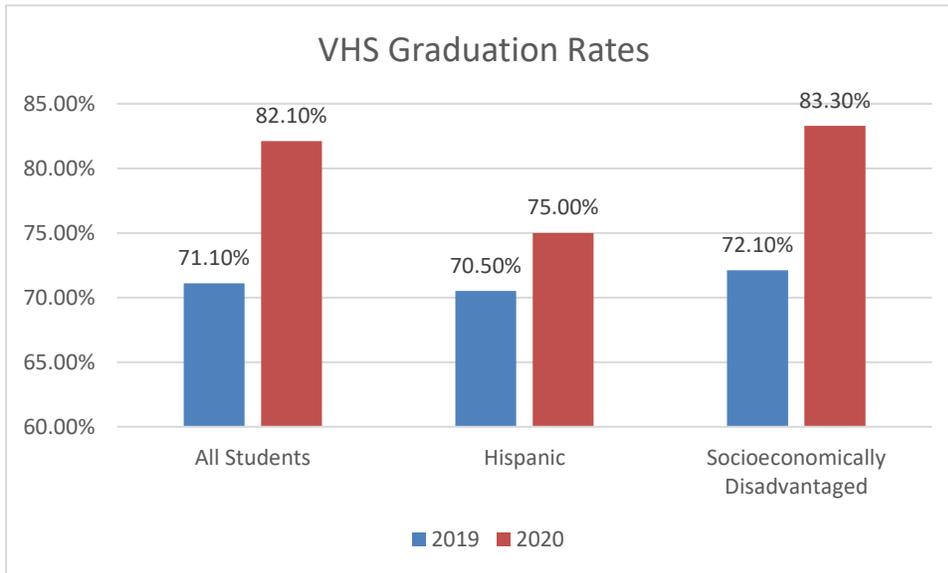
Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*	*	*	*	*
10	*	23.08		38.46		30.77	*	7.69	*	13
11	56.67	13.33	*	53.33	*	33.33	*	0.00	30	15
12	*	31.25	55.00	31.25	*	25.00	*	12.50	20	16
All Grades	52.24	26.53	29.85	38.78	*	28.57	*	6.12	67	49

2019 ELPAC Dashboard Data		
School	Pupils Making Progress	Accountability Status
VHS	35.60%	Low
District	49%	Medium'
State	48.30%	Medium'





Graduation Rate

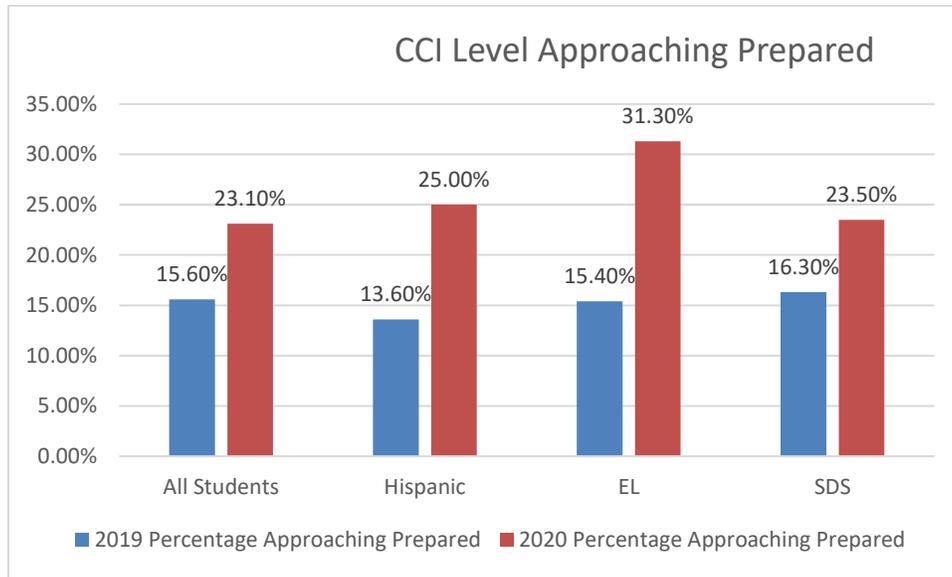


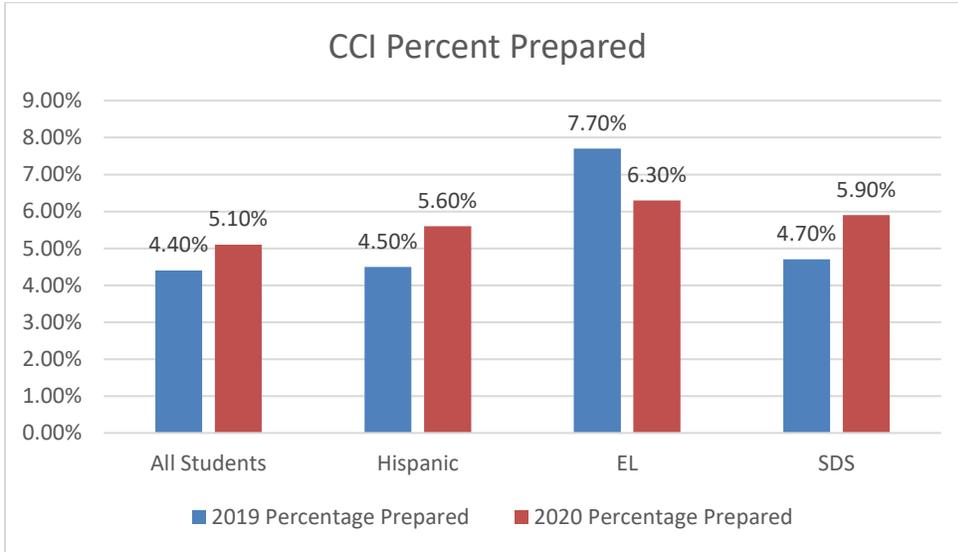
Graduation rates declined in 2018-2019 to 71%, however increased to 82% in 2019-20 because of our various strategic programs including K.E.Y.S., credit recovery classes, after school and Saturday School, and multiple counselor and Administration efforts to involve parents, teachers, and staff in the students learning.

Valley High School counselor works closely with 12th grade students and their parents, keeping them informed of their student’s credit status and helping them enroll in extra programs, such as Adult School, to aid in the earning of required credits for graduation.

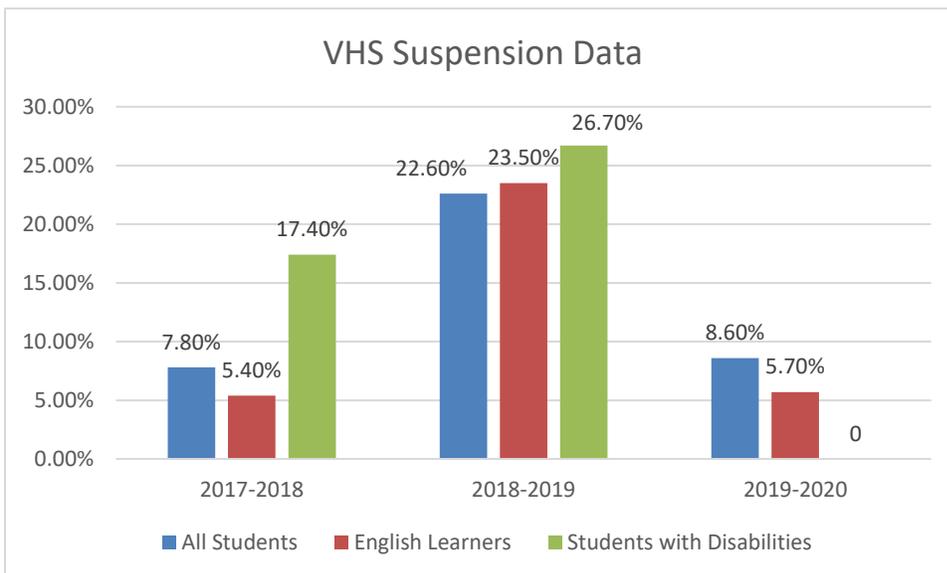
CCI Level	All Students	Hispanic	English Learners	Socio-economic Disadvantaged
Percentage Prepared	5.1%	5.6%	6.3%	5.9%
Percentage Approaching Prepared	23.1%	25.0%	31.3%	23.5%
Percentage Not Prepared	71.8%	69.4%	62.5%	70.6%

Percentage of Students by CCI Level for each Student Group

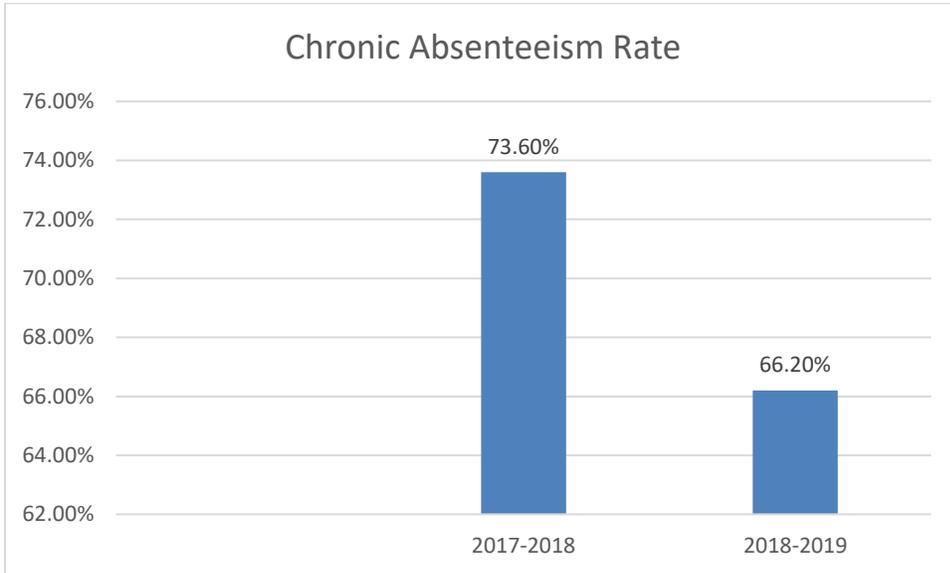




Class 2020 CTE completers				
	All	ELs	SWDs	Homeless
CCHS	60.7%	61.4%	59.1%	100.0%
DHS	36.9%	39.4%	35.0%	25.0%
RFK	58.5%	53.8%	55.2%	17.0%
VHS	9.4%	5.3%		
DJUHSD	50.3%	47.7%	48.6%	31.3%



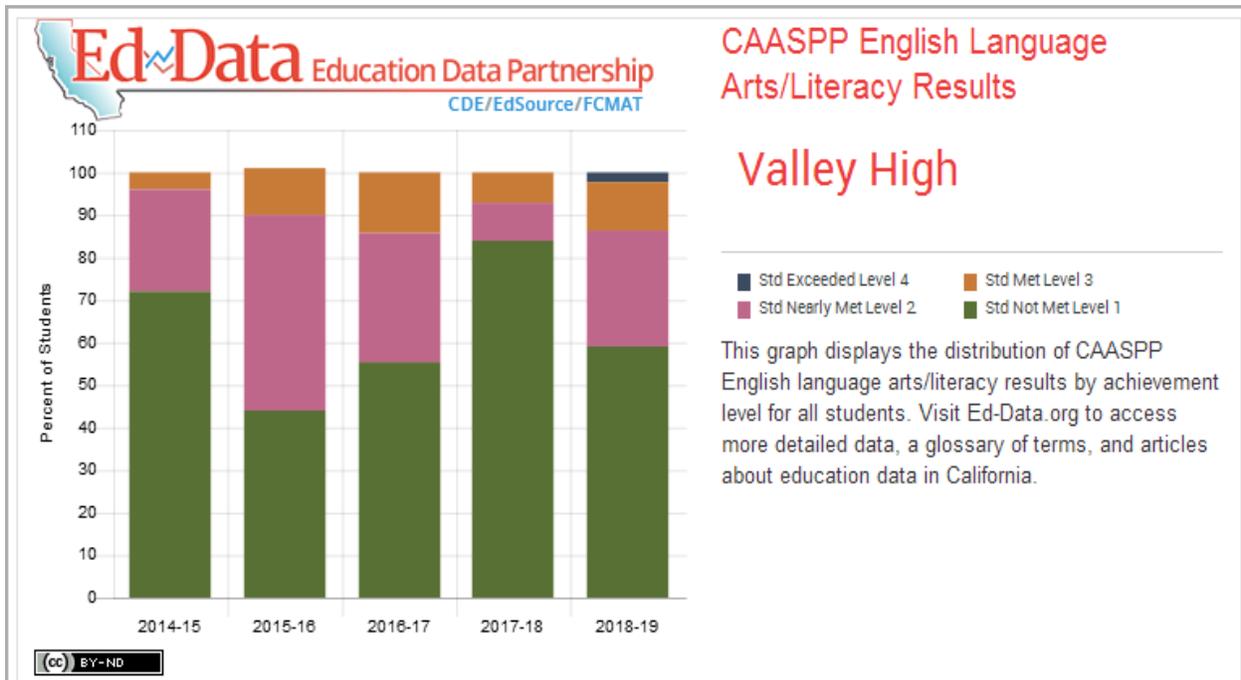
Expulsion Rate			
	2018-19	2019-20	EL (19-20)
DJUHSD	0.18%	0.25%	0.59
VHS	3.66%	2.98%	6.17
State	0.09%	0.06%	0.08

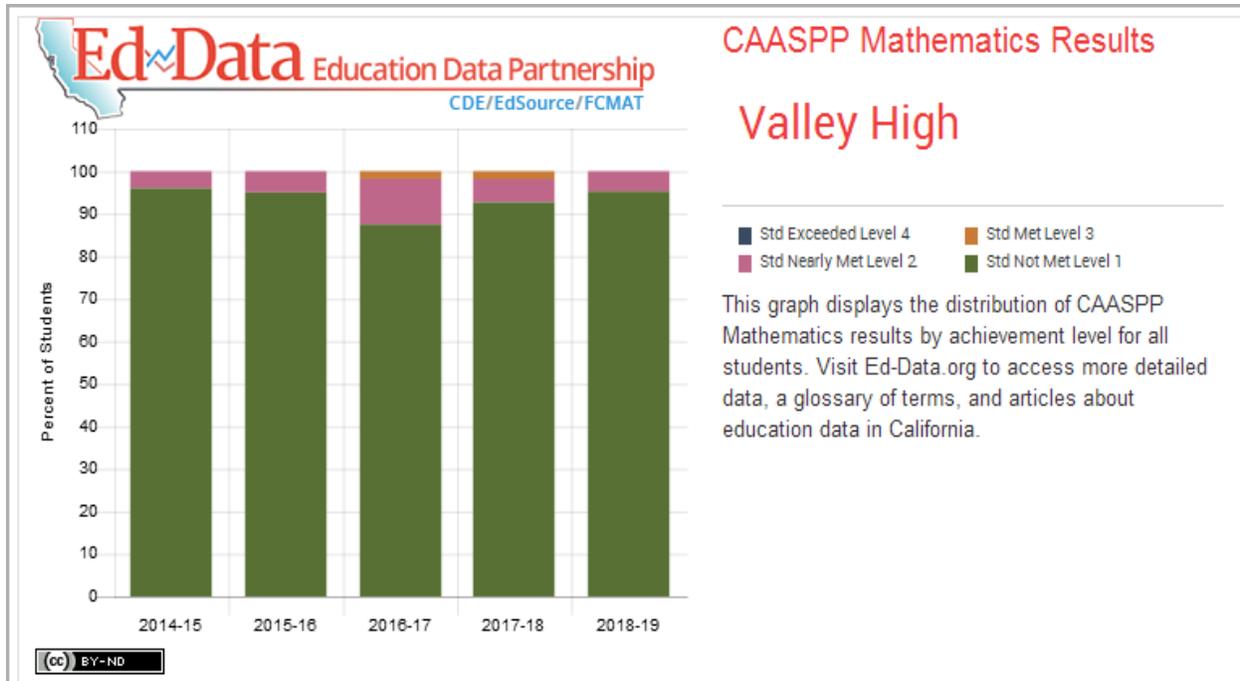


Survey Results:

Feel Safe at School – Student & Parent Surveys		
	Oct 2019	Oct 2020
DJUHSD	88.4%	90.4%
CCHS	78.6%	84.2%
DHS	94.9%	85.4%
RFK	93.7%	99.5%
VHS	93%	100%

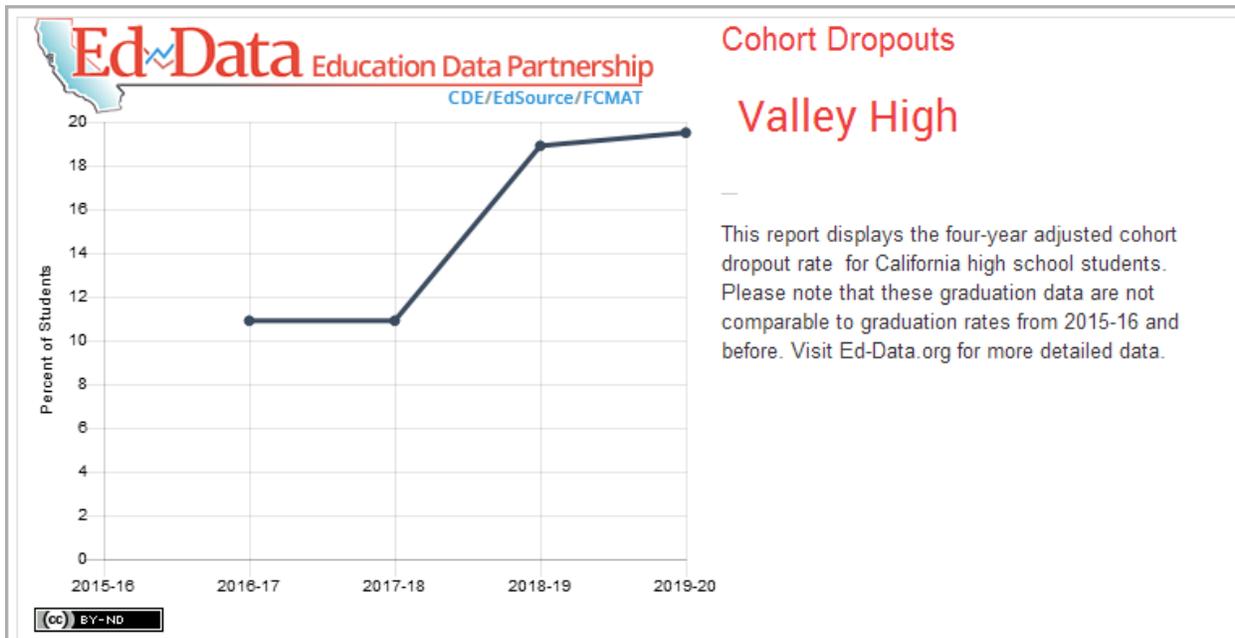
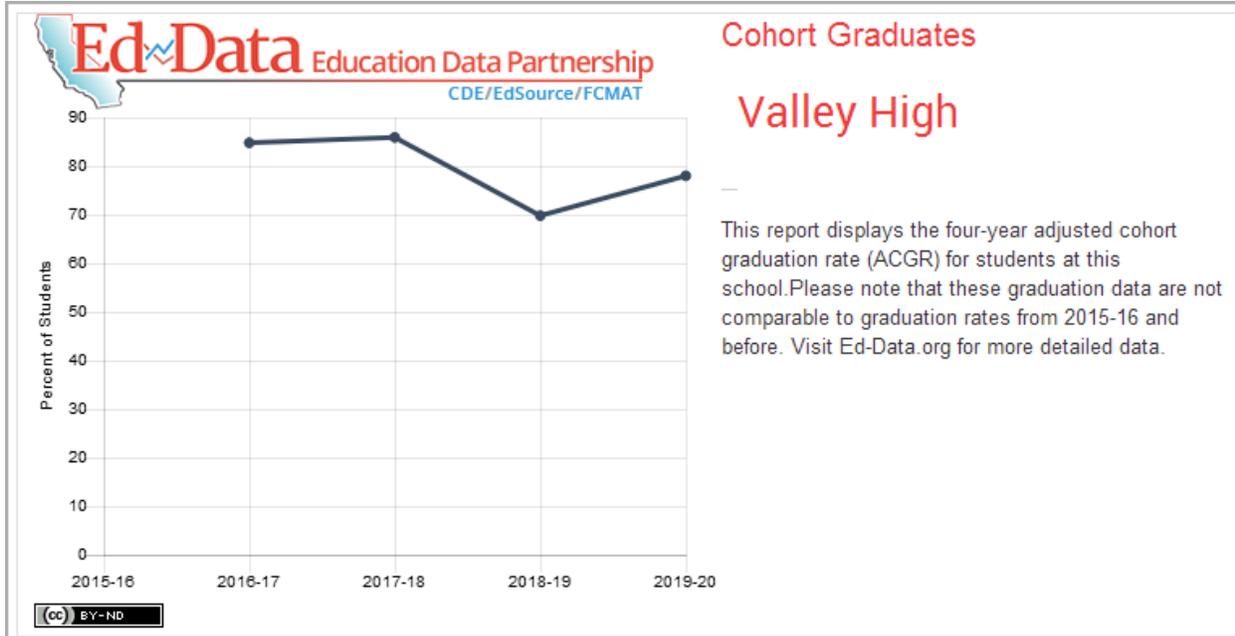
Feel Connected School – Student & Parent Surveys		
	Oct 2019	Oct 2020
DJUHSD	99%	99.6%
CCHS	97.4%	99.5%
DHS	99.5%	99.4%
RFK	99.6%	99.7%
VHS	93%	100%





Conclusions based on this data:

1. The data shows that students do not meet the standard in math. A variety of factors account for the lack of improvement that includes an increase in the number of students below grade level and without the basic skills needed to succeed. Many 11th graders also were recent transfers and were not enrolled during the fall semester. Their transfer to Valley was on the fact that they were truant and/or deficient in their academic performance at their comprehensive sites.
2. More application of mathematical concepts is needed along with tools and strategies to solve such problems. Students need more exposure to these concepts along with a variety of instructional strategies to reinforce them.
3. Students will receive incentives if they show they are taking the test seriously.



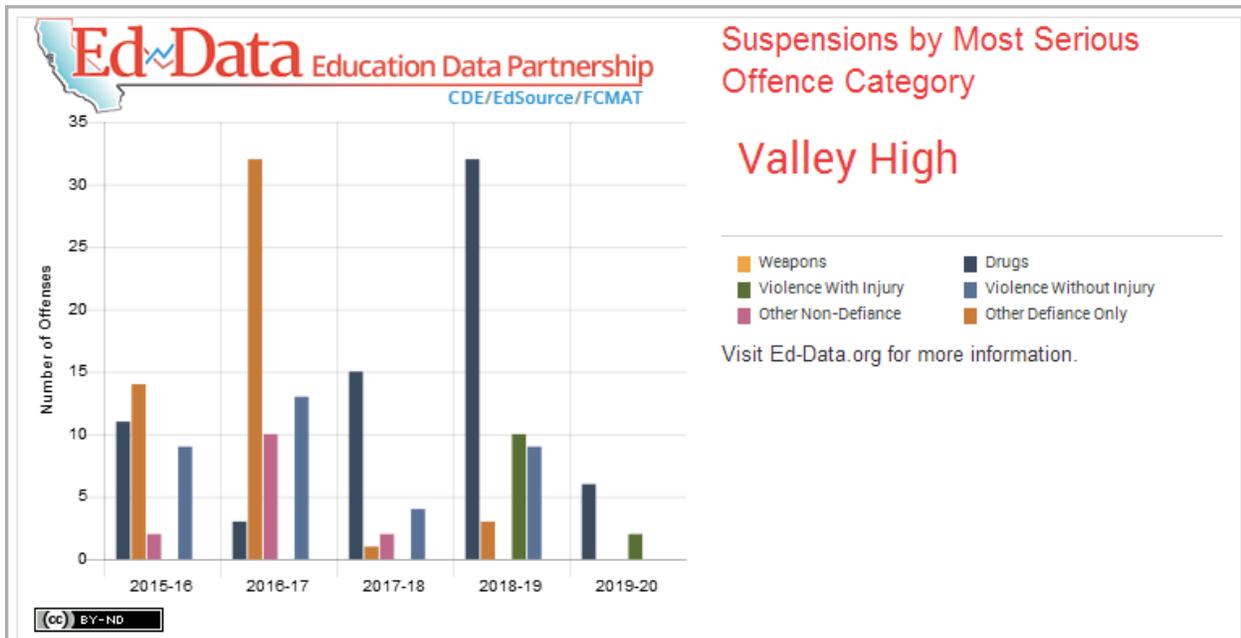
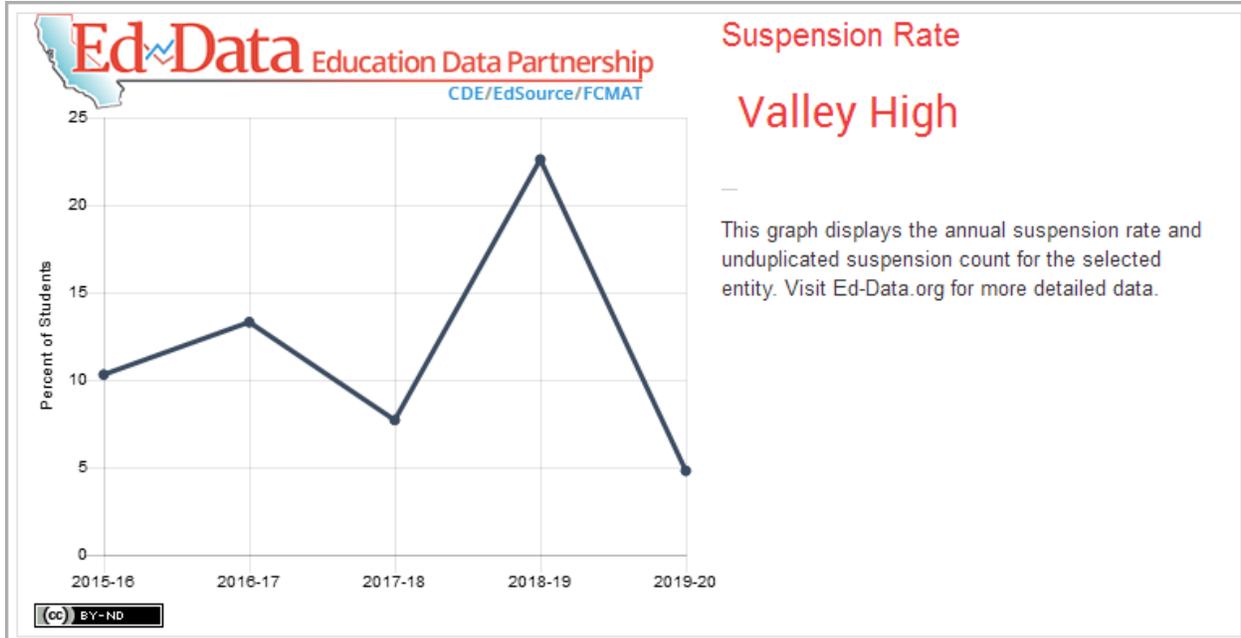
The dropout statistics include:

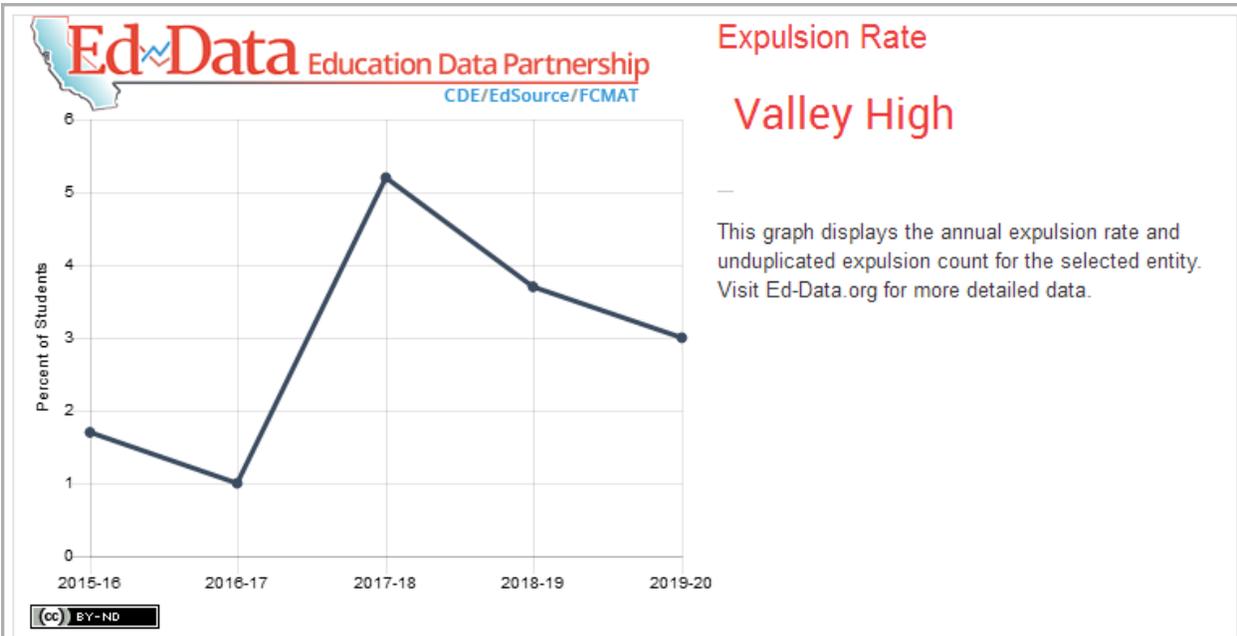
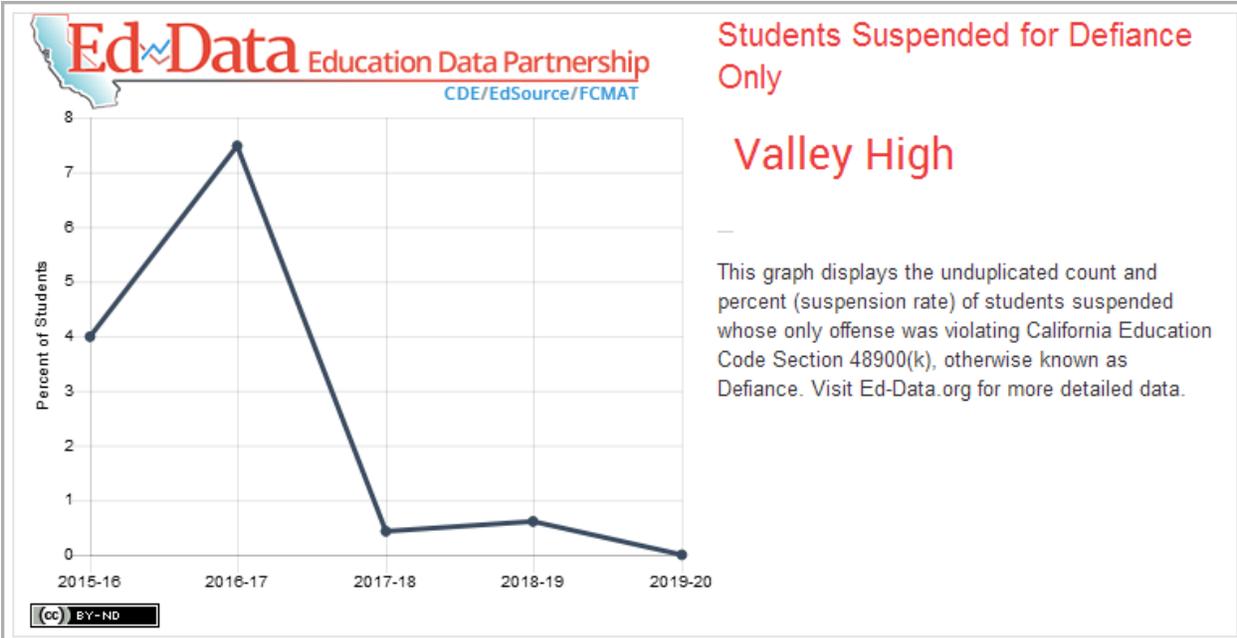
- Students who have moved from Valley High School and have not been picked-up on the Cal-Pads system by another school site/district.
- Students 18 years and older who decide to leave school.
- Student's that were dropped for "non-attendance" Students whose whereabouts are unknown."

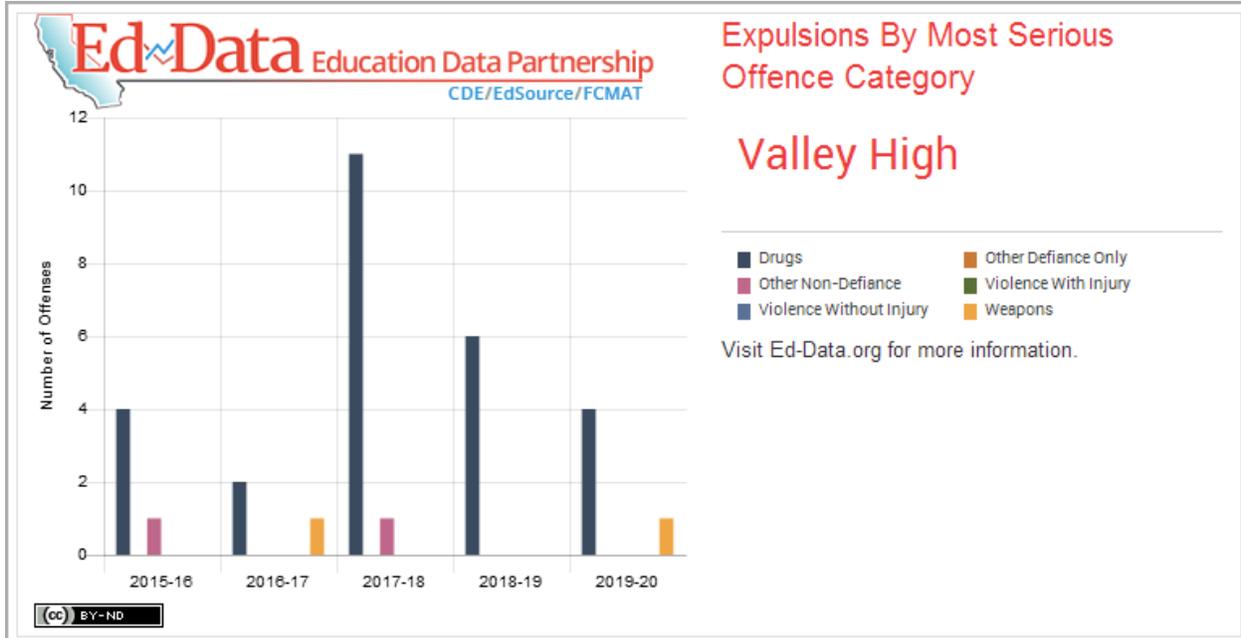
Resources Available for Reducing Dropout Rates

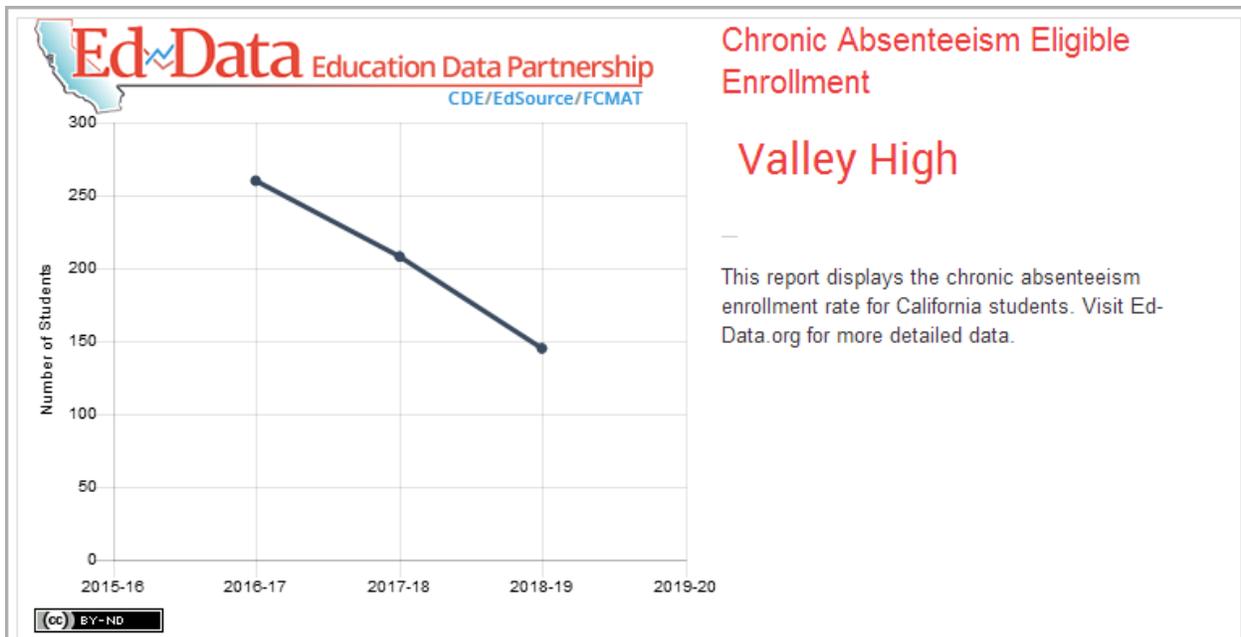
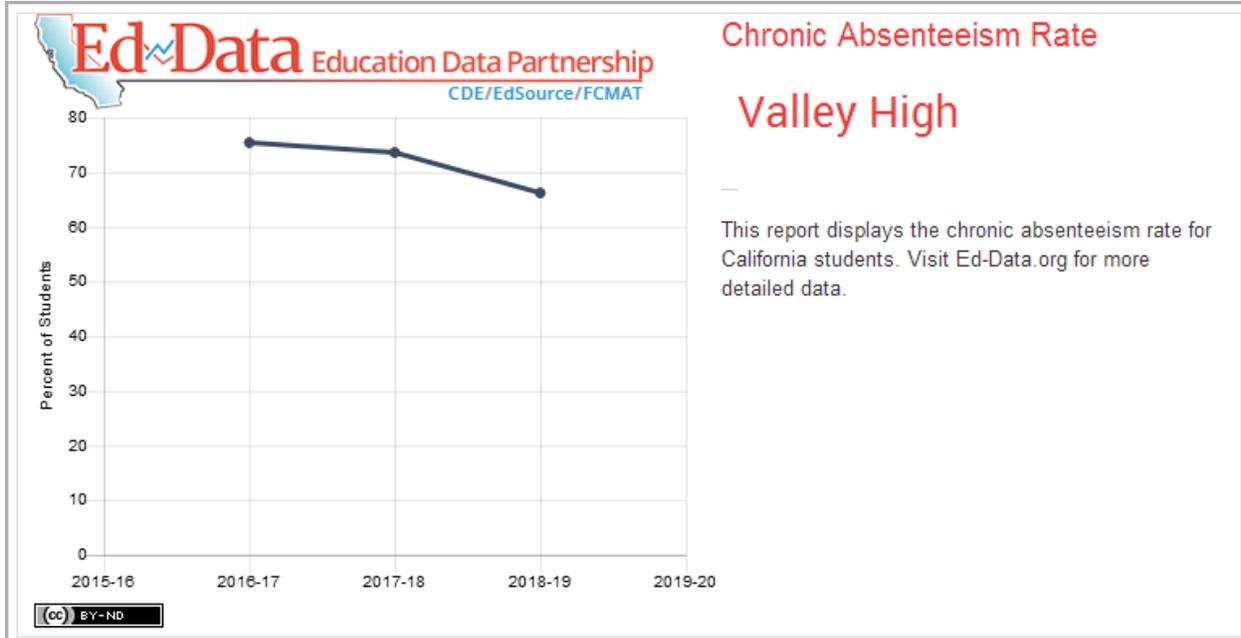
- District-wide Alternative Education Outreach Consultant provides drop-out and recovery services.
- School site performance and attendance incentive programs offering field trips, Eagle Bucks, T-shirts, and certificates.
- Student Study Team process for those students at risk of dropping out of school
- Attendance Recognition Program at the end of each cycle.
- Student Affairs Specialist and Dean who monitor attendance patterns. Those Parents are contacted for students with excessive absences, and if necessary, home visits are made.
- Automotive Telephone System notifying parents of student's absences on the actual day that the student does not report to school.

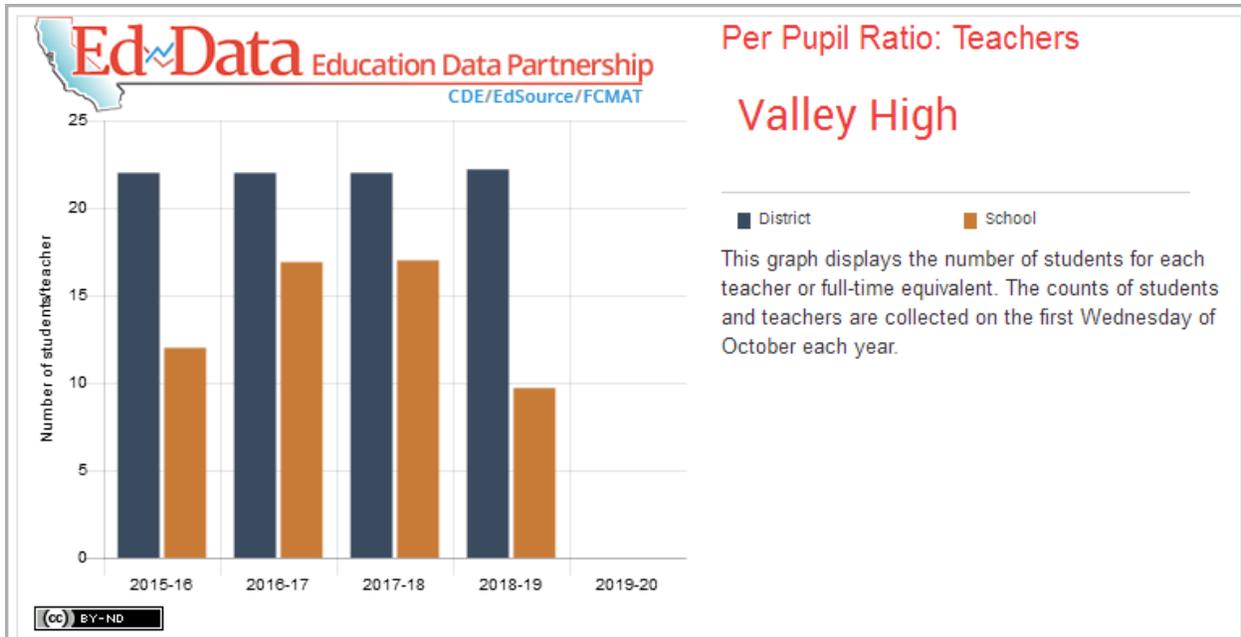
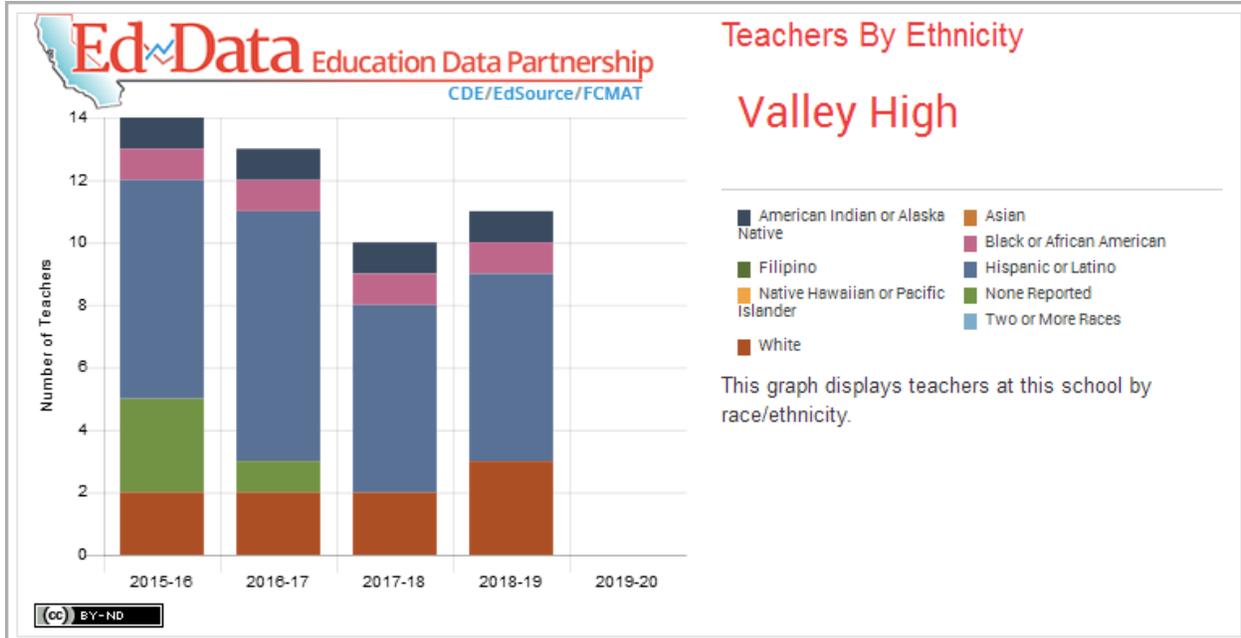


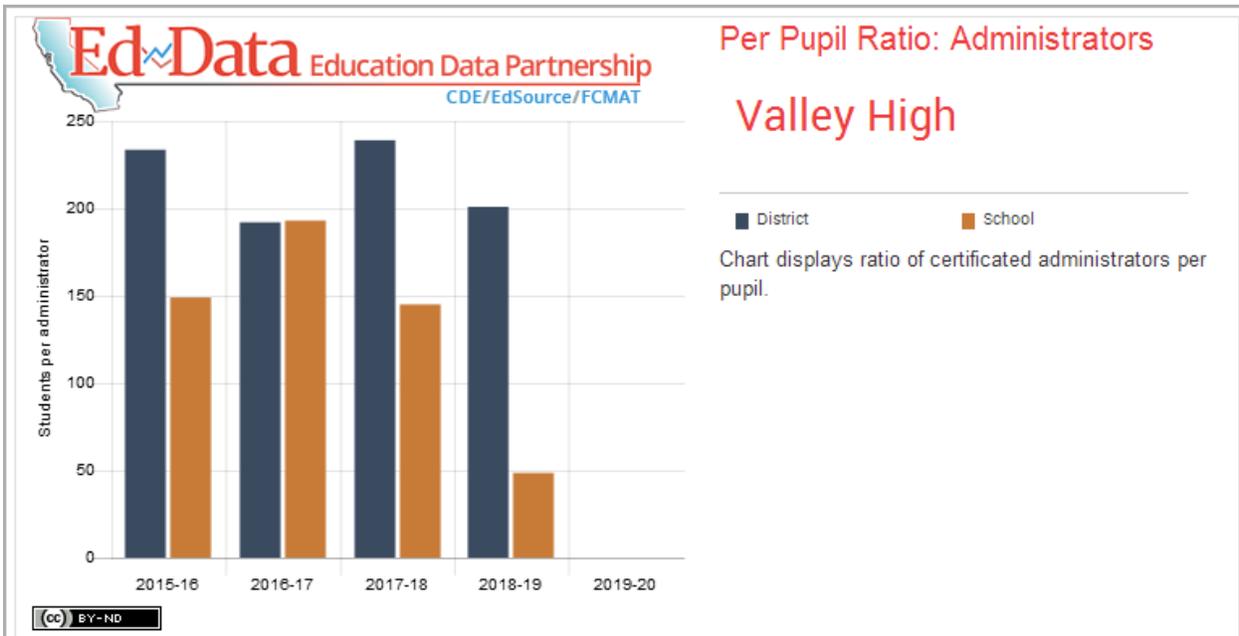
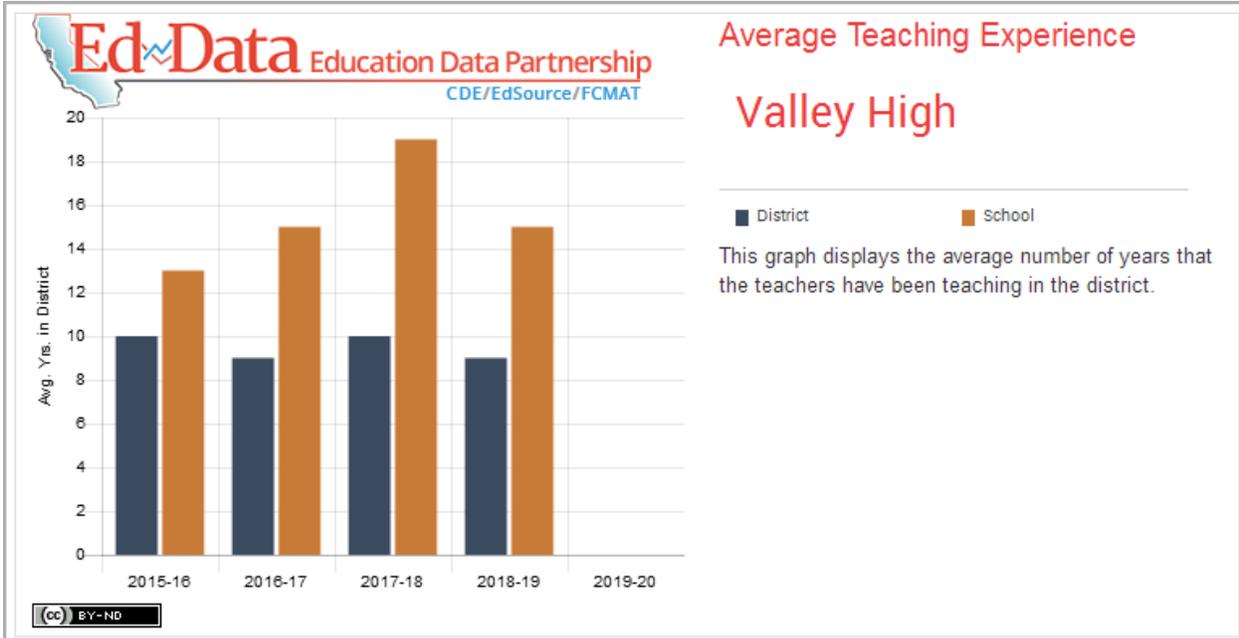


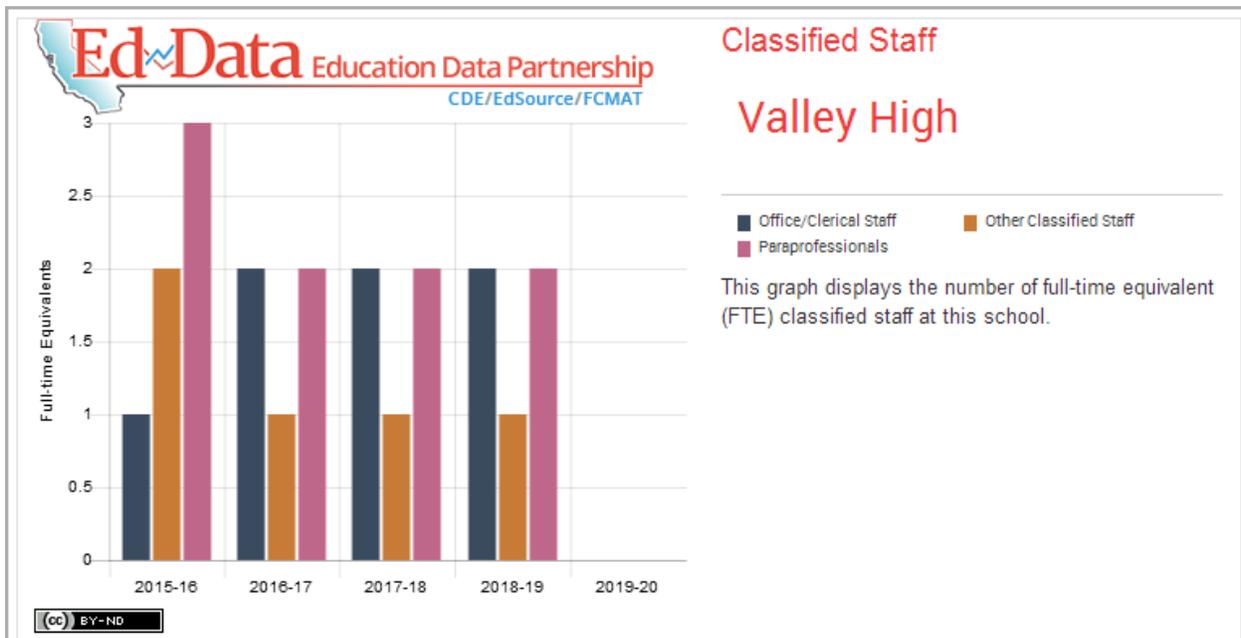
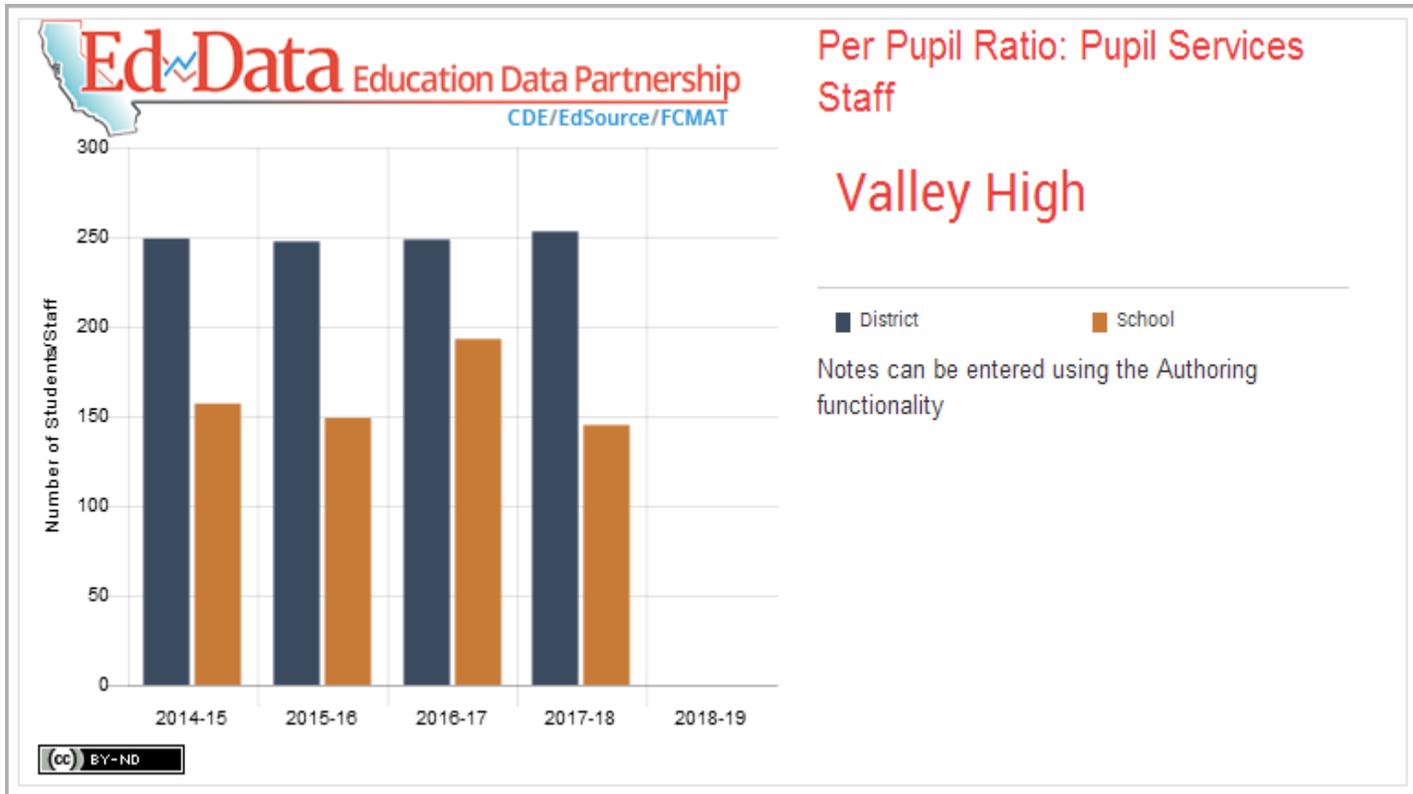










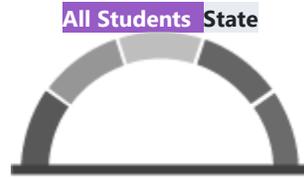


English Learner (EL) Enrollment

Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	75	51		51.7%	52.6%	
Fluent English Proficient (FEP)	37	31		25.5%	32.0%	
Reclassified Fluent English Proficient	5	5		6.6%	6.7%	



CAASPP Results – English Language Arts/Literacy (All Students)



No Performance Color

100.4 points below standard
Increased 34.6 Points

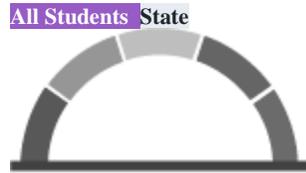
Overall Achievement for All Students

GRADE LEVEL	Mean Scale			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
GRADE 11	2441	2486		0.00	2.27		7.14	11.36		8.93	27.7		83.93	59.09	
ALL GRADES	NA	NA	NA	0.00	2.27		7.14	11.36		8.93	27.7		83.93	59.09	

Conclusions

1. Data shows the majority of students who took the test did not meet the standards. However, there was an increase of 34.6 points. Many factors contribute. For example, each year there is a flux of students that changes by semester. Gaps in instruction are the result of truancy and/or academic under-performance at their comprehensive sites which is the reason many of the students transfer to Valley High School. Also, some students do not buy into taking the test and do not put in their best effort.
2. There is a need to increase literacy emphasis across the curriculum with more reading, writing, and speaking that engages students in deep analysis, vocabulary building, reasoning, and argumentative writing. Utilizing the interim assessments will continue to expose the students to the testing format and as a review for the test.
3. Students will be given incentives if they show they are taking the test seriously.

CAASPP Results – Mathematics (All Students)



No Performance Color

207.3 points below standard
Increased 11.1 Points

Overall Achievement for All Students

GRADE LEVEL	Mean Scale			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
GRADE 11	2419	2416		0.00	0.00		1.82	0.00		5.45	4.76		92.73	95.24	
ALL GRADES	NA	NA		0.00	0.00		1.82	0.00		5.45	4.76		92.73	95.24	

Conclusions based on this data:

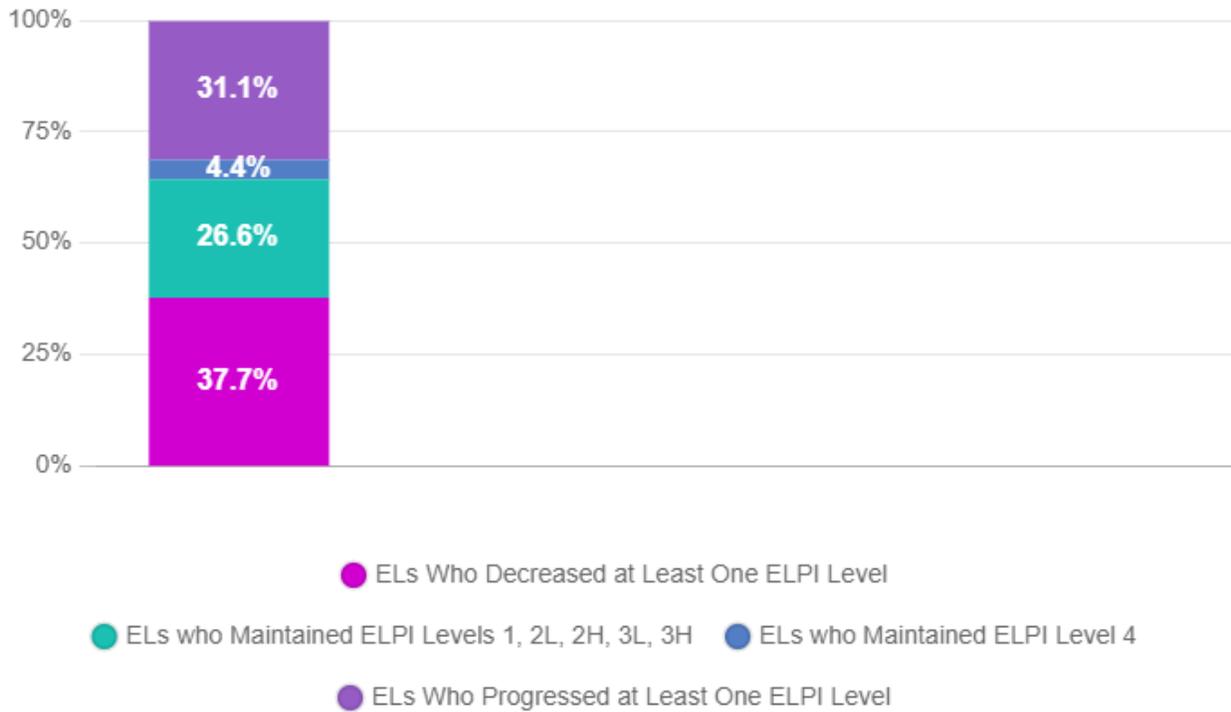
1. The data shows that students do not meet the standard in math. A variety of factors account for the lack of improvement that includes an increase in the number of students below grade level and without the basic skills needed to succeed. Many 11th graders also were recent transfers and were not enrolled during the fall semester. Their transfer to Valley was on the fact that they were truant and/or deficient in their academic performance at their comprehensive sites.
2. More application of mathematical concepts is needed along with tools and strategies to solve such problems. Students need more exposure to these concepts along with a variety of instructional strategies to reinforce them.
3. Also, some students do not buy into taking the test and do not put in their best effort. To help with this issue, students will be offered positive reinforcement incentives if they can demonstrate that they are taking the test seriously.

School and Student Performance Data

ELPAC Results

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Overall Language

Percentage of students at Each Performance Level for all Students

	Level 4			Level 3			Level 2			Level 1			Total # of Stu.		
GRADE LEVEL	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
GRADE 9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	23.08		*	23.08		*	46.15		*	7.69		*	13	
11	*	0.00		*	33.33		*	46.67		*	20.00		30	15	
12	*	12.50		55.00	25.00		*	50.00		*	12.50		20	16	
ALL GRADES	28.36	12.24		43.28	30.61		16.42	44.90		*	12.24		67	49	



TEACHER CREDENTIALS

Teacher Credentials for Valley High School	18-19	19-20	20-21
With Full Credential	8	7	6
Without Full Credential	1	1	1
Teaching outside Subject Area Competence	0	0	0

The Delano Joint Union High School District strives to ensure that highly qualified, credentialed and properly trained instructors are hired. Instructors employed at Valley High currently hold a preliminary, clear, or intern credential issued by the State of California.

PRINCIPALS' ASSEMBLY BILL (AB) 75 TRAINING on State Board of Education (SBE) adopted instructional materials (EPC)

ADMINISTRATOR	AB 75 TRAINING STATUS
Principal	Completed

CLASSIFIED STAFF

	2018-19	2019-20	2020-21
Paraprofessionals (4) Instructional Aides	4	4	4
Office/Clerical Staff (1) Principal's Secretary (1) Registrar/Secretary	2	2	2
Other Staff (1) Discipline Liaison (2) Utility Workers (1) Security Guard	3	4	4

Four instructional aides provide classroom assistance in majority of core academic classes. Discipline Liaison (other staff) as well as Campus Security Officer assists with managing student discipline. Other staff includes one full time and one part time Utility Worker who maintains campus cleanliness. The clerical staff is comprised of the principal's secretary and a Registrar/Secretary.

PARENT, TEACHER AND STUDENT SURVEY - RESULTS

SUMMATION: The surveys were taken on September 19, 2019. The parent survey shows that Valley High parents have a 96% and higher overall favorable opinion of the school in the below stated categories. The survey was disseminated in English and Spanish.

Per the teacher survey, the main issue was that ramps need wood replaced in some classrooms and ceiling panel fell off room 14.

The student survey results also showed favorable opinions about the school ranging from 80.6% to 100%.

***Valley High School* Parent Survey**

1. The school has sufficient standards aligned instructional materials in history, English, mathematics, science, and ELD.
100% yes
2. The school facility is clean and in good repair.
96% yes
3. My child has access to all courses.
100%yes
4. The school has implemented the academic content standards for all students, including English Language Learners, students with disabilities and those who are gifted.
100% yes
5. The school involves parents in providing input in making decisions for the school/district.
100% yes
6. The school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.
96% yes
7. The school/district provides a high-quality education for students and prepares students for college or career pathways.
96% yes
8. The district/school effectively addresses attendance, dropout, and graduation.
96% yes
9. The school provides alternatives to suspension for minor offenses such as disruption or defiance.

100%yes

10. Students feel safe while at school and parents and students feel connected to school.

96%yes

TEACHER SURVEY RESULTS

1. Students have sufficient access to the standards aligned instructional materials.

VHS 83% - 1 teacher: Earth science NGSS materials not available from publisher

2. The school facility is in good repair.

VHS 67% - Ramps need wood replaced in some classrooms. Teacher has almost tripped and has seen kids trip. Railing is off exterior wall room 2, and ceiling panel fell off room 14.

3. Teachers feel safe while at school and students feel connected to school.

VHS 100% teachers agree

4. My school provides access to a broad course of study

VHS 100% teachers agree

STUDENT SURVEY RESULTS

1. The school has sufficient standards aligned instructional materials in history, English, mathematics, science, and ELD.

VHS 100% Students agree

2. My school facility is in good repair.

VHS 84% Agree - 5 students indicated no and did not specify.

3. My teachers are appropriately assigned and fully credentialed in their subject area.

VHS 100% agree

4. My school has implemented the academic content standards for all students, including English Language Learners, students with disabilities and those who are gifted.

VHS 90.3% agree – 3 students (did not specify)

5. My school involves parents in providing input in making decisions for the school/district.

VHS 93% agree (2 students indicated no)

6. The school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.

VHS 100% agree

7. The school/district prepares students for college or career pathways.

VHS 93.5% students agree – 2 students did not specify

8. The district/school effectively addresses attendance, dropout, and graduation.

VHS 100% agree

9. The school provides alternatives to suspension for minor offenses such as disruption or defiance.

VHS 97% agree – 1 student did not specify

10. Students feel safe while at school and students feel connected to school.

VHS 93% agree (2 students indicated no)

11. My school provides access to a broad course of study

VHS 80.6% agree (6 students indicated more electives)

SUMMARY OF DATA IMPLICATIONS.

Analysis of various data gathered suggests the following facts about Valley High School:

- Valley High School's **graduation rate has increased.** Several factors can be attributed to this trend. Overall, our attendance has also increased and logically our graduation rate as well. The following safeguards are in place to help students graduate:
 - Students who are in jeopardy of not graduating are placed on a full day schedule of credit recovery classes. After school credit recovery is available on Tuesdays and Thursdays and on Saturdays from 7:30 to 11:30 to provide more opportunities for students to catch up on their credits. Other students opt to return to their comprehensive sites.
 - Valley High School counselor works closely with 12th grade students and their parents, keeping them informed of their student's credit status and helping them enroll in extra programs, such as Adult School, to aid in the earning of required credits for graduation.
- Valley High's **Enrollment has decreased.** The declining enrollment is attributed to changes in the District Transfer Committee. In regard to substance abuse, students are transferred involuntarily until the second offense.
- A high percentage of Valley High students score low in the CAASPP in English and Math. The following steps are being taken to improve their academic performance:
 1. School-wide intensive reteach lessons assigned two weeks prior to testing.
 2. Instruction in test taking strategies.
 3. Motivational assembly and address by the Principal.
 4. Incentive awards are given to those students who put effort into taking the test and for those who have improved their previous scores or moved to a high level.
 5. Data analysis of CAASPP to target areas of deficiency.
- Suspensions- The suspension rate began to increase in the 2016-2017 school year mainly due to defiance issues. In the 2017-2018 school year there was a significant drop in suspensions. The District has continued with the Opportunity Program to retain suspended expulsion students where they receive counseling and continue to work on academic courses. Most recently, the VHS Behavior Intervention Program and the Progressive Discipline Model have also helped in decreasing suspensions.
- Expulsions- The rate of expulsions increased in the 2017-2018 school year. The main infraction was a violation of the District's drug policy. However, the expulsion rate is on the decline.

FINDINGS BASED UPON PROFILE DATA

The vast amount of data reviewed and analyzed during the WASC process pointed out Valley High School has improved upon as well as several areas where continued improvement is needed to ensure that objectives in the Student Learner's Outcome are obtained by all students.

AREAS OF STRENGTH:

- Hiring of Campus Discipline and Safety Liaison.
- ASB was reinstated and continues to promote a positive school culture and image in the community.
- Opportunity Program continues to retain suspended expulsion students and help them transition back to the Comprehensive sites.
- English and Math Intervention focuses on essential skills and targets gaps in reading, writing, and math.
- Renaissance an on-line adaptive assessment in math.
- VHS Behavior Intervention Program providing positive behavior support with tiered interventions.
- Progressive Discipline Model
- New classes: Nutrition, Criminal Justice, ELD Writing, the continuance of Multi-Media, and the reinstatement of Personal Finance.
- Annual WESTEC training certification.
- New safety and technology purchases: new security cameras, Raptor Security System, keypad door, purchase of 75 lab-tops, and new routers and Elmo's.
- Continuance of Student Incentives to decrease truancy: Friday Game Days, Student of the Cycle, College and Career fieldtrips, home visits and phone calls.
- On-going professional development training most recent by Dr. Rebecca Stobaugh, Jill Hamilton Bunch, EDI Data Works, etc. and continuing the late start Wednesdays.
- Open communication with parents/guardians, Valley's VIP informational parent sessions, Annual Back to School Nights, Spring BBQ & Student Recognition Awards Evening.
- Continue hosting motivational and Career Speakers.

AREAS OF IDENTIFIED NEED:

- Increase the ELA and MATH performance by students as measured by local assessments
- Continue to decrease the truancy rate.
- Increase the Graduation Rate.
- Increase Vocational opportunities and career exploratory courses
- Increase Parent Involvement opportunities



Chapter 3

Self Study Findings







STUDENT LEARNER OUTCOMES

**E
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E**

EMPOWER STUDENTS TOWARD
ACADEMIC AND BEHAVIORAL
OWNERSHIP.

ACHIEVING ACADEMIC SUCCESS
TOWARD GRADUATION, COLLEGE,
AND CAREER READINESS.

GENERATING TECHNOLOGY
COMPETENCY.

LEARNING TO COMMUNICATE
CRITICALLY AND BE A LIFE LONG
LEARNER.

ENCOURAGE DIVERSITY,
COOPERATION AND GLOBAL
RESPONSIBILITY.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A1.1. Findings	Supporting Evidence
<p>Valley High School has a clearly defined mission statement, which is: To empower students to become productive citizens by developing the skills necessary to promote self-worth and independence, knowledge, and creativity necessary to adapt to a world of accelerating change within a safe, secure, and supportive environment. Valley has the following Expected School Wide Learning Results: The program seeks to teach students how to be:</p> <ul style="list-style-type: none"> E Empower students toward academic and behavioral ownership A Achieving academic success toward graduation, college, and career readiness G Generating technology competency L Learning to communicate critically and be a lifelong learner E Encourage diversity, cooperation, and global responsibility 	<ul style="list-style-type: none"> • Student/parent surveys • Student Advisor trackers • Graduation exit surveys • Parent conferences • Stakeholder “District” meetings • School Website • Single Plan for Student Achievement • SLO’S • Understanding of Vision, Mission, and Schoolwide Learner Outcomes

<p>The examination of the student profile data has led to the development of an action plan in 5 specific areas to improve the program for our students.</p> <ul style="list-style-type: none"> • Increase the ELA and MATH performance by students as measured by local assessments • Continue to decrease the truancy rate. • Increase the Graduation Rate. • Increase Vocational opportunities and career exploratory courses • Increase Parent Involvement opportunities 	
A1.2 Findings	Supporting Evidence
<p>The current process of revisiting and revising the school’s Vision and Mission statements is sufficiently effective at this time. The entire school community are aware and provide input in the periodical revision of the mission and vision. As it stands, stakeholders have agreed that the principals and values our mission and vision encompass still hold true.</p> <p>The Vision and Mission has not changed because staff, teachers and administrators feel strongly that the vision is coherent and accurately reflects the purpose of what student should know the school staff feels that although the principals and values of the mission and vision are still valid, it needs to be revisited yearly to ensure that it will continue to appropriately reflect the future of Valley High School</p>	<ul style="list-style-type: none"> • Staff meeting agendas • School site council meeting agenda
A1.3. Findings	Supporting Evidence
<p>The teachers continually review what the students are expected to learn with the students and the parents. This is done through discussion of graduation and curriculum requirements. This is accomplished through:</p> <ul style="list-style-type: none"> • Individual student appointments • Back to School Events • Graduation presentations • Senior Meetings with Student Advisors • New Student Orientations 	<ul style="list-style-type: none"> • Staff meeting agendas • School site meeting agendas • Back to School Night agendas • Student Agreement forms • PowerPoint Presentations • Flyers • Cycle grades • Monthly calendars • Career and College Day flyers

<ul style="list-style-type: none">• We have had Career and College days to support our students as they transition from our program <p>In addition to our mission statement and SLOs, all stakeholders operate through the lens of our Core Values of mutual trust, mutual respect, compassion, and integrity.</p> <p>Each year the District holds LCAP stakeholder meetings with students, staff and parents. Where data is reviewed and communicated.</p> <p>Yearly, Title 1 parent informational meetings are held, and parents are informed on the use of Title 1 Funds.</p>	
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority’s role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A2.1. Findings	Supporting Evidence
<p>The governing authority of Valley consists of five elected members of the community. These members are the DJUHSD (Delano Joint Union High School District) schoolboard. The DJUHSD school board along with the Superintendent meets once a month throughout the school year. Board members represent the residents of Delano and its surrounding communities. The Board functions as a goal making, policy creating, evaluating body for the entire school district.</p>	<ul style="list-style-type: none"> • District Policies • District Website • School Site Council Agendas • Board Meeting Agendas • District Mission
A2.2 Findings	Supporting Evidence
<p>Valley always encourages parent participation in the school governance. Public notices are posted at each school site that outline the agenda of the upcoming Board Meetings, Safe school plan as well as School site council meetings. This is an opportunity for the community stakeholders to give input and address concerns that they might have.</p> <p>The school board and District Superintendent rely on the Valley principal to inform and assist the site staff of policies and procedural changes and information from the “district” level.</p>	<ul style="list-style-type: none"> • District Policies • District Website • School Site Council Agendas • Board Meeting Agendas • PLCs • School Site Council • PLC Agendas • Staff Meeting Agendas • School board minutes

A2.3. Findings	Supporting Evidence
<p>The Delano Joint Union High School District Board recognizes the district has primary responsibility for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level. The district shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging either of the following.</p> <ol style="list-style-type: none"> 1. Unlawful discrimination based on age, sex, sexual orientation, race ancestry, national origin, religion, color, or mental or physical disability. 2. Non-compliance with state and/or federal laws in consolidated categorical aid programs (state and federal), Migrant Education, childcare and development programs, child nutrition programs, special education programs, and adult education. <p>Valley implements complaint and conflict resolution procedures pertinent to the employee-employer relationship.</p> <p>Parents as well as students are made aware of the complaint procedure during enrollment at Valley. The information is part of the student’s enrollment package and is posted on office and classroom walls.</p>	<ul style="list-style-type: none"> • Harassment Policies • Bullying Policies • Union Contract • Valley Parent/Student Orientation and information Packet • Complaint Procedure posted in each classroom and office wall • Teacher handbook • Administration open door policy

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school’s broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school’s schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A3.1. Findings	Supporting Evidence
Throughout the school year, data is gathered as well as stakeholder feedback to develop the LCAP and school goals. Action steps are then implemented and monitored throughout the school year to determine the effectiveness of those goals and actions.	<ul style="list-style-type: none"> • District Web site • Valley Web site • School board agenda • Single School Plan • School Site Council Agendas
A3.2 Findings	Supporting Evidence
Each year student achievement data is collected, analyzed, and discussed to create LCAP and school goals. This data is shared and discussed with teachers, support staff, students, and parents through yearly stakeholder meetings. Data and feedback from stakeholders is used to develop and/or revised LCAP and school goals and ensure alignment.	<ul style="list-style-type: none"> • CELDT/LPAC results • SPSA • LCAP
A3.3. Findings	Supporting Evidence
The administration, in coordination with the School Site Council, site leadership and district administrators analyze data and set student goal priorities, then set the agenda focus for PLC meetings. The large portion of the conversations typically revolve around	<ul style="list-style-type: none"> • PLC Meetings • Covid schedule • PowerPoint for students to discuss vision at start of school year

<p>better ways to support individual students. There are always continued efforts for Staff to work together to establish strategies, lessons, and CFAs to determine the extent of student learning using the Cycle of Inquiry. This will be an area for growth for the site this year. Strengthening the PLC process continues to be a priority and area of concern</p>	<ul style="list-style-type: none"> • Social contract
<p>A3.4. Findings</p>	<p>Supporting Evidence</p>
<p>Valley has an open-door policy that allows employees to approach administration any time in confidence, to resolve conflicts. In accordance with our open-door policy, if the administration is unable to resolve the conflict, then the employee can go to the HR department or if necessary, file a union grievance. Additionally, uniform complaint procedures are posted throughout the campus and classrooms.</p>	<ul style="list-style-type: none"> • School board minutes • District Policy • Employee Handbooks • Monthly Staff meetings

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the school wide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the school wide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A4.1. Findings	Supporting Evidence
<p>Valley is committed to hiring highly qualified staff. When an opening occurs, Valley administrator(s) complete reference checks, and the candidate is then forwarded to HR for a background check and final approval. New teachers are supported through Kern County's Induction Program, and the administration. Valley staff participates in decisions on master schedules so that the course and teacher are effectively aligned.</p> <p>Valley principal meets with all new teachers at the beginning of the year and periodically during the first two years to provide input and support. The administration sets appointed times, as well as unscheduled walk-throughs, to evaluate new and veteran teachers. New teachers are regularly monitored, and veteran teachers are evaluated every other school year</p>	<ul style="list-style-type: none"> • District Personnel records • Master Schedule • Induction Logs • Coaching Logs • Evaluation Records • PLC Wednesdays • Open-door policy
A4.2 Findings	Supporting Evidence
<p>All professional development is focused on identified student learning needs. Staff and</p>	<ul style="list-style-type: none"> • Staff meeting agendas • Supervision and Evaluation

<p>leadership collaborate to provide the most effective, targeted, and meaningful professional development. Every staff member is encouraged to participate in relevant conferences, workshops, meetings, and summer institutes. Staff in-services, school site meetings, and trainings are scheduled on non-student days</p> <p>Staff can attend conferences that are of interest as well as District in-services for professional development. In addition, staff may apply for Induction to clear their credential or to seek supplementary authorization. Lastly, staff can seek out conferences and other professional development opportunities, which they may request to attend and for the district to pay for these opportunities.</p>	<ul style="list-style-type: none"> ● Induction reports
<p>A4.3. Findings</p>	<p>Supporting Evidence</p>
<p>Professional development is focused on identified student learning needs. Staff and leadership collaborate to provide the most effective, targeted, and meaningful professional development. Every staff member is encouraged to participate in relevant conferences, workshops, meetings, and summer institutes. PLC Wednesdays consist of the following: WASC Work, Surveys, Student Wellness, School Safety Procedures, Department meetings, Common Core Assessment Development, and Department Specific Information.</p>	<ul style="list-style-type: none"> ● Collaborative Meeting Agendas ● PLC Wednesdays ● Mental Health Topics ● ELA/ELD ● Induction Reports ● District New Teacher Orientation ● CELDT/LPAC results
<p>A4.4. Findings</p>	<p>Supporting Evidence</p>
<p>Each regular staff member is given an evaluation every other year. Quarterly walk-throughs and scheduled evaluations for new teachers every school year, and the same for veteran teachers but only every other school year This is an opportunity to discuss the strengths and weaknesses of the staff member, as well as address any concerns that</p>	<ul style="list-style-type: none"> ● Annual staff reviews ● Staff meeting agendas ● Evaluation Records ● Data analysis core subjects

<p>the employee might have on an individual basis.</p> <p>Administrative staff performs regular observations both formally and informally within the teachers' classrooms</p>	
<p>A4.5 Findings</p>	<p>Supporting Evidence</p>
<p>Each teacher signs their job description at the start of the school year.</p> <p>Each year a staff handbook is distributed to the staff that includes important paperwork. This includes the cycle schedule, bell schedule, phone numbers, yearly calendar.</p> <p>Each staff member is required to go through various training courses every school year.</p>	<ul style="list-style-type: none"> • Job Descriptions • Staff handbook • GetSafetyTrained Certificates



A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the school wide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school wide action plan/SPSA, the school’s vision, mission, the school wide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the school wide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A5.1. Findings	Supporting Evidence
<p>Resource allocation begins when the administrative team collaborates with the Teachers to collect and disaggregate school data. The data is then distributed to the staff so that leadership, teachers, and support staff are informed of student progress at the school site, and teacher level. Decisions are then made at the local level on how to best improve student learning while keeping in line with the school mission, SLOs (Student Learner Outcomes), and critical areas of improvement.</p> <p>Through this resource allocation process Valley has increased the following resources to support student achievement of the academic standards and school-wide learning results:</p> <p>Textbooks, technology, and any supplemental material needed or required are provided by the district using teacher/staff PO’s.</p> <p>Core classes as well as Special Ed. Classes are provided with one or more teachers’ aides</p>	<ul style="list-style-type: none"> • Valley Staffing Data • Master Schedule • Afterschool credit recovery • Teacher Aides • 4 Year Student Plans • Master Schedule • Purchase orders

<p>to assist with daily instruction.</p> <p>School leadership and staff have allocated these resources based upon the needs of the students. These needs are determined by the results of data analysis.</p>	
<p>A5.2 Findings</p>	<p>Supporting Evidence</p>
<p>All distribution of resources and expenditures are carefully monitored by Valley administration and DJUHSD Board so that student achievement is maximized.</p>	<ul style="list-style-type: none"> • Annual Budget • Chief Business Officer • State Auditors
<p>A5.3. Findings</p>	<p>Supporting Evidence</p>
<p>Sites are clean, bright, and aesthetically designed to promote a sense of welcoming and community, as well as being a place of business.</p> <p>District personnel clean our facilities daily as well as managing the painting, repair or heavy cleaning that takes place on an as needed basis.</p> <p>District technicians ensure each school site is functioning to support the needs of the school. They perform regular maintenance checks and address other issues as they come up.</p>	<ul style="list-style-type: none"> • Actual facilities • Maintenance department schedule • Custodial cleaning schedule
<p>A5.4. Findings</p>	<p>Supporting Evidence</p>
<p>Valley has a Principal, Counselor and teaching staff that develops, and updates all needed curriculum and testing resources, including CP classes, A-G approved courses, and curriculum aligned to California content standards. All textbooks and curriculum are processed through our District CIA (Curriculum Instruction and Accountability) (curriculum, instruction) committee. Student, staff, and office supplies are ordered through PO's. These orders are managed through the purchasing department.</p> <p>The curriculum instruction committee regularly updates the staff when there is a new curriculum that is being released, as well</p>	<ul style="list-style-type: none"> • Textbook Purchase Orders • Dept. POs • Fundraising Reports • Grant Reports • Inventory Checklists • Computer Labs • Library • Software Lists

<p>as curriculum that has been discontinued.</p> <p>A contracted IT company services the technology and networking needs for all sites. School leadership ensures that there are adequate computer and technology services available in all sites for students to complete assignments and for the teachers to conduct classes with such tools as Smartboards, laptop, PCs, and digital projectors. Requests for modern technology, such as computers, Smartboards, etc., are processed through this IT company as well.</p>	
<p>A5.5 Findings</p>	<p>Supporting Evidence</p>
<p>Mentors are assigned to new teachers and are required to meet with them on a weekly basis to ask about what is working in their classroom and what they think they are struggling with. The district also provided new teachers with academic coaches. They meet with each other daily and they help the newer teachers develop their curriculum. The district provides all teachers with professional development seminars.</p>	<ul style="list-style-type: none"> • Coaches • Professional development • Induction • Mentors

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and school wide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and school wide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has a written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.1

Areas of Strength

1. The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.
2. The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Areas of Growth

1. The school will continue to develop effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.
2. More efforts need to be made in order to have effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and school wide learner outcomes.



Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the school wide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the school wide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B1 .1.	Supporting Evidence
<p>In an ongoing effort to stay abreast of new teaching methodologies, subject matter content, and or changes to the course scope and sequence, Valley High School faculty continually make an effort to collaborate with colleagues from other comprehensive sites. VHS maintains its curriculum through Delano Joint Union High School District's monthly curriculum instruction and accountability (CIA) meetings which are attended by all principals and district administration.</p> <p>Since the Fall of 2013-2014, DJUSHD has implemented a bi-monthly late start schedule on Wednesday in order to give teachers time to attend cohort meetings to discuss and collaborate. Additional time was also given throughout the school year to develop common core curriculum through the collaboration of</p>	<ul style="list-style-type: none"> • Training dates, sign in sheets • Master schedule • CIA agendas • Cycle assessments • Scope and sequence • Student samples <ul style="list-style-type: none"> • Professional development training flyer • Wednesday cohort meetings

<p>comprehensive site teachers, administrators and district administration. Furthermore, each school year, common core professional development training is made available in the areas of Math, Science and English.</p> <p>The department of Special Ed. continues to better serve its student population through a push-in model adopted by DJUHSD back in 2014. The Special Education teacher regularly attends core classes, sits through the lessons, and works closely with Special Ed students to complete the necessary assignments.</p> <p>VHS teachers are given the freedom to differentiate to meet the students at their appropriate levels. Lesson plans are continually improving to keep the learning environment dynamic, relevant, and effective.</p> <p>To better assess areas of growth, VHS teachers began utilizing Illuminate to create and implement assessment tests for every core subject. These standards-based assessments are aligned to the state standards and include questions like SBAC released questions. These assessments along with classwork and projects help to measure mastery of content standards and provide VHS teachers with data to assess student growth.</p> <p>The student assessment data is used to evaluate understanding of the subject matter and to refine areas of strengths and identify areas of weakness. They are, however, not the primary curricular means by which VHS students are measured.</p> <p>Given the mixed ability make up of our students, VHS teachers look at different ways to differentiate instruction to meet the learning needs of our students.</p> <p>VHS teachers understand the importance of providing students with different ways to</p>	<ul style="list-style-type: none"> • Sample lesson plans • Illuminate assessments • Creative alternative assignments
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<p>demonstrate mastery and multiple measures of learning.</p>	
<p>B1.2.</p>	<p>Supporting Evidence</p>
<p>VHS utilizes the California State Standards in the development of pacing guides, course assessments, benchmark assessments, and all course curriculums with an emphasis on remedial education.</p> <p>All courses at VHS emphasize literacy and critical thinking skills that meet the Common Core requirements set by the District. Students at VHS are challenged to formulate their own questions about the assignments as well as think critically about issues that are relevant and that could impact them tomorrow. College readiness implies that a student is equipped with the essential skills of listening, reading, questioning, and writing. At VHS the focus is more about strengthening these attributes.</p> <p>Although one of VHS’s primary goals is to satisfy high school graduation requirements for students behind on credits, VHS teachers understand the importance of equipping every student with the knowledge, skills, and aptitudes necessary to pursue continued education after graduation. In addition, VHS is always looking to implement new CTE course offerings to support students wishing to attend an institute of higher learning meeting career-readiness standards.</p> <p>VHS provides courses designed to support students with different individual needs including online learning and independent study, which provide a more flexible and rigorous alternative to the traditional classroom setting</p>	<ul style="list-style-type: none"> • State Standards • Common Core Standards • Pacing Guides • Course Assessments • Benchmark Assessments • Curriculum Samples <ul style="list-style-type: none"> • Work samples <ul style="list-style-type: none"> • CTE course offerings

B1.3	Supporting Evidence
<p>In order to ensure congruence between teacher intention and student learning outcome is met, every lesson taught at VHS has a clear and precise objective. The actual concepts taught are important, but VHS teachers understand that the skills necessary to arrive at a conceptual understanding is much more valuable for college and career readiness.</p> <p>VHS ensures congruence between concepts and skills taught, college and career readiness, and school wide learning outcomes through a variety of courses and programs offered. All textbooks used are state and District approved, and all meet state standards. All courses follow the expected school wide learning results (ESLRS) and student learner outcomes (SLOs) developed to address career, academic, and college readiness.</p> <p>In courses such as web design, career/life skills, news production, and tech prep, students are not only taught the concepts but are also able to translate them into skills such as interviewing, construction, designing web pages or general life skills.</p> <p>Partnerships with Bakersfield College, WESTEC, and Sears Logistics Warehouse also allow our students to further develop skills such as forklift driving, welding, blueprint reading, and general workplace safety. Some of these programs were introduced to address the increased need for career readiness.</p> <p>Prior to COVID, efforts were made to host special speakers VHS would also host Career Day once a month with special guests coming to campus to talk about their careers with the student body. Businesses, government agencies, and vocational schools provide our</p>	<ul style="list-style-type: none"> • Textbooks • ESLRS • SLOs <ul style="list-style-type: none"> • Sample student work <ul style="list-style-type: none"> • BC • WESTEC • SEARS <ul style="list-style-type: none"> • Career fair • Lesson plans

recover course credits through evening classes held at DAS.

Since our partnership with Bakersfield College (BC), back in 2013-2014, there have been many students who have completed various CTE courses. BC continues to work collaboratively with VHS in pursuit of offering our students new opportunities for dual enrollment and obtaining college credits.

Robert F Kennedy High School, Delano High School, and Cesar Chavez High School are currently the three feeder schools for VHS. The District Transfer Committee meetings refer students to VHS throughout the semester and school year.

- Student credits earned through Bakersfield College concurrent enrollment.
- Withdraw forms/referrals from feeder schools



B2. Equity and Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B2 .1.</p> <p>Students are encouraged to meet with their academic counselor as often as they need to make informed decisions regarding their academic needs. Parents meet with the academic counselor during the initial enrollment of a student and are encouraged to ask questions and to take an active role in the academic needs of their child.</p> <p>VHS currently offers access to concurrent community college enrollment and is always implementing new CTE courses for students. Students also receive preparation for postsecondary education in all their courses.</p> <p>VHS takes field trips to college campuses and vocational schools to better inform students of post-secondary options.</p> <p>VHS holds an annual career day in May where a variety of colleges, universities, Government agencies and businesses offer students</p>	<p>Supporting Evidence</p> <ul style="list-style-type: none"> • Enrollment meeting with counselor/Dean of Students • Open door policy for counseling services • Dual enrollment course • CTE courses

<p>information on career and or educational opportunities.</p> <p>Toward the end of each semester, students are given an intent to return form to be filled out by students and parents. The form asks students to determine whether they would like to return to Valley High School or their comprehensive school site. The form provides students an opportunity to review their current credit standing to determine whether they qualify to return to their comprehensive site.</p>	<ul style="list-style-type: none"> • Visits to colleges and universities • Career Day • Guest speakers from a wide range of professions • Intent to return memo/ form
<p>B2.2.</p>	<p>Supporting Evidence</p>
<p>All VHS students have access to a rigorous, relevant, and coherent curriculum across all programs. VHS only uses District adopted textbooks and curriculum. All course offers follow state standards and conform to common core standards. VHS teachers are in collaboration with comprehensive site teachers to ensure subject matter is closely aligned.</p> <p>VHS is continually incorporating more real-world lessons and activities in all course offerings. The CTE courses are particularly strong in providing students with relevant real-world problems. VHS teachers believe that real-world lessons make the difference between students wanting to do the assignment and feeling like they have to do it. Real-world lessons and activities engage students through their own interests and experiences, as well as inform them of significant issues taking place in the real world.</p> <p>After school interventions have also become an integral part of the academic offering for VHS students. These after school interventions are designed to supplement regular classroom instruction to help the students improve their academic performance.</p>	<ul style="list-style-type: none"> • Cohort meetings • Bi-monthly Wednesday late starts • Textbooks • Pacing guides • CTE courses • Real world lesson samples • After school intervention sign in sheets

B2.3	Supporting Evidence
<p>The counselor, principal, and teachers collaborate through various means such as phone, email, conferences, and IEP meetings in order to assess a student’s academic needs. When a student completes five credits in a subject, the student is advised on the need to remain in the class or be moved into a different course where the student may also have academic deficiencies.</p> <p>During the initial enrollment process, parents are encouraged to meet with the academic counselor to ask questions regarding the academic needs and/or academic goals of their child.</p> <p>Throughout the semester, students frequently visit with their academic counselor to discuss their academic progress and goals. The counselor and teachers also keep the parents abreast of their child’s performance with frequent phone calls and progress reports sent home.</p> <p>Each cycle, the master schedule is reviewed and revised as needed. Teachers are consulted and encouraged to provide input regarding the master schedule.</p> <p>VHS also receives input from students who desire exposure to different subject matter and/or programs that can prepare them for either the workforce or post-secondary education.</p>	<ul style="list-style-type: none"> • IEP meetings • Emails • Conferences • Class schedules
B2.4.	Supporting Evidence
<p>VHS has partnered with Bakersfield College and has begun to offer Career and Life Planning-STDV B3, which is a dual enrollment course to allow students to earn postsecondary credits.</p>	<ul style="list-style-type: none"> • Dual Enrollment Course

ACS WASC Category B. Curriculum: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.2

Areas of Strength

1. Provide effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.
2. The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program.

Areas of Growth

1. VHS will continue to improve its integrating and aligning of academic and career technical disciplines at the school.
2. VHS will continue to improve its congruence between the actual concepts and skills taught, the school wide learner outcomes, academic standards, and the college- and career-readiness indicators or standards



*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the school wide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
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C1.1. Findings	Supporting Evidence
<p>Students at Valley High School are enrolled in classes that meet academic standards and graduation requirements. Notwithstanding their diverse backgrounds or abilities, VHS students are engaged in learning experiences that are challenging; this is evidenced by common core aligned course pacing guides, course syllabi, teacher-created lesson plans, course assignments, assessments, and Illuminate data.</p> <p>As a result of Common Core, students are reading and analyzing more informational text, particularly in their English class. Our English department continues to explore different instructional methods to target skills mandated by the Common Core State Standards.</p> <p>Students are constantly participating in a wide range of instructional activities aimed to foster challenging learning experiences. They participate in close reading, think-pair-share, peer discussions and dialogues, daily writing activities, and cooperative and collaborative learning.</p>	<ul style="list-style-type: none"> ▪ GAP Data analysis ▪ Renaissance ▪ Technology: Power Point presentations ▪ Standards-based lesson plans with student work ▪ Grades and Credits Earned reports. ▪ Common Core State Standards aligned with pacing guides ▪ Course syllabi ▪ Teacher created assessments ▪ Projects ▪ Focus on informational text ▪ Reading strategies ▪ IEPs and 504 plans

C1.2. Findings	Supporting Evidence
<p>Students at Valley High School learn of the expected standards and performance levels of each course through a variety of sources. Students have a course catalog which provides details of the course, such as homework load, prerequisites, and expectations.</p> <p>Teachers give course syllabi in their subject area and clearly communicate student performance expectations; thus, students understand the grading scales and course objectives. Most teachers provide daily goals, objectives, agendas, expectations, and resources for the students. This allows both students and parents to be up to date on what is taking place in the course.</p> <p>The counselor also meets with each student during the registration process to ensure that students understand the expectations of the courses they plan to take and to provide guidance regarding workload.</p> <p>In addition, our staff communicates learning objectives and emphasizes state standards prior to beginning a new unit/lesson. This is done either in written form, verbally, posted on the board, or periodically addressed throughout the lesson.</p> <p>Students understand the mastery-level work concept and the expectations for each subject area.</p>	<ul style="list-style-type: none"> ▪ Course syllabi. ▪ Standards integrated into daily lesson plan. ▪ Curriculum alignment and collaboration with comprehensive sites at department level. ▪ EDI teacher training. ▪ Professional development ▪ Gap tests. ▪ SLO's

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real-World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C2.1. Findings	Supporting Evidence
<p>Valley High School teachers regularly attend trainings and collaborate with comprehensive sites to stay current with new methodology and content standards. This has allowed the teachers to modify the content/instructional methods as needed to best serve the needs of the students that they serve.</p> <p>Multimedia and technology are used as a supplement to lessons in various ways using many different applications and programs depending on the standard being met on a daily basis. Every teacher has a computer workstation, and ELMO.</p> <p>General education and special education teachers meet to design lessons and differentiate activities. All teachers use a variety of technology to deliver content, create projects, and review content.</p> <p>Teachers at Valley High School address the needs of all learners by differentiating</p>	<ul style="list-style-type: none"> ▪ LCD Projectors and ELMO ▪ Mobile IPAD computer lab ▪ Laptop carts WIFI system ▪ Credit Recovery Curriculum (Edgenuity) ▪ Multimedia Class ▪ News Production ▪ Canvas ▪ TEAMS ▪ Zoom Lessons ▪ IXL

<p>instruction in a variety of ways, including the use of multimedia and technology. Many teachers use e-mail, One-Drive and TEAMS/CANVAS.</p> <p>Teachers at Valley High School do frequent checks for understanding and formative assessments such as tests, quizzes, essays, homework, and discussions. Teachers also employ interactive technology, such as Kahoot, mind mapping, YouTube videos, virtual field trips, TEAMS and CANVAS in their classroom instruction, customize the learning experience for students, and check for understanding.</p> <p>Teachers across content areas also use close-reading strategies and annotation to unpack informational and literary texts in many content areas.</p> <p>Teachers use reading strategies such as partner reading, small group reading, and guided reading with the teacher.</p>	
C2.2. Findings	Supporting Evidence
<p>Students at VHS are given a wide range of opportunities to exercise and demonstrate higher level thinking and problem-solving skills. This takes place both inside and outside of the traditional classroom setting. Every student at Valley High has access to technology. Computers (desktop, laptop or iPads) are in every classroom.</p> <p>Teachers also use email to communicate with students and showcase their work. Illuminate, Renaissance, and Round Robin Charts are used by teachers and students alike for formative assessment, differentiation, and studying. Students also use e-mail and One-Drive to share documents and collaborate with their teachers and peers. These tools have allowed students greater opportunities to</p>	<ul style="list-style-type: none"> ▪ Course syllabi. ▪ Standards integrated into daily lesson plan. ▪ Curriculum alignment and collaboration with comprehensive sites at department level. ▪ EDI teacher training. ▪ Professional development ▪ Gap tests. ▪ SLO's

<p>collaborate both within and beyond the classroom.</p> <p>VHS students have access to many different resources beyond the textbook. Students have access to a wide variety of supplemental novels and nonfiction books; newspaper and magazine articles; videos.</p>	
<p>C2.3 Findings</p>	<p>Supporting Evidence</p>
<p>Students at Valley High School learn of the expected standards and performance levels of each course through a variety of sources, such as homework load, prerequisites, and expectations.</p> <p>Teachers give course syllabi in their subject area and clearly communicate student performance expectations; thus, students understand the grading scales and course objectives.</p> <p>The counselor also meets with each student during the registration process to ensure that students understand the expectations of the courses they plan to take and to provide guidance regarding workload.</p> <p>In addition, our staff communicates learning objectives and emphasizes state standards prior to beginning a new unit/lesson. This is done either in written form, verbally, posted on the board, or periodically addressed throughout the lesson.</p>	<ul style="list-style-type: none"> ▪ Course syllabi. ▪ Standards integrated into daily lesson plan. ▪ Curriculum alignment and collaboration with comprehensive sites at department level. ▪ EDI teacher training. ▪ Professional development ▪ Gap tests. ▪ SLO's
<p>C2.4. Findings</p>	<p>Supporting Evidence</p>
<p>All VHS students are given opportunities to engage in career preparation activities and become exposed to real world experiences that have postsecondary impact. The Counselor arranges visits from college representatives. This allows students to listen to information about the colleges and ask questions.</p>	<ul style="list-style-type: none"> ▪ Course syllabi. ▪ Standards integrated into daily lesson plan. ▪ Curriculum alignment and collaboration with comprehensive sites

<p>Prior to COVID, efforts were made to host special speakers VHS would also host Career Day once a month with special guests coming to campus to talk about their careers with the student body. These guests give the students the opportunity to access information on numerous potential career opportunities. The students have the opportunity to interact with working professionals. In each subject area, students can learn about career related to that field of study, and they participate in various field trips to gain additional real-world experience and connect with professionals in that field.</p> <p>WESTEC Career and Job Training for seniors at Valley High School. The students are part of a week-long intensive program that focused on employability skills in crucial areas for future employment in the oilfield and manufacturing industries. Students earn certificates of completion in Basic First Aid, Defensive Driving, Oilfield Hazard Awareness, Forklift Operator Safety Training, and Basic Employee Safety for General Industry. Students enrolled in our CTE classes gain significant exposure to careers in those fields as well as transferable skills and experience.</p> <p>News production provides students with a general understanding of the decision-making, research, reporting, writing, editing, and publishing processes involved in creating a newspaper, emphasized through practical experience in print. Initial emphasis is placed on the basics of journalism ethics, writing instruction, and familiarity with varied types of articles and news angles. Students apply skills learned to produce Valley High School's news publication, The Valley Rumor. Each student creates news stories, features, profiles, opinion pieces, and more for publication in The Valley Rumor and also shares in the responsibility of creating the paper itself, with some students taking on</p>	<p>at department level.</p> <ul style="list-style-type: none"> ▪ EDI teacher training. ▪ Professional development ▪ Gap tests. ▪ SLO's ▪ Valley Rumor Newspaper ▪ Valley Yearbook ▪ Posters created ▪ WESTEC certificates ▪ Jazz Band Performances
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<p>leadership roles for greater experience in designing and overseeing the finished product.</p> <p>Multimedia students took field trips to a local television station, as well as a local radio station. Students observed real-world facilities and spoke with professionals about opportunities in the field. Students create motivational, informational and entertainment posters to place around campus.</p> <p>Yearbook teaches students the software that professionals use for desktop publishing and to produce a professionally published book on deadline. Students learn to take photos, interview people, and design full page spreads in order to produce a quality product.</p> <p>Music Class allows students to explore their interests in music through participating in different performances to showcase their work and talents. Students perform in the annual Back to School night, during lunch, Christmas programs and other community events.</p>	
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ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.3

Areas of Strength

1. Students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.
2. Students have access to and are engaged in career preparation activities.

Areas of Growth

1. Explore different ways on how students can demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.
2. Increase professional development on research-based instructional methodologies including differentiation and the integrated use of technology.



*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report school wide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the school wide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the school wide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. School wide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

D1.1 Findings	Supporting Evidence
Student performance data on mandated standardized tests. (ELPAC, CAASPP, CAST) are available to staff through Aeries and from the VHS Principal	Hard copies of test score reports and Aeries screenshots
School wide ELPAC, CAASPP, and CAST student data are available to stakeholders through the Single School Plan and the School Accountability Report Card. These documents are available in print from and online.	Copies of School Accountability Report Card and Single School Plan and/or screen shots of online versions.
ELPAC, CAASPP and CAST data are also available on the California Department of Education School Dashboard online site.	Copy of letter mailed with ELPAC results Copies of student report cards and Aeries screen shots.

<p>ELPAC, CAASPP and CAST test results are mailed to parents/guardians.</p> <p>Report cards are mailed home at the end of each cycle (17-19) days so that parents/guardians have regular access to student achievement. Parents/guardians also have access to student progress through Aeries.</p> <p>In-class formative assessments include GAPs (General Academic Performance—local teacher created assessments) and CAASPP Interim Assessments. Data from these assessments are used to determine if and to what extent reteaching is necessary to provide more opportunities for student success in learning appropriate standards.</p> <p>Star Reading and Star Math (Renaissance) software is used to assess student Math and Reading levels in math and language arts classes. Student growth can be measured and used to drive instruction.</p> <p>Other more informal assessments used include (but are not limited to) assignments, pre-tests, essays, projects, class readings, group assignments, group sharing, CFUs (checks for understanding) Cornell Note reflections, and exit slips. A wide variety of assessment tools ensures that we are able to more accurately evaluate students' progress and provide instruction designed for each student's individual needs.</p> <p>For special education students: tri-annual assessments (every three years) we use the Woodcock Johnson, a normative assessment (this assessment is used in part, for determining if student is still qualified for Special ed). For annual IEP's we use the Brigance which is a probe to see what age/grade level students are working on/at.</p>	<p>Copies of GAPs and associated data, Copies of CAASPP Interim Assessments data</p> <p>GAPS data</p> <p>Star Reading and Math Data</p> <p>Samples of informal class assessments</p> <p>IEPs, Test results</p> <p>Results from state mandated assessments</p>
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<p>Mandated Assessments during COVID-19 Distance Learning: The CAASPP and CAST were cancelled for the spring of 2020. ELPAC, CAASPP and CAST tests were administered in the 2020-21 school year, but they were administered in a hybrid manner. Teachers and students were not in the same location while the tests were being administered. Because of this, the value of data collected during these test administrations may be limited.</p>	
<p>D1.2 Findings</p>	<p>Supporting Evidence</p>
<p>The curriculum of all core classes is aligned with Common Core and NGSS standards.</p> <p>In core classes, GAPS are 15% -25% of each student’s grade. The GAPS are aligned to Common Core and NGSS standards and were developed after collaboration with comprehensive site teachers. This ensures that a significant fraction of grades for each course are dependent on progress toward meeting standards.</p> <p>The overall grading scheme for each class is explained on individual course syllabi.</p> <p>Because GAPS are such a significant portion of a student’s grade, students understand the importance of doing well on these assessments. Time and other instructional resources are used to help the students perform their best on these assessments.</p> <p>When appropriate, the Illuminate system is used in the administration of course assessments. This allows staff to monitor student growth and progress toward Common Core and NGSS standards.</p> <p>Math courses are aligned with equivalent courses at the comprehensive sites through a math mentor teacher who has been working with our site math teacher since Fall 2019</p>	<p>Course scope and sequence.</p> <p>Copies of GAPS from individual courses.</p> <p>Course syllabi.</p> <p>Credit Evaluations records kept by counselor, copies of student progress charts.</p> <p>Illuminate reports</p> <p>LCAP funding for math mentor position.</p> <p>Edgenuity course descriptions</p>

<p>The district has transitioned from using A+ as a computer-based system for credit recovery to Edgenuity. Edgenuity courseware curriculum is ground in research and aligned to state standards, the Common Core, and the NGSS. This ensures that VHS can offer standards aligned courses in all curricular areas, despite our small size and limited staffing. Regular discussions are held among administration, counselor, and Edgenuity teachers regarding appropriated expected performance levels for students learning through the Edgenuity program.</p>	
<p>D1.3 Findings</p>	<p>Supporting Evidence</p>
<p>GAPs are the primary method for in class monitoring of growth and progress toward academic standards. They are administered in each core class during each cycle in order to assess student progress toward meeting standards. The results of these assessments are used to determine which content must be retaught in order to allow for mastery of content by all students. The GAPs are aligned to the appropriate curricular standards (Common Core and NGSS). Because GAPS are such a significant portion of a student’s grade, students understand the importance of doing well on these assessments. Time and other instructional resources are used to help the students perform their best on these assessments.</p> <p>CAASPP Interim Assessments are also used in English class to provide formative evaluations of student progress toward Common Core standards,</p> <p>Explicit Direct Instruction is the District’s norm for instruction. During whole group instruction, students are required to participate. This allows teachers to embed frequent checks for understanding to informally assess individual students’ progress toward learning goals.</p>	<p>Copies of course GAPS and other assessments, lesson plans that show time for re-teaching.</p> <p>CAASPP Interim Assessment data</p> <p>EDI training rosters, class observations</p> <p>Examples of informal assessments and activities used in classes, student work samples</p>

<p>Assessment tasks are often embedded naturally into instruction. Assessments in individual classes include unit tests, quizzes, assignments, exams, diagnostic tests (pre-tests), essays, projects, class reading, group sharing, CFU (checking for understanding), Cornet Note reflections, and Exit Slips and GAPS. A wide variety of assessment tools ensures that we can more accurately evaluate students' progress and provide instruction designed for each student's individual needs.</p> <p>The overall grading scheme for each class is explained on individual course syllabi.</p> <p>Grades and progress toward graduation are monitored each cycle (10 cycles in each academic year) by our counselor. This means that students can see progress toward graduation every 3½ weeks instead of having to wait until the end of a semester.</p> <p>Students also work with our counselor each semester to develop a Course of Study that is individualized for each student. The counselor can check student progress against this Course of Study each cycle and students can self-monitor by checking off requirements as they are completed.</p> <p>Assessing and grading students every cycle instead of every semester allows school staff (teachers, counselor, administration) to make early identification of students who are not making progress toward graduation and provide intervention before students get so far behind that they cannot get caught up. The Discipline Liaison, Counselor, and Principal meet with students who are not making progress toward graduation in order to help them get back on track.</p> <p>Although we do not have a comprehensive College Prep program at Valley High School, we have begun to offer CP Math, English and</p>	<p>Course syllabi</p> <p>Cycle report cards and credit evaluations</p> <p>Courses of study.</p> <p>Report cards, Credit Evaluations, Courses of Study and meeting records</p> <p>List of available Edgenuity classes, Master Schedules</p> <p>Rosters for these programs</p> <p>Syllabus for course</p> <p>Class rosters, master schedule, student work samples</p>
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<p>Social Studies class. Students arriving from sites where they were enrolled in College Prep classes that we do not offer at Valley can continue those studies through our Edgenuity software program.</p> <p>Students can demonstrate attainment of college- and career-readiness standards by participating in programs and training provided by Westec, and North Kern Vocational Training Center. The 2-week Westec program allows students to earn several employment preparation certifications including CPR, AED, Forklift, Confined Space, Defensive Driving and more.</p> <p>In the fall of 2021, we are planning to implement a new career preparation elective course in Food Preparation and Fashion Design.</p> <p>Technological competence is demonstrated through assignments completed in Computer Literacy classes, Web design and personal finance classes, news production and yearbook.</p> <p>Opportunities for students to demonstrate Cooperation and Global Responsibility include participation in canned food drives and Toys for Tots collection activities, school-wide recycling program, Jazz Band performances for the elderly, participation in Breast Cancer Awareness activities, Pennies for Patients activities to benefit the Leukemia/Lymphoma Foundation, Participation in March of Dimes fundraisers, participation in the local Christmas parade, and VHS students working as Scicon (the local environmental camp for 5th and 6th graders) counselors. ASB students work on campus in the students store to raise money to provide incentives for the student body.</p>	<p>Rosters of students participating in events, local media coverage, photos.</p>
<p>D1.4 Findings</p>	<p>Supporting Evidence</p>

<p>The school follows graduation requirements set by the state and the school board. However, we do have leeway to make adjustments for students belonging to certain subpopulations (such as special education, homeless and foster youth). On an individual basis, credit graduation requirements for students in these groups are examined by site and district administration, site counselor, and appropriate teaching staff (such as the Special Education teacher).</p> <p>Our administration works with counseling and the special education teacher to identify students who would benefit from modified graduations requirements to ensure that they can do so. These modifications have also been made available to foster youth.</p> <p>School staff monitor student progress on a cycle-by-cycle basis (10 cycles per year). This allows the site administration to modify the instructional program (by adding or removing course offerings) to meet student need. These modifications can be made throughout the school year as the need arises, instead of having to wait for the beginning of each semester or academic school year.</p> <p>The school site council annually meets to create the Single School Plan for student achievement. This plan takes into account the needs of the students in a given school year and is rewritten each year to make sure the school program is relevant to student needs.</p> <p>Regular staff meetings are held (as often as weekly) to discuss student progress toward graduation and other goals. Our small size and flexible scheduling make it easy to effect immediate change in the program if the need arises. For example, during the 2020-21 (distance learning) school year we switched to a block scheduled which allowed students access to a longer school day than was</p>	<p>Ed Code and District graduation requirements, transcripts of graduating seniors</p> <p>Transcripts of students graduating with modified requirements.</p> <p>.</p> <p>Modified master schedules.</p> <p>Single School Plan and School Site Council agendas</p> <p>Staff meeting agendas</p> <p>Master schedules</p> <p>Meeting agendas. Examples of assignments and assessments for distance learning.</p>
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<p>available at the comprehensive sites, giving students who had fallen behind more opportunities to earn credits toward graduation.</p> <p>During the spring of 2020 and through the 2020-21 school year a regular topic of discussion in our weekly staff meetings was how to ensure that all students had the opportunity to master course standards during the COVID-19 pandemic and the resulting change to distance learning and hybrid learning. As a result of these discussions, teachers modified lessons and expectations to make sure that all students could learn content even though our instructional situations had changed (in-person vs. distance learning). This meant modification of instruction, assignments, and assessments.</p>	
<p>D1.5 Findings</p>	<p>Supporting Evidence</p>
<p>Valley High School is dedicated to a continued emphasis on professional development. Professional development is rooted in assessments of student performance. The District’s Educational Director dialogues with our site principal as to site needs. There are informational meetings on current topics such as the LCAP, California Dashboard, and CAASPP to keep teachers abreast of the current educational system.</p> <p>Analysis of CAASPP and ELPAC assessment results guides how financial resources are allocated for professional development opportunities for staff. In recent years the teaching staff as participated in Cognitive Engagement Strategy training and formative assessment strategies with Solution Tree, Literacy: Best Practices Training with Jill Bunch, and Explicit Direct Instruction training.</p> <p>Additionally, on a normal year, the staff meets every other Wednesday morning during PLC time to desegregate data, adjust</p>	<p>Purchase orders and staff sign in sheets.</p> <p>Purchase orders and survey results.</p> <p>LCAP document, meeting agendas</p>

<p>curriculum, identify instructional best practices, and review and re-write current assessments to align them to CCSS. Our Distance Learning PLC time is built into each day from 7:40-9:30 for collaboration and parent/student engagement. Teachers will continue to modify and create Cycle Benchmarks/GAPS to be able to measure growth for each student per cycle. Also, as time permits, staff will also continue to monitor students' progress, particularly in core subject areas of English, Math, Science, and Social Science. Time and resource funding for these activities is allocated through the district LCAP process.</p> <p>As we find more local evidence that particular school programs or instructional practices are effective in improving student achievement, the staff is trained in those practices and/or programs so that implementation is broader and more consistent. Staff development activities are also based on professional needs. As we implement the NGSS and the Common Core State Standards, VHS teachers have the opportunity to participate in site and District level cohort meetings and professional development opportunities meant to build professional capacity, calibrate assessments and curriculum, increase DOK level questions on assessments and activities, align curriculum, instruction, and assessments to the NGSS and Common Core State Standards. Again, these activities are funded by allocations in the district LCAP.</p> <p>Valley High School also seeks input from other stakeholders through the annual LCAP updating and approval process. In addition to staff input, student and parent input and approval is sought through meetings and surveys.</p>	<p>Meeting agendas, school site council and LCAP documentation</p> <p>Meeting agendas and student/parent survey results</p> <p>Purchase orders, survey results</p> <p>List of distance learning training offered to staff</p> <p>Master schedules</p>
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<p>Parent, teacher, and student survey results were used to gauge instructional platform preference for distance learning during the COVID-19 school closures. Recommended actions include the need to upgrade current connectivity to provide uninterrupted service for students during distance learning; secure sufficient hotspots for students without internet access; and purchase of sufficient devices for students to participate in distance learning.</p> <p>The COVID-19 pandemic has also provided the district with the opportunity to provide professional development via distance learning. For the most part, that training has been in the use of technology platforms used to deliver distance learning to students (CANVAS, MS-Teams), but distance learning professional development will now be an option for the foreseeable future.</p> <p>During COVID-19 pandemic distance learning VHS was able to change the way it offered instruction to students. We switched to a model where students take only one course at a time, allowing for greater focus on content for the students. When then switched to a model where students could take 2 courses at one time to allow students behind in credits more opportunity to get caught up. Our small size and cohesive staff allowed these changes to be made quickly, to adjust to student needs. The district supported these changes with additional compensation for staff when necessary.</p> <p>Also due to the distance learning caused by the COVID-19 pandemic, the district invested heavily in technology to support student learning and attainment of standards at home. This includes the purchase of enough laptops at our site so that students could have a laptop at home and have access to a separate laptop at school. The district</p>	<p>Purchase orders</p>
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also provided hotspots for students without reliable internet access at home.



D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and school wide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in

D2.1. Findings	Supporting Evidence
<p>Explicit Direct Instruction (EDI) is the instructional norm at Valley High School and throughout the district. The strength of EDI is that formative assessment for all students is integrated into each lesson. All students are assessed (informally) through each lesson in each class every day. These informal assessments make take the form of bell ringers, exit tickets, verbal and written Checks for Understanding (CFUs).</p> <p>Other curriculum embedded informal assessments that individual teachers use include pre-tests or diagnostic quizzes, in-class assignments and projects, group sharing, think-pair-shares, walk-about, Kahoot quizzes, mind maps in math classes, journals, verbal checks for understanding, and other cognitive engagement strategies. Valley High School’s small class size allows teachers to tailor informal assessment choices to methods that each student is comfortable with.</p> <p>GAPS tests are part of all core classes. These formative assessments, aligned to Common Core and NGSS standards, allow teachers to provide re-teaching experiences for standards that students do not master after initial learning experiences. Re-teaching has led to increased student master of content.</p> <p>The Illuminate program contains data analysis tools that make it possible for teachers to</p>	<p>EDI training purchase orders, observations of EDI lessons, student work</p> <p>Samples of student work, classroom observations</p> <p>Samples of GAPS assessments and GAPS data</p> <p>Illuminate data and late start Wednesday agendas showing protected time for data analysis</p>

<p>identify which standards are causing the most trouble for students so that teachers can direct re-teaching efforts toward the most difficult concepts. This program also allows teachers do examine sub-groups such as English Language learners or Special Education students to ensure that all students can master content standards.</p> <p>Edgenuity software is used for Credit Recovery. Edgenuity courses are designed to help all learners achieve their full potential and graduate on time with their peers. One of the strengths of Edgenuity is that frequent checks for understanding are embedded in the instruction so students have the opportunity to demonstrate mastery before formal assessments (quizzes, tests, exams). If students struggle with assessments, teachers are notified so they can provide feedback and assistance to students in a one-to-one setting. Teachers also have the option to assess students use alternative assessments in order to allow students to progress in the class.</p> <p>All teachers have access, through Aeries, to standardized test results (such as from the CAASPP or ELPAC). These results help teachers identify students who need Specially Designed Academic Instruction in English (SDAIE) or may need other modifications.;</p>	<p>Edgenuity course descriptions, screenshots of Edgenuity informal assessments, observations of students in Credit Recovery classes</p> <p>Aeries screen shots and data reports,</p>
<p>D2.2 Findings</p>	<p>Supporting Evidence</p>
<p>One of the greatest strengths of Valley High School’s small class sizes is that informal dialogues between students and teachers are possible. This means that students can ask (and have answered) questions about relationships between curriculum and preparation for college, career, and other life experiences.</p> <p>Feedback to support students in learning goals, academic standards, college- and career-readiness standards and student learner outcomes is not provided only by teachers. Our small size and low student-to-staff ratio also means our students have more</p>	<p>Master schedule verifying class sizes, student interviews</p> <p>Staff interviews/reports of interactions with students</p>

<p>opportunities for discussion of academic, career, and life goals with our counselor, principal, and other support staff (including instructional aides and our discipline liaison). All staff members (not just teachers) have the ability to refer a student to our counselor, discipline liaison, or student study team if they see that student is not making progress or is facing other struggles.</p> <p>Students can participate in vocational training programs such as Westec and Bakersfield College welding. Instructors in those programs provide immediate feedback on career-based skills that students are learning. Instructors also provide immediate feedback in the hands-on skills taught in our Foods and Computer Literacy classes.</p> <p>Assignments in Canvas can be auto graded in order to provide immediate academic feedback to students as they complete class assignments.</p> <p>IXL software is used in math classes to provide individually levelled instruction with immediate feedback to students and immediate remediation for misunderstood concepts.</p>	<p>Copies of referrals and records of student visits to counselor and discipline liaison</p> <p>Westec and CTE class rosters</p> <p>Foods and Computer Literacy class observations</p> <p>Canvas assignments.</p> <p>IXL student reports</p>
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ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.4

Areas of Strength

1. VHS continues to use state standards to guide curriculum and instruction.
2. Instructional staff uses GAPS and CAASPP interim assessments to determine if course content is being understood and mastered by students.
3. Pacing Guides that are consistent with those at the comprehensive sites have been developed and implemented to ensure that course content meets state standards.
4. Teachers meet with subject area cohorts at comprehensive sites in order to develop Common Core Curriculum and revise Pacing Guides.
5. Wednesday late start schedules are used to share data and analyze and disaggregate GAPS benchmark assessments.

Areas of Growth

1. Continue to provide Professional Development for staff in Data Analysis
2. Continue to provide Professional Development in proven assessment strategies
3. Develop better ways to use data from assessments to drive curriculum and instruction
4. Revise core academic assessments (GAPS) to model CAASPP assessments
5. Continue to find ways to incorporate more effectively college- and career- readiness standards into the Valley High School program.

*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E1.1. Findings	Supporting Evidence
<p>Valley High School is committed to encouraging family, business, and community involvement. Forty percent of the staff live in Delano and the surrounding areas. Many staff members are also fluent in English and Spanish. During school functions such as Back-to-School Night, bilingual interpreters are paired with monolingual teachers. Parent mailings are also translated to ensure Spanish speaking parents are aware of school activities and functions. Furthermore, automated phone calls are bilingual in both English and Spanish.</p> <p>The site administration is also bilingual in English and Spanish. Upon registration, students and parents are provided with an orientation as to the school's mission, academic and discipline policies. Administration has an open-door policy where parents are welcome to ask questions and/or voice their concerns.</p> <p>Early in the Fall semester, Valley High hosts its annual Back-to-School Night. This provides the opportunity for staff and parents to interact. Teachers give a formal presentation outlining course curriculum, grading procedures, and overall class</p>	<p>Back-to-School Night/Open House Valley Rumor – VHS website</p> <p>Site administration has an open-door policy</p>

<p>expectations. Monolingual teachers are paired with bilingual personnel to ensure comprehension and parents are encouraged to ask questions. In the Spring, Valley also hosts its annual Spring Academic Awards and BBQ Night. This provides another venue for staff and parent interaction where students and staff are recognized for their hard work and dedication.</p> <p>Parents also have access to Valley’s Website where they have access to school policies, reports, a calendar, highlighting important events and even the Valley Rumor (Valley High’s newspaper).</p> <p>The School Site Council creates an annual site plan. This committee is made up of teachers, parents, students, and support staff. They work with the principal to develop, review / revise school improvement programs, school budgets, and safety plans.</p> <p>The English Learner Advisory Committee is comprised of staff and parents to work with the principal to assess students, review curriculum and to establish on-going site plans.</p> <p>Valley High’s counselor has vast experience, is bilingual in English and Spanish and is competent in ensuring educational partnership takes place between parents, community members, students, teachers, support staff and administrators. He partners with parents via course scheduling meetings, academic concerns and behavioral issues that may necessitate referrals to the school psychologist. Valley High’s psychologist is available on Tuesdays and is on call as needed. The counselor has meetings with seniors and informs them of their progress towards graduation and career goals.</p> <p>All staff are encouraged to make parental contact either to voice a concern or to praise a</p>	<p>Parents serve on various school committees: Site Council, ELAC, WASC Focus groups, and Safe Schools</p> <p>Parent Survey Results</p> <p>Valley Rumor, school newspaper – VHS website</p> <p>Site Council minutes and memos</p> <p>VHS Website</p> <p>Senior Counseling Form</p> <p>Personalized phone calls</p>
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<p>student's efforts. The Discipline Liaison makes daily contact regarding attendance and/or discipline issues.</p> <p>The counselor and faculty also take part in annual field trips to not only colleges and universities but often to local businesses. By visiting these businesses, connections are made that can open doors to students for future employment.</p> <p>During the Fall winter of the 2018-2019 school year, Valley undertook its most ambitious community involvement project by hosting a clothing/food drive via a winter wonderland event. Local social service agencies were asked to present their services to participating parents while enjoying food, music, and school information.</p>	<p>Aeries Program</p> <p>Counseling Parent letters</p> <p>Daily attendance log notes</p>
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E2.1. Findings	Supporting Evidence
Valley High School has been and continues to be a secure and well-organized campus. All Faculty, Staff and students are issued ID cards at the beginning of the school year. Various office staff receive visitors and substitutes report to the principal's office to sign in for the day. All students enter and exit the school through the front office where the counseling secretary's desk is located. She ensures all students who leave early sign out. The school is a closed campus and is fenced in. Student supervision is conducted by a campus supervisor and a discipline liaison, with assistance from the school counselor and office staff. All teachers have 2-way radios, phones and the Val Com emergency intercom available in each of their classrooms. Surveillance cameras have been installed and improved throughout campus with plans of adding additional cameras in the future. All buildings/classrooms are equipped with security alarms and are armed in the evening. First-aid kits and an emergency bucket for extended lock-down situations are available in each classroom. Buildings and classrooms also have fire extinguishers and smoke detectors. The following color	<p>Sign in / out sheet</p> <p>Surveillance cameras</p> <p>Job Descriptions</p> <p>Purchase orders</p> <p>Yellow bucket emergency aid kit</p>

<p>coordinated district lockdown procedures are implemented during a lockdown situation: lockdown-green, lockdown-yellow, and lockdown-red. Fog delays are also utilized as a safety measure for student transportation to and from school. As per every school year, Valley’s Safe School Plan and committee helps school personnel keep students, staff and faculty safe. It is a well-rounded committee comprised of students, teachers, a counselor, staff, parents and a discipline Liaison specialist. The safe school plan is reviewed and revised annually or as needed. Valley also has planned that address issues that may arise from emergencies such as lockdowns, fire drills, earthquake drills, intruder alert and active shooter. Valley participates in annual, pre-planned drills such as earthquakes, fire drills and others as a method of preparing for such emergencies.</p> <p>The Discipline Liaison, principal and counselor provide discipline, attendance, and other behavior intervention counseling services during parent-teacher-student conferences. These interventions also include conflict resolution, student assistance conferences, IEPs, home visits, district transfer committee meetings, student expulsion hearings and attendance/behavior remediation meetings.</p> <p>All students adhere to a dress code to minimize gang activity and/or contraband on campus.</p> <p>All student restrooms are closely monitored by the campus supervisor in person or via cameras. The discipline Liaison and campus supervisor also check the restrooms every thirty minutes or as needed.</p>	<p>Fog Delay Schedule</p> <p>Copy of Safe School Plan</p> <p>Acceptable Use Policy</p> <p>Aeries attendance program</p> <p>Parent, student, and staff compact</p> <p>Log-in sheet</p> <p>Aeries Attendance Program</p> <p>Registration packet</p> <p>Acceptable Use Policy</p>
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<p>At the beginning of every period, attendance is taken as a safety measure to always keep track of student whereabouts. If a student must leave early, they have to be signed out by their parents or legal guardian.</p> <p>All students have an emergency card on file that lists medical conditions or medications, if any, and parental contact information. For students to participate in fieldtrips, Parents must sign Consent to Treatment form in case of an emergency. All students are searched for contraband on campus before boarding the bus.</p> <p>Our district IT department maintains active blocks from inappropriate websites for both students and staff.</p> <p>At the start of each school year, all students are exposed to anti-bullying and sexual harassment presentations in their respective classes. (This information is covered in the registration packet and is also available on the school’s website.) A compact listing specific responsibilities for each individual is signed by the student, parent, teacher, and site administrator.</p> <p>Our campus is maintained by two custodians. One is on campus from 7:00am to 10:00am while the other one arrives at 12:00pm and works until 8:00pm cleaning each classroom and the offices. All teachers also enforce no food or drink inside the classroom. A weekly grounds person is responsible for maintaining the grounds on a regular basis or as needed. Outside companies are sometimes utilized to for pruning of some of the larger trees as needed.</p> <p>The preceding information is accurate and applicable still today, however, as any educator can tell you, the emergence of covid-</p>	<p>Valley High’s Website</p> <p>Copy of Compact</p> <p>Job Descriptions</p> <p>Course Description</p> <p>School Newspaper issue # 1</p> <p>No food or Drink Signs</p>
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<p>19 resulted in unprecedented changes to education.</p> <p>As most schools around our country did, Valley high school implemented distance learning during the month March 2020.</p> <p>Consequently, many of the tasks associated with a normal school year were paused and/or changed because no one was on campus for the remainder of the 2019-2020 school year. However, at the beginning of the 2020-2021 school year, some staff returned to the site.</p> <p>After a summer of diligent planning by our school district and site administration, all employees who returned to work at the site followed all applicable CDC guidelines with respect to Covid-19. Masks and hand sanitizers, standing electronic thermometer and many other PPE items were made available to staff.</p> <p>In March of 2021, as CDC and local guidelines eased, our district made returning to school for RSP and other at-risk students an option. As a result, plans were made to provide PPE to all students returning to campus that included but were not limited to masks, shields desk Plexiglas dividers. All students and staff would once again follow all cdc guidelines as more students and staff returned to campus. Bus transportation was made available for students who would normally utilize school transportation under specific procedures. The bus driver was accompanied by our campus supervisor who would take the students temperature before boarding the bus. Students were seated at a 6 feet distance from each other but as a result of our small population of bus riders, this distance was always much more than the CDC recommended 6 feet. At the time this report was written, plans were in place to continue to</p>	
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<p>give more students an option to return if they chose to.</p> <p>While on campus, students were taken outside for brisk walks hourly by the counselor in groups of 3 -5 as a form of exercise and an opportunity for the students to ask questions or bring up issues going on in their lives. All restrooms were fogged with disinfectant by school custodians and lunch was provided in bags as students left for the day. Of course, all students not returning would still abide by distance learning standards</p>	
<p>E2.2. Findings</p>	<p>Supporting Evidence</p>
<p>The staff and faculty at Valley work carefully to establish a welcoming and caring atmosphere. Moreover, an atmosphere where student expectations are high in both academics and behavior. At no other time is this caring more evident than at the end of the year when staff and faculty are given the opportunity to request a transfer to another site within the district. Throughout the school year staff and faculty demonstrate positive and engaging interactions before school, at lunch time and as students wait on campus for their respective rides home. Some of these interactions include engaging in a variety of sports with students, eating with students and just simply conversing with students during non-instructional time.</p> <p>Teachers and support staff attend training courses to better serve students in the classroom as well as in the offices of the Discipline Liaison and counselor.</p> <p>Students at Valley who meet periodic and various academic and behavioral criteria are often rewarded with special trips to movie theaters, parks, beaches and other places throughout the school year. Students quickly</p>	<p>Pictures</p> <p>Game Day Lists</p>

realize that hard work is recognized and rewarded at Valley.

The Lesson plans for each class offered at valley are created and designed to meet State and district standards with an emphasis on school Student Learner Outcomes. Because all students who attend Valley are considered at-risk, teachers are flexible with their lessons and assessments often extending assignment due dates. With a fair, firm and consistent approach to delivery of their lessons, teachers convey a feeling of understanding when classroom performances drop but are quick to remind students that no matter how difficult, they must still meet established state and district standards.

Valley teachers understand their students are defined as at-risk students, but this classification does not preclude them from establishing and maintaining high expectations in their daily assignments or at the end of each grading period exams called gaps. All curriculum meets state and district standards. Textbooks are periodically updated to ensure students receive the most recent and relevant education.

Although Valley high school's student body is comprised of a small number of students, they are as different as any large comprehensive school site. For this reason, district and site admin have ensured all Valley students have access to an equitable and wide range of coursework. Students can attend courses like welding, auto body, and many others, at some of the compressive sites within our district. Additionally, students are always encouraged to attend dual or concurrent enrollment courses through Bakersfield College. This commitment to equitable and varied course offering was made evident during the previous 3 school years as courses like Security Law, Food/Nutrition, Business Management, Journalism, and Multimedia to

name a few, were added to the master schedule. As a result of some of these courses, field trips to local TV and radio stations or government and businesses allowed students to receive exposure to different careers they may not have been aware of otherwise.

As a compliment to these various courses, Valley often hosts motivational speakers from diverse backgrounds and industry. They often lead students to ask teachers about careers or college. Understanding that not all students desire to attend college, Valley has continued its long-standing partnership with WESTEC, a local program that offers students education and training on Forklift driving, CPR/First Aid, Basic employee safety and other trainings.

Continuing with recognition of students from diverse and/or different needs, our school Leadership class held different culture events throughout the year like Cinco de mayo or hosting its first ever Black History Assembly.

With the importance of mental health emerging in our society, Valley has made sure to have ample resources and personnel to address mental health issues. The school counselor works diligently with all district school Psychologists, intervention counselors, academic counselors and district therapist to ensure student needs are met. Referrals are made to local mental health clinics like Child Guidance and Clinica Sierra Vista or Tulare County youth services to ensure our student needs are met in this area.

All of these courses, trips and services aid Valley staff in providing an atmosphere that is conducive to learning, provides them with a sense of safety and belonging.

E2.3 Findings	Supporting Evidence
<p>The Valley faculty are all highly qualified to teach in their respective areas. All support staff are veterans in their positions and understand the importance of professionalism in the workplace specifically when relating to students and parents. The site admin periodically reiterates proper phone etiquette during staff meetings, especially during our distance learning period, which has resulted in many of our support staff contacting parents via phone calls. All staff are reminded of proper workplace behavior via in-person trainings from attorneys and law enforcement officials to most recently, online trainings on (Get safety trained info) All staff also understand the importance of wearing the proper attire in school.</p> <p>All staff fully understand the negative impact of rumors or divulging confidential information relating to staff, students and families. As we are all mandated reporters, upon hearing anything regarding dangers to students, staff know to report either directly to local child protective services, the counselor or principal. While professionalism can be observed very quickly, respect and trust from students is often earned over time. Therefore, as mentioned in a previous section of this report, staff makes a point of engaging in positive ways with students to build rapport with them that often leads to respect and trust from the students. While there is no measurable metric for trust and respect, you can get a glimpse of the efforts of staff in different pictures of either trips or events and from articles printed in our school newspaper, the <i>Valley Rumor</i>. Although we have no metric to objectively measure respect or trust, a decrease in behavior referrals/discipline can be interpreted as respect for the teachers and staff of Valley.</p>	<p>Teacher training certificates</p> <p>Beginning of year agendas</p> <p>start of the year memos</p> <p>Valley Rumor Articles</p>

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to school wide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
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E3.1 Findings	Supporting Evidence
<p>All Valley students have the full support of staff and administration. Upon enrollment at Valley, students sign a behavior contract which outlines school rules and student expectations. Parents are encouraged to sign the emergency mental health services form. This form gives school officials consent to initiate the procedures necessary for the provision of emergency mental health services. Parents and students are also encouraged to sign the school-parent-student compact. This form acts as a pledge from the school, parent, and student about each of its responsibilities and expectations.</p> <p>All Students meet with the school counselor to review their credit evaluation which allows them to see their credit deficiencies immediately. They also complete their course of study, a form that outlines their classes for the year, distinguishing from</p>	<p>Behavior Contract</p> <p>Emergency Mental Health Services Form</p> <p>School-Parent-Student Compact</p> <p>Credit Evaluation</p>

<p>nurse. This communication allows the Valley counselor to assess student's needs. The counselor can meet student social emotional needs through careful collaboration with the district therapist, a licensed marriage and family therapist (LMFT). The therapist visits Valley each Monday but if unavailable, the day is made up later in the week.</p> <p>Some students are referred to Valley for violations of substances abuse policies and are required to attend a predetermined number of counseling sessions before returning to their respective comprehensive sites. For this reason, Valley has partnered with Clinica Sierra Vista, a local behavioral health clinic that offers substance abuse counseling to our students. These groups are offered at Valley and are facilitated by a Certified Addiction and Drug Abuse Consultant (CADAC) or LMFTs. Valley and its students have benefited from these services for approximately 8 years. The Valley counselor will provide this service at times but not often. When they are provided, the counselor uses Brief Intervention: An Approach for Substance Using Adolescents, a counseling type designed for students with few problems with their use.</p> <p>All other students' social emotional needs are met through visits with the Valley counselor. Teachers are reminded periodically to simply call the counselor if a student is in need. When appropriate and as needed, referrals are made to the LMFTs or agencies such as Tulare County Youth Services or Child Guidance, agencies that provide mental health services to local youth.</p> <p>At the beginning of the 2017-2018 school year, VHS and district administration took action to address school discipline by hiring an assistant principal. The assistant principal, however, was unable to make a positive impact on school discipline as his time was shared between VHS and our district's Adult</p>	<p>Brief Intervention: An Approach for Substance abuse Using Adolescents</p>
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<p>school. This resulted in an inconsistent delivery of discipline at VHS. As a means of remedying this situation, once again Valley and district administration took action and hired a full time Discipline Liaison. As a direct result of this hire and integration of PBIS, school discipline improved, and stability was established in this area. To further aid Valley and the newly hired Discipline Liaison, an Intervention period was added to the master schedule. The process utilized behavior modules to provide intervention. All behavior referrals are sent to the Discipline Liaison who then forwards to the intervention teacher. Upon completion of the learning packet, students are then sent to the counselor’s office to review the learning packet and reflect on the behavior. After this session, the counselor refers the student back to the Discipline Liaison for final instructions on returning to the classroom.</p>	
<p>E3.3 Findings</p>	<p>Supporting Evidence</p>
<p>In 2018, The Delano Joint Union High School District adopted a Pyramid of Behavioral Health Services. The Pyramid outlines the services students may receive according to their needs It also delineates the responder and why or when the student is serviced. The pyramid includes as responders the following personnel: Discipline Liaisons and Nurses, Academic Counselors, Intervention Counselors and at the top of the pyramid, The district MFT and School Psychologists.</p> <p>The system is designed to identify students in need of social emotional and behavioral issues, with the more crisis-like cases at the top of the pyramid. Some of services provided involve issues related to grief and loss, depressive or anxiety symptoms, issues related to domestic violence, history of trauma, bullying, and crisis issues involving suicide ideation. Outside referrals are</p>	<p>Pyramid of Behavioral Health Services</p>

<p>conducted for those students in need of more intensive services.</p> <p>The goal of the Pyramid of support is to provide timely proactive and comprehensive intervention and counseling services to all students in need. The Delano Joint Union High School District understands the benefits of mental health wellness and knows that investing in student emotional wellbeing is crucial and that it helps promote behavioral and academic success.</p> <p>In any case, be they classroom behavior referrals, to anxiety, to Bullying and medical emergencies, Valley is part of a complete and thorough team of responders that act as our multi-tiered system of support.</p>	
<p>E3.4 Findings</p>	<p>Supporting Evidence</p>
<p>The administration and faculty of Valley high school work diligently to ensure Valley students have access to curricular and co-curricular opportunities that integrate Valley’s SLOs and its academic standards.</p> <p>ASB was re-started during the 2017-2018 school year with a student leadership class and activities that included lunchtime activities such as food fairs and sports competitions. An ASB representative also reports to the Board of Trustees during monthly meetings.</p> <p>ASB is responsible for increasing student participation in school sponsored events/activities and boosting school morale and spirit. During the last 3 years, ASB members have done an outstanding job in increasing student participation at noon via noontime tournaments in a variety of sports. With the assistance of their advisor, ASB also offers a snack shop for students that is available at lunch. ASB members are responsible for inventory and selling items for the student store to students and staff.</p>	<p>ASB Meeting Notes</p>

<p>Another course offered to students is the Jazz Band. This class offers students the opportunity to perform at city parades, back to school night, school assemblies and other events in school and the community. The Jazz Band class is a great way for musically inclined students to realize that school can offer more than just English, Math and Science and give them a more complete school experience.</p> <p>Other classes that offer students more than traditional education are multimedia, News Production and Journalism. During any and all school events and field trips, members of these classes document these events via pictures. During class, they write articles in the school paper that cover these events.</p>	<p>Photos of events</p> <p>The Rumor Articles</p>
<p>E3.5 Findings</p>	<p>Supporting Evidence</p>
<p>All Valley students have the opportunity of voicing their concerns. Given our small community, students have immediate access to counselors. Students can simply come by the counselor’s office and check for availability. In addition, the counselor is always out in the yard during all passing periods, lunches, and breaks. This allows students an opportunity to make an appointment or ask a quick question. Same can be expected if students want to speak or address a concern with administration.</p> <p>Through ASB, students can easily communicate to their elected ASB officers at School.</p>	

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.5

Areas of Strength

1. The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.
2. The longstanding tradition of offering student incentives for academic, behavioral and attendance is a cornerstone in Valley's culture.
3. Parental contact from Administration and support staff has always been present but never more critical than during distance learning.

Areas of Growth

1. Continue to offer opportunities for parental involvement to educate parents to educate parents on social emotional awareness and support.
2. Valley should continue to develop and implement multi-tiered support strategies for student learning.



*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A through E

1. Prior The school will continue to develop effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.
2. More efforts need to be to develop effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.
3. VHS will continue to improve its integrating and aligning of academic and career technical disciplines at the school.
4. VHS will continue to improve its congruence between the actual concepts and skills taught, the school wide learner outcomes, academic standards, and the college- and career-readiness indicators or standards
5. Explore different ways on how students can demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.
6. Increase professional development on research-based instructional methodologies including differentiation and the integrated use of technology.
7. Continue to provide Professional Development for staff in Data Analysis
8. Continue to provide Professional Development in proven assessment strategies
9. Develop better ways to use data from assessments to drive curriculum and instruction
10. Revise core academic assessments (GAPS) to model CAASPP assessments
11. Continue to find ways to incorporate more effectively college- and career- readiness standards into the Valley High School program.
12. Continue to offer opportunities for parental involvement to educate parents to educate parents on social emotional awareness and support.
13. Valley High should continue to develop and implement multi-tiered support strategies for student learning.



VALLEY HIGH SCHOOL

Self-Study Findings



Chapter 4



Accrediting Commission For Schools

Western Association of Schools and Colleges

Chapter IV: Summary from Analysis of Identified Major Student Learning Needs

Valley High School has established the following areas as identified critical student learning needs based on Focus Group Findings.

- ◆ Continued within the school wide action plan and SPSA are an increase in literacy, restructuring of course offerings to make learning more accessible to all students and increasing the student's mindset to a goal-oriented mindset to help them target vocations in the context of college and careers.
- ◆ A major area of student learners need for Valley High School is parent involvement. Many students struggle with being self-driven and motivated and increasing parental support for those that are not meeting standards would greatly increase student success.
- ◆ Increasing access to Dual Enrollment courses, CTE courses and other core subjects is recognized by teachers and the administration.
- ◆ Professional development opportunities to enhance Professional Learning community, mainly in cycle of continuous improvement
- ◆ Professional development opportunities in differentiation and addressing mixed ability classrooms.
- ◆ Continue efforts to decrease truancy rate and reengage students.



VALLEY HIGH SCHOOL

Schoolwide Action Plan



Chapter 5



Accrediting Commission For Schools

Western Association of Schools and Colleges

LCAP Goal #1: College Readiness - Provide a high-quality education to improve academic performance and college and career readiness as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

School Goal: VHS will provide high quality education to improve college readiness and proficiency or Standard Met levels for all Learners in all core academic content areas. Students will improve standard met levels by 1% on CAASPP-SBAC ELA and MATH.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> - SBAC Scores -ELPAC Data -Local Assessment data 	<p>What were the findings from the analysis?</p> <p>The SBAC English language arts assessment results indicate an achievement gap for the English learners and students with disabilities subgroups when compared to the performance of all students</p>	<p>How will the school evaluate the process of this goal?</p> <p>Continue to measure and analyze SBAC, ELPAC, and local assessments.</p>
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Action	Persons Responsible	Tasks	Monitoring of Progress	Funding Source
<p>Action 1: Ensure all students are provided with high quality instruction:</p>	<p>Principal Instructional Staff</p>	<p>a. Continue utilizing time during the scheduled collaboration for teachers to improve teacher quality; analyze data (Interim and Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments); and refine and modify instructional strategies.</p> <p>b. Continue to provide teachers extra duty time for PLC and refinement of instruction, curriculum, and assessments based on data analysis.</p> <p>c. Continue funding a portion of salary increase to retain teachers and maintain consistent quality instruction for pupils.</p>	<p>On Going</p>	<p>Title 1 LCAP Learning Continuity and Attendance Plan</p>

		d. Learning Continuity and Attendance Plan: Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils receive equivalent quality curriculum and instruction through distance learning.		
<p>Action 2: Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals that is principally directed on improving the academic achievement of English learners, foster youth, and students of low socioeconomic status.</p>	Principal Instructional Staff Counselor	<p>a) Maintain professional development that will improve instruction and use academic assessment data to improve student achievement. Professional development activities include Explicit Direct Instruction (EDI), SDAIE, DOK, ELD, Close Reading, Writing Strategies, PLC, Thinking Maps and Co-teaching.</p> <p>b) Continue to fund mentors for new teachers and Teacher Induction support services.</p> <p>c) Maintain increased staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.</p> <p>LCP Offer professional development opportunities for all instructional staff to provide technological support and support the distance learning program. Professional development for classroom instruction will focus on evidence-based instructional strategies to improve learning for English learners, students with exceptional needs, pupils performing below grade level, foster youth, and pupils experiencing homelessness. Social and emotional professional development opportunities will be offered to all staff. VHS (\$16,531)</p> <p>Provide professional development for counselors on Federal financial aid and college workshops to include Youth-2-Leaders, College Board, and UC/CSU workshops</p>	On Going	LCAP Title II Title IV

<p>Action 3: Continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve instruction and learning for English learners, foster youth and pupils of low socio-economic status.</p>	<p>Principal Instructional Staff</p>	<p>Provide no share instructional materials and supplies during COVID19 pandemic.</p> <p>Learning Continuity and Attendance Plan</p> <p>1. Allocate resources for supplemental online instructional materials and no share instructional materials to support student learning. These online resources include Smart Suite to provide mathematical visuals to increase understanding; Listenwise and News ELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Reading Horizons; and Mental Health Lounge for social and emotional education and support.</p> <p>2. Purchase school supplies (pencils, pen, paper, binder) for pupils of families experiencing added financial hardship during this pandemic. This service is intended to improve learning and engagement of English learners, student with exceptional needs, socioeconomically disadvantaged pupils, and pupils performing below grade.</p>	<p>On Going</p>	<p>Title 1 LCAP</p>
<p>Action 5: Provide support staff to improve student outcomes: a. Maintain ELD coordinators, school site Learning Directors, a Director of Instruction and a portion of the assistant superintendents of Curriculum/ELD to provide assistance for comprehensive school improvement and reduce</p>	<p>Principal Instructional Staff</p>	<p>b. Maintain ELD Clerks, IT support staff, work-based learning clerk, homeless/foster youth support staff, and instructional assistants to improve learning and provide support for English Learners, foster youth and pupils of low socio- economic status.</p> <p>c. Fund three periods of a resource teacher in the area of special education to reduce the achievement gap in English and mathematics for students with disabilities.</p> <ul style="list-style-type: none"> • Title II English language arts and mathematics academic coaches at each school site to help close the academic achievement gap. 		<p>Title I Title II CSI (Comprehensive Support and Improvement)</p>

<p>the achievement gap among English Learners and pupils of low socio-economic status.</p>		<p>CSI English language arts and mathematics academic coaches to help close the academic achievement gap.</p>		
<p>Action 6: Continue to maintain: a. Reading, writing and mathematics intervention during the day. b. Academic tutorials for intervention c. Summer school to provide ELD, supplemental instruction for students not meeting standard, increase dual enrollment opportunities, and core academic make-up classes. e. Reduced class size for students not attaining standard. f. Instructional field trips h. Transportation and the additional bus driver for summer school and the tutorials. I. Fund an additional bus driver to transport students to other district schools for access to a broad course of study and to close the CTE completion gap for English</p>	<p>Principal Instructional Staff Counselor</p>	<p>a. Reading, writing and mathematics intervention during the day. b. Academic tutorials for intervention, AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects. c. Summer school to provide ELD, supplemental instruction for students not meeting standard, increase dual enrollment opportunities, and core academic make-up classes. e. Reduced class size for students not attaining standard f. Instructional field trips to supplement learning. g. Incentives for students completing intervention program. h. Transportation and the additional bus driver for summer school and the tutorials. I. Fund an additional bus driver to transport students to other district schools for access to a broad course of study and to close the CTE completion gap for English learners and students on an active IEP. J. Implement Saturday and spring academic boot camps for CSI school and to close the academic achievement gap for English learners and students with disabilities.</p> <p>Title I Homeless Youth Services: • Defray excess cost of transportation to continue in the school of origin</p>	<p>On Going</p>	<p>LCAP Title I CSI (Comprehensive Support and Improvement)</p>

<p>learners and students on an active IEP. J. Implement Saturday and spring academic boot camps for CSI school and to close the academic achievement gap for English learners and students with disabilities. School Plan for Student Achievement (SPSA) Page 59 of 101 Valley High School</p>		<ul style="list-style-type: none"> • Provide homeless youth with school supplies and school uniforms, if required, including supplies distributed at shelters or temporary housing facilities <p>Title IV:</p> <ul style="list-style-type: none"> • Provide field trips and supplemental instructional materials for world language, history, music, and other activities to support students access to, and success in, a variety of well-rounded education experiences. <p>LCP</p> <ul style="list-style-type: none"> • Provide transportation and resources for students to participate in college programs • Provide field trips and supplemental instructional materials for world language, history, music, and other activities to support students access to, and success in, a variety of well-rounded education experiences 		
<p>Action 7: Continue to provide opportunities to improve college readiness by:</p>	<p>Principal Instructional Staff Counselor Support Staff</p>	<p>a. Funding UC a-g online program to make up coursework. c. Providing visitations to four-year universities, community colleges and post- secondary institutions. d. Conducting parent trainings/workshops on readiness for college and career.</p> <p>Title IV:</p> <ul style="list-style-type: none"> • Provide technology capacity and infrastructure to improve student access to technology and online resources. <p>Learning Continuity and Attendance Plan: 1. Provide the necessary technology to ensure all pupils have access to connectivity and sufficient devices (for one-to-one) for all students to participate in the educational program and complete assigned work (student and teacher devices, hotspots, document cameras, flash drives for students).</p>	<p>On Going</p>	<p>LCAP Title 1</p>

		<p>2. Purchase the necessary online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement (Microsoft Teams, Canvas, Zoom, Nepris, etc.).</p> <p>3. Upgrade the technology infrastructure to support uninterrupted distance learning instruction.</p>		
<p>Action 8: Continue to purchase updated technology and data management (Illuminate) system annual license to enhance and improve student performance in attaining goals. This action is principally directed to reduce the academic achievement gap and improve CSI among English learners, socioeconomically disadvantaged pupils, and students with disabilities.</p>	Principal Instructional Staff	Data management (Illuminate) system annual license	On Going	LCAP
<p>Action 9: Continue to provide student and staff recognition. Recognition of students and staff is principally directed to recognizing the attainment of State standards and state</p>	Principal Instructional Staff Counselor	(i.e., medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for attaining or passing state indicators.	On Going	LCAP

metrics of English Learners, foster youth and pupils of low socio-economic status				
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LCAP Goal 2 Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical Education

School Goal: Students at VHS will improve Career Readiness as reflected in participation in Career Electives, including CTE Pathway classes, earning of College Credits through Dual Enrollment, and/or earning of industry recognized CTE Certification.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> - Parent Surveys -CAL Pads -California Dashboard 	<p>What were the findings from the analysis?</p> <p>The need for pupils to have access to a broad course of study at all comprehensive high schools and close the gap between CTE completers and UC a-g completers among English Learners and students with disabilities.</p>	<p>How will the school evaluate the process of this goal?</p> <p>Continue to measure and analyze student participation in CTE and Dual enrollment courses</p>
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Action	Persons Responsible	Tasks	Monitoring Progress	Funding Source
Action 1: Ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction	Principal Instructional Staff	<p>a. Continue utilizing time during the scheduled collaboration for teachers to analyze data, collaborate and refine appropriate instruction and curriculum.</p> <p>b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis.</p>	On Going	LCAP

		LCP Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils receive equivalent quality curriculum and instruction through distance learning.		
Action 2: Continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs	Principal Instructional Staff	PD Evidence Based Strategies	On Going	LCAP
Action 3: Continue to purchase supplementary materials, equipment and supplies to attain goals and outcomes of the unduplicated student population.	Principal Instructional Staff	-Purchase of supplementary instructional materials and equipment	On Going	LCAP
Action 4: Offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for all students, including English learners and students with disabilities	Principal Instructional Staff	a. Maintain CTE Director for articulation, dual enrollment and work-based learning. b. Fund a dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses. c. Maintain additional CTE and dual enrollment courses. d. Maintain CTE Courses: Auto Body, Nurse Assistant, Medical Assistant, Clinical Medical Assisting, and Security Law	On Going	LCAP
Action 5 Provide opportunities to improve outcomes in other areas	Principal Instructional Staff	1. Continue to provide afterschool intervention to improve student outcomes.	On Going	LCAP

and increase access to a broad course of study for English learners, foster youth, pupils of low socioeconomic status, and students on an active IEP		2.. Maintain access to a broad course of study for English learners and socioeconomically disadvantaged pupils by continuing to provide jazz band, a nutrition class and a personal finance class at Valley High School.		
Action 6 Continue to provide visitations to four-year universities, community colleges, and/or vocational institutions	Principal Instructional Staff Counselor	Fund instructional field trips and competitions (visual performing arts and world languages) to maximize student outcomes and performance	On Going	LCAP Title IV
Action 7: Continue to purchase technology to enhance and improve student performance to meet 21st Century Learning Skills.	Principal	Purchase of Additional technology equipment	On Going	Title IV

LCAP Goal 3 Provide all students with a high-quality educational environment where they can take pride in their facilities and look forward to coming to school every day.

Students at VHS will maintain and/or improve on graduation, suspension, and chronic absenteeism rates and surveys will demonstrate improvement in the overall positive, safe, and conducive to learning climate at Valley High School. Also, parental involvement and participation in the school community will improve.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> - Parent Surveys -Chronic Absenteeism rates -Graduation rates -California Dashboard -Local Climate Survey 	<p>What were the findings from the analysis?</p> <p>The need to improve pupil attendance; reduce chronic absenteeism for all students and the English Learner and Students with Disabilities subgroup; and improve the graduation rate of students with disabilities</p>	<p>How will the school evaluate the process of this goal?</p> <p>Continue to measure and analyze graduation data and local climate data</p>
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	and English learners. Pupil surveys indicate that student's sense of safety and school connectedness are very high. The suspension rates for 2018 increased for all students, English learners, and students with disabilities, but declined tremendously in 2019.	
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Action	Persons Responsible	Tasks	Monitoring of Progress	Funding Source
Action 1: Continue to provide high-quality professional development on evidence-based behavior intervention and social-emotional education strategies and practices	Principal Instructional Staff Counselor	Provide high-quality training for school personnel that is related to suicide prevention, bullying, drug abuse prevention, human trafficking, school-based violence prevention strategies, and effective and trauma-informed practices in classroom management. This includes participating in Aggression Replacement Training, Applied Suicide Intervention Skills Training, and the Bullying Prevention Symposium.	On Going	LCAP Title IV
Action 2: Continue to purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety. Stakeholder input and student surveys indicated the need for additional safety measures (training, reinforced gates, doors, locks, etc.).	Principal Instructional Staff Counselor	Purchase supplies for Active Lifestyle activities, Safe School week, anti-bullying posters, etc. • Provide guest speakers on suicide prevention, crisis management, bullying, personal care, etc. a. In preparation for in-person instruction, purchase protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) and sanitizing supplies and equipment to meet the needs of students and teachers and reduce the spread of disease. b. In preparation for in-person instruction, purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use.	On Going	LCAP Title IV

Action 3: Continue to provide alternative educational settings and services to reduce suspensions and expulsions	Principal Instructional Staff Support Staff	a. Maintain the district Opportunity Program teacher	On Going	LCAP
Action 4: Continue to provide additional support, academic interventions and academic acceleration options for students to stay on track for graduation and increase graduation rates of English Learners, students with disabilities and pupils of low socio-economic status	Principal Instructional Staff Counselor Support Staff	a. Maintain additional sessions of independent study and independent study teacher in Earlimart to reduce chronic absenteeism. b. Maintain the additional credit recovery sections. c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school. d. Maintain Discipline Liaison and funding for portion of salary for school psychologists and nurses f. Maintain funding for an intervention counselor period.	On Going	LCAP CSI (Comprehensive Support and Improvement)
Action 5: Continue to provide before school, afterschool, Saturday and/or evening Interventions and reduce class sizes for students who are struggling	Principal Instructional Staff Counselor Support Staff	This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs. This action is principally directed to improve graduation rates for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.	On Going	LCAP CSI (Comprehensive Support and Improvement)
Action 8: Continue to foster an educational environment where students and staff look forward to coming to school by providing activities, presenters, and incentives for students	Principal Instructional Staff Counselor Support Staff	Guest Speakers: suicide prevention, crisis management, bullying, etc.	On Going	LCAP Title IV

meeting the goals outlined in the state's priorities				
Action 9: Promote additional parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status	Principal Instructional Staff Counselor Support Staff	a. Continue to conduct Parent Awareness workshops. b. Continue to provide resources for parent outreach and assistance. c. Maintain modified classified staff work calendar to improve services for students	On Going	LCAP



Appendices

A. Local Control and Accountability Plan (LCAP):

[LCAP](#)

B. Results of student questionnaire/interviews

[Student Survey 2019](#) [Student Survey 2020](#)

C. Results of parent/community questionnaire/interviews

[Parent Portal](#)

[Compact Letter](#)

[Learning Continuity Meeting](#)

[Parent survey English](#)

[Student Parent Survey](#)

[Survey Results 9-12-2019](#)

[Survey Results 20-21](#)

[Survey Return in Fall](#)

D. The most recent California Healthy Kids Survey

[VHS Healthy Kids Survey Report](#)

E. Master schedule

[Master Schedule Spring 2015](#)

[Master Schedule Fall 2016](#)

[Master Schedule Spring 2016](#)

[Master Schedule Fall 2017](#)

[Master Schedule Spring 2017](#)

[Master Schedule Fall 2018](#)

[Master Schedule Spring 2018](#)

[Master Schedule Fall 2019](#)

[Master Schedule Spring 2019](#)

[Master Schedule Fall 2020](#)

[Master Schedule Spring 2020](#)

F. Approved AP course list:

<https://apcourseaudit.epiconline.org/ledger/>

G. UC a–g approved course list:

<https://doorways.ucop.edu/list/app/home/>

H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID

[CC Measures Reports and Data](#)

I. California School Dashboard performance indicators

[Valley Dashboard](#)

J. School accountability report card (SARC)

[SARC 2018](#)

[SARC 2019](#)

[SARC 2020](#)

K. CBEDS school information form

[VHS CBEDS 2020](#)

L. Graduation requirements

[Graduation Requirements](#)

N. Budgetary information, including school budget

[CSI Plan Approval](#) [VHS Budget](#) [VHS Categorical](#)

O. Glossary of terms unique to the school.

[Glossary of Unique Terms](#)