School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley High School	15634121531656	May 23, 2023	June 13th, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to improve the academic performance of English Learners. This will done through collaboration with educational partners to develop and implement a school level targeted support and improvement plan to improve student outcomes based on indicators in the statewide accountability system for our EL student group.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

DJUHSD conducted stakeholder meetings in fall of 2021 review and analyze all state and local data and conduct a school level needs analysis. Stakeholder meetings were also conducted in Spring of 2023 via e-mail, Microsoft Teams and phone conferences to evaluate needs and services to improve student learning. Parent and teacher surveys were administered in July to gauge learning needs for distance learning instruction. Parent and student surveys were conducted again in October 2022 as an indicator to measure effective services and supports to address learning during COVID-19 school closures.

The results were very positive as every question was answered positively within the range of 90%-100%.
My school facility is in good repair. 96%
My school has implemented the academic content standards for all students, including English Language Learners, students with disabilities and those who are gifted during COVID-19 school closures. 100%
My school involves parents in providing input in making decisions for the school/district. 100%
The school provides sufficient parent notices, invitations, and letters regarding parent involvement activities. 100%
The school/district prepares students for college or career pathways. 95.00%
The district/school effectively addresses attendance (during COVID-19), dropout, and graduation. 100%
The school provides alternatives to suspension for minor offenses such as disruption or defiance. 100%
My school provides access to a broad course of study. 85.70%

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Valley High School, classroom observations are conducted throughout the year by the Principal as part of the teacher evaluation process. The ultimate goal of observations are to provide effective feedback to the teachers and improve teacher performance. Probationary and provisional teachers are formally evaluated twice a year while permanent teachers are evaluated at least twice every other year. Evaluations of Instruction are based in part on the effective implementation of the established curriculum and the integration of SLO's (Student Learner Outcomes). The evaluation process is based on the observations made of a teacher's best practice. In order to see a lesson from beginning to end, administration first conducts a full period observation. Additionally, the Principal will conduct informal observations; however, they are not for the entire period. Based on their findings, they provide constructive feedback and an overall score of the teacher's performance. Overall, at Valley High School, teacher observations serve as a way of providing teacher accountability and improved performance.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Administration encourages and stresses the use of research based assessment strategies. These strategies include performance task, summative, formative, and diagnostic assessments. To ensure the use of a variety of assessment tools, the site administration conducts periodic observations of classroom instruction. In order to gather immediate feedback, VHS teachers conduct informal assessments by monitoring student progress and checking for understanding. Checking for understanding includes, but is not limited to, hand signals, quick-writes at the end of class, asking questions throughout the lesson, warm-ups, cognitive engagement strategies, closure activities, and students' summary of teacher explanations. Results are used to re-teach when appropriate.

Site and district administration have identified key areas of needed improvement. One of the key areas is that even though VHS showed an increase in ELA proficiency, overall, VHS has consistently scored below average on both ELA and MATH. After reflecting upon these results, the school leadership determined that staff development should focus on specific strategies such as EDI (Explicit Direct Instruction), Differentiated Instruction, SDAIE (Specially Designed Academic Instruction in English) strategies, and data analysis. In addition to the focus on specific methodologies, the school instructional leaders integrated reading and writing PD for teachers to implement for struggling students.

Class grades, State standardized tests results, and the ELPAC results are used to monitor and re-designate ELLs. Teachers also utilize class grades to recommend students for more challenging courses. At the same time, the counselor utilizes state and school tests results as a guide for placing students in appropriate academic programs.

The teachers and administration determined areas of need and worked collaboratively to meet State, District, and school goals. At VHS, teachers use CAASPP (California Assessment of Student Performance & Progress), ELPAC, Benchmarks, and GAP results to evaluate student learning. Teachers use these findings to target areas of growth and set goals for the students who have demonstrated difficulty in mastering the standards. Additionally, teachers modify their pedagogic strategies, in adherence with the SLOs, in order to improve student performance on these assessments.

Valley High School uses data in all of the departments to drive the curriculum. We assess our students regularly, tracking their learning progress throughout the cycles. Teachers in the Mathematics, English, Science, and Social Studies departments utilize multiple assessment tools. These include, but are not limited to, standardized exams, teacher-developed tests, teacher developed quizzes, chapter and unit tests, mid-chapter tests, benchmarks, multiple choice and essay exams, projects and portfolio assessments, performance tasks and labs, homework and class participation.

In a normal year, all core departments are analyzing student progress using the Illuminate software. However, in 2020-2021, teachers are using other Apps such as IXL, CANVAS, Renaissance, and others to analyze student progress. The results are also used to target specific areas. Once these areas are identified, teachers use this data to focus on re-teaching classroom instruction.

In alignment with the CCSS (Common Core State Standards), DJUHSD has incorporated the Twenty-First Century Standards and the 4C's (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation) as part of the critical systems necessary to ensure 21st century readiness for every student.

VHS will continue to work to improve on the various state assessments understanding that many

factors work together each year that contribute to success.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school's program is driven by a variety of assessments and the SLOs by which we determine student achievement. The assessments are formal as well as informal. Comparisons are made periodically so as to assess our growth and areas of need. Lessons have been standardized and various assessment strategies developed aiming to reinforce standards-based instruction in all content areas.

ELPAC: ELPAC data is unavailable so far this year, however based on the analysis of the previous year's data, two key areas are in need of improvement, namely listening and speaking. In order to improve student achievement in listening and speaking students are encouraged to answer in complete sentences, teachers are integrating and emphasizing academic vocabulary, and students are using the English language, through active participation, at least fifty percent of the time. Additionally, ELLs take the ELPAC test annually and according to their test score, core class grades, and CAASPP scores, students are re-designated Fluent English Proficient (FEP), and monitored for progress.

KTEA II and WISC IV: Kaufman Test of Educational Achievement (KTEA) II is used to evaluate students receiving special education services during their triennial IEP evaluation. The test is used to monitor student academic progress and growth with respect to their specific learning disability. Wechsler Intelligence Scale for Children Fourth Edition (WISC IV) measures the intelligence quotient of individual students. Modifications and accommodations to the curriculum and assessments are applied to the needs of each student as indicated by the findings of the KTEA, WISC and other standardized assessments.

Once the need arises, we will assist teachers so that they may modify their lesson(s) using the various APPs like, AR, IXL, CANVAS and Accelerated Math. The use of these programs will allow teachers to modify their lesson(s) in order to generate tests that target specific learning objectives. Lesson(s) will be modified to create tests from a test item bank or create custom questions for other content covered.

Illuminate Software: All core departments analyze student progress using this software and the results are used to target specific areas of growth. Teachers use this information to focus on re-teaching classroom instruction. However, during the 2020-2021 Fall semester, teachers used CANVAS and TEAMS to analyze student progress as illuminate was not practical during distance learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers hired at Valley High School are qualified to teach in each of the academic areas.

Core Subject Number of Teachers Credentialed
English/ELD   2 qualified
Mathematics   1 intern eligible
Science   1 qualified
Social Studies   1 qualified
Special Ed   1 qualified

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers hired at Valley High School are qualified to teach in each of the academic area, a program that is administered jointly by the California Department of Education and the California Commission on Teacher Credentialing. Teachers who are in the Teacher Induction program participate in professional development that is specifically geared to new teacher needs and concerns. There is also a certificated Staff Mentoring Program and Peer Coaching designed to support new teachers. To address new legislation (SB103), teacher mentors have been designated to work with new teachers to build instructional capacity. In addition, funding has been allocated as part of the SSPSA and LCAP for ongoing District-Wide professional development in EDI, Differentiated Instruction, Common Core Curriculum and Instructional Shifts, CPM (College Prep Math), DOK, Cognitive Engagement, RIAP, iLit, and SDAIE instructional strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Valley High School is dedicated to a continued emphasis on professional development. Professional development is rooted in assessments of student performance. District-wide, teachers in core academic classes meet in cohort groups to review assessments of their students' progress. The District's Educational Director dialogues with District resource teachers, site learning directors and principals as to the needs of the cohorts. Once a consensus is reached as to the needs of the cohort, the District's Educational Director addresses those needs by different means including release time for teachers to meet during the regular school day.

Both new and returning teachers in the areas of ELD, English, Mathematics, and Science have received District training in strategies and instruction of LEP students through Specially Designed Academic Instruction in English (SDAIE) workshops. There are District-wide informational meetings on current topics such as the ESSA, LCAP, California Dashboard, and the CAASPP to keep teachers abreast of the ever-changing educational system.

Staff development is rooted in assessments of student performance. Valley High School faculty, classified staff and administration will participate in workshops and conferences appropriate to their major assignment in order to foster professional improvement and strengthen the academic improvement of students including (Reading and Writing Strategies with Jill Hamilton Bunch and Thinking Maps training and review throughout the year.

Furthermore, staff development Inservice days are used to provide for further growth in various teaching strategies, which are an integral part of the Focus on Learning Process.

Over the last several years, through LCAP, Title I, Title II, Title III and EIA LEP, District efforts have been successful in supplementing our instructional programs. The staff meets regularly to review student assessments particularly in English, ELD, Mathematics, Science, Social Studies, and Special Education. As we find more local evidence that particular school programs are effective in improving student achievement, the staff is trained in that program so that it can be implemented more widely. In addition, given our diverse student population, many of our teachers implement SDAIE.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There is a collaborative process involved in assisting and supporting teachers in research based instructional practices like Explicit Direct Instruction (EDI), Strategically Designed Academic Instruction in English (SDAIE), Literacy (Deep Reading, Text Annotating and Critical Writing), and Differentiated Instruction, methodologies and consultants the District has invested considerable staff development time and money in. Training focuses on vocabulary building activities and reading strategies for both mathematics and science with additional work on activities that engage the learner and meaningful warm-up activities.

Our staff members continue to develop professionally, via education classes, toward advanced degrees, clear credential classes and, for new and developing teachers when they are added to our staff, the Teacher Induction Program, a program that is administered jointly by the California Department of Education and the California Commission on Teacher Credentialing. Teachers who are in the program participate in professional development that is specifically geared to new teacher needs and concerns;   In addition, funding has been allocated as part of the LCAP and Single School Plan for ongoing professional development in Explicit Direct Instruction (EDI), Differentiated Instruction (DI), CSU Early Advancement Program (EAP), Data Analysis, Interactive Notebooks, Academic and Vocational Staff Development. The skills garnered from these training sessions allow us to use research based methodology to improve the achievement of academic standards and SLOs.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Again, as stated earlier, Delano Joint Union High School District has made it a priority to provide instructional staff with time each day during the Distance Learning year which allow teachers who teach in core and non-core departments to meet and collaborate. The cohorts of grade level or subject areas discuss curricular and instructional issues, GAP assessment evaluation and revision, data analysis, rubric norming, SBAC preparation, CAASSP, CELDT and other local and state assessment results.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Every course taught at VHS has an established, standards based curriculum. For each course, the curriculum consists of the following required components:

- State standards/frameworks
- Course descriptions/standards rubrics
- SLOs (Student Learner Outcomes)
- Board-approved textbooks

The staff at VHS makes a concerted effort to align instruction to the state content academic and common core standards and our school's student learning outcomes. Administrators, teachers, and classified staff work together to ensure that all students' needs are met via a rigorous curriculum designed to ensure success on state and district assessments as well as future success at the college and university level. Valley High School implements articulation meetings at all levels to educate and hold all staff accountable for cross-curriculum English language arts standards throughout every department as well as a concentrated, specific emphasis on the proper design of lesson plans, EDI, and the Bloom's Taxonomy's six levels of critical thinking.

Quality of Instruction and Leadership

Valley High School offers alternative programs for students whose personalities, characteristics, needs and interests do not fit the established norms for which comprehensive high schools are designed. The students are provided with the Board-approved core curriculum, and all textbooks used in the core areas are the same as the textbooks used on the comprehensive sites. Teachers supplement the core curriculum materials to assure that Valley High School students receive a structured program geared toward the development of academic growth.

Each student entering Valley High School receives a registration packet to fill out and an enrollment orientation. Student transcript information is evaluated and students are enrolled into appropriate classes. There are 180 days of instruction during the normal school year. The students are scheduled for five 47 minute periods, one 53 minute period, and one 48 minute period which offers the students 336 instructional minutes per day. There are 13 sections of Credit Recovery classes during the day and one also after school for those students who have failed a class and are low on credits. The computer assisted instruction (CAI) curriculum utilized is Edgenuity, a rigorous, A-G, standards aligned program that is state and board approved and used at all comprehensive and alternative school sites for the District.

In lieu of the quarter system, Valley High School utilizes a cycle system. There are five, eighteen-day cycles per semester in a regular year. This type of system allows the staff to provide students and parents with an academic report 5-6 times during the semester. The student can earn from zero to seven or more units of credit in a single cycle as they work to accumulate credit to complete the graduation requirement. Student needs are met through a variety of teaching modalities such as individualized instruction; computer assisted instruction, and cooperative learning strategies.

Valley High School is committed to ensuring that all students are involved in challenging learning experiences to meet the academic standards and the SLOs. California State standards and the SLOs serve as a foundation for our curriculum. Each department has course syllabi which reflect the State standards that will be implemented. Besides this, standards and SLOs are posted on walls, in the form of posters, so that all students are continuously aware of the content area standards. Teachers have areas within their classrooms to display Common Core Standards and the daily agenda. In all core classes.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
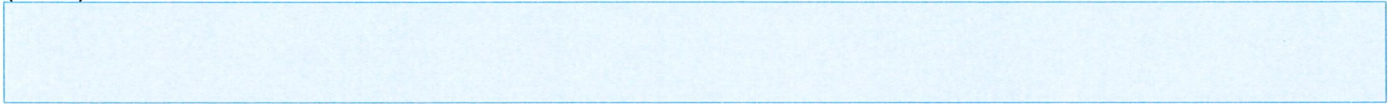
Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

After students are identified through a Home Language Survey and diagnostic tests, their EL status is determined by their ELPAC scores. They are then placed in an ELD intervention class. The curriculum teaches listening, speaking, reading, and writing skills and develops vocabulary using scaffolding, visual, and hands-on methods of instructions. Our schoolwide focus continues to be to align our SLOs with an effort at having student become College and Career Ready, proficient in the 21st C. skills of Communication (literacy and numeracy), Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation, Citizenship, Character and Community Service. The need to increase academic achievement through writing across the curriculum, academic vocabulary development, and improving writing skills is still a priority within our schoolwide focus. All teachers, across the curriculum, are incorporating critical thinking, reading and writing and vocabulary development to increase literacy and academic achievement.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Valley High School has sufficient textbooks and materials for all our students. Our district provided Valley High School with enough textbooks for each student in the areas of English, Reading, Mathematics, Science, and Social Studies.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Every course taught at VHS has an established, standards based curriculum. For each course, the curriculum consists of the following required components:

- State standards/frameworks
- Course descriptions/standards rubrics
- Student Learner Outcomes (SLOs)
- Board-approved, SBE adopted textbooks

Teachers are expected to align their instruction using the established standards-based curriculum. The principal is responsible for providing each department member with the required curriculum materials. All textbooks are aligned to the Common Core Standards; the curriculum used for Computer Assisted Instruction for credit recovery and independent study is also board approved and state standards aligned (Edgenuity). Evaluation of instruction is based in part on the effective implementation of the established curriculum and the integration of the SLOs. The District's efforts have been to align core curriculum and assessment of state standards. Teachers in all core subject areas have worked to develop course outlines and to refine course scope and sequence so that each course is aligned to state content standards. The scope and sequence for all courses in the academic core – English, Mathematics, Science, and Social Studies – are directly aligned to the Common Core Standards (all teachers of a particular course use the same standards-based scope and sequence).

All students at VHS have access to the academic core. Students in the regular curriculum are enrolled in classes aligned to the Common Core Standards. Textbooks and supplementary materials have been adopted for each academic core area and are aligned to Common Core Standards. Supplementary materials such as software and instructional materials are aligned to Common Core Standards.

The majority of VHS's Special Education students are in the Resource Specialist Program (RSP) and participate in the regular curriculum 100% of the time through the Push-In model. Academic Support offered by the RSP teacher is closely geared to mirroring efforts by core teachers and their curriculum that is aligned to Mathematics and Language Arts standards. Depending on the needs specified in the Individual Education Plans of our Special Education students, coursework may be modified to achieve the standards. By implementing of the Push-IN (Co-teaching) model, the RSP Teacher closely collaborates with core subject teachers so that special education students' academic needs are met.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students at VHS have access to the academic core and all regular programs offered at Valley High School. The following services/programs are provided to enable identified students to meet academic standards:

Career Readiness (STDV): This Focus Transition/ Career Writing/Readiness - Career Choices class consists of designed curriculum aligned to Bakersfield College's STDV B3 class- and as such qualifies students to receive college credit through dual enrollment - meant to focus students on a career of interest by assisting them to answer the questions, "Who Am I? What do I want? How do I Get there?". The curriculum utilizes reading, writing, inquiry and research, as well as college and career field trips to expand students experience and exposure. Again, it is articulated with Bakersfield College Student Development class and so students completing the course qualify for dual enrollment college credits. The goal of the class is to have students get focused and stay focused for the next 10 years on achieving important, life-changing goals; the ultimate objective – To graduate College and Career Ready as per the new Common Core State Standards and Career Technical Education Standards and acquire the knowledge and skills to become competitive for high demand/ high-wage careers.The College Readiness Class (STDV) is designed to provide students with the exposure, knowledge, experiences and opportunities to acquire the skills necessary to explore and choose a career, take advantage of career pathways offered, create a 10-year plan, develop college and employment readiness, earn dual enrollment college credit, and eventually become competitive for 21st century, high-wage careers.

Edgenuity Credit Recovery: Previously known as the Achieve Academy established in 2014 for the purpose of helping students recover credits at a higher rate than the normal school site, currently students are enrolled as regular Valley High School students but with 2 or more assigned sections of Credit Recovery classes. The ideal schedule is to have students assigned a PE, Math, SBAC Math, English, SBAC English and two credit recovery classes. These students are not your typical VHS student. They have less discipline and attendance issues but many of them are behind in credits for various reasons. The small and more focused environment, offers these students an ideal setting to achieve their goals of transferring back to their comprehensive site. The program will continue to be monitored throughout the year and adjustments will be made to help each student be successful.

Opportunity Program Description:
1. The objective of the Opportunity Education classes is to provide educational opportunities for students who have exhibited poor attendance or improper behavior, etc., and are not meeting with success in the regular school setting.
2.   These classes are only available for student cohort grades 9 and 10 who are under age 16.
3.   Students in Opportunity receive instruction in the core academic subjects. The curriculum content is the same as that offered in the regular program but it is delivered to students through a variety of instructional strategies. Some strategies allow students to develop academic skills through an open-entry/open-exit approach that allows them to work on individual assignments at their own rate.
4. Opportunity Class offered at Valley High School is for students involuntarily transferred via the District Transfer Committee for habitual truancy or committing an act enumerated in Education Code 48900. An Opportunity Class includes a daily schedule for an Opportunity student that provides at least 180 minutes of daily instructional time in the Opportunity environment. If the Opportunity Class is beyond capacity, pupils will subsequently be transferred involuntarily to the continuation school (Education 48432.5).
5. Assignments to opportunity program or classes are made only after both the pupil and the pupil's parents (or guardians) have been notified in writing of the intended assignment or involuntary transfer with a view to the improvement of the student and to his restoration as soon as practical to the regular program.

6.   Students provided special education services may be assigned to Opportunity programs and classes. Prior to assignment, an individual education plan meeting is held to confirm that Opportunity Education is appropriate placement for the student.

7. These classes are designed to meet the needs of students through the extensive use of individualized instructional material. Positive interpersonal relationships are designed to improve self-concept, attendance, and study skills.

Counseling Services

Valley High School strives to ensure that all students have access to the information they need in order to successfully complete high school. Upon enrollment to Valley High School, all students meet with the counselor to map out a four-year plan of classes that they are required to take for graduation from high school. During this meeting, the counselor assesses the students current transcript to determine the best plan of attack so the student can make up their deficient credits and put themselves in a position to return back to their home school, or progress towards graduation. A parent signature is required to show that the parents are informed of the student's four-year plan. Students meet again with the counselor their sophomore year to modify the four-year plan if needed. The counselor is always available to students to give advice about how they can attain an appropriate high school experience. Intervention is provided for students who are deficient in credits and at-risk of not meeting the four-year requirement plan. The counseling department implements remediation strategies for students who are not meeting the four-year plan such as: tutorial, summer school, Migrant Pass Program, and Adult School.

Intervention Counseling

Intervention counseling is available to students who are deficient in credits and are at risk of not graduating. With the counselor's guidance, the parents and students are involved in choosing from a variety of options that will aid the student in graduating.

Intern Psychologist: An intern psychologist is available for students who need counseling or anger management sessions as well as social emotional support.

Extended Day

The Extended Day Program is offered as a District-wide intervention program. All students are eligible to attend a 45-minute after school program, offered Monday through Thursday. The administration and staff will use motivational strategies to encourage and acknowledge student progress, along with attempting to increase overall academic achievement. We hope to instill an attitude of "pride and accomplishment" as we work to meet our goals.

Special Education

In a normal year, the Special Education Strategic Academic Support and Life Skills classes are conducted with an emphasis on providing students with the least restrictive environment. All RSP students are held to the same academic standards and performance in the core curriculum as allowed by their IEP. By utilizing the PUSH-IN Model, the teacher works collaboratively with the English and Math teachers on curricular, instructional, and assessment issues as they pertain to maximizing student success in the academic setting.

In the past, adoptions by the Board of Trustees have provided textbooks and instructional materials aligned to the Common Core Standards in English/Language Arts, Mathematics, Social Science, Science, Health, English Language Development (ELD), Business, Foreign Language and Special Education. In the future, the Board of Trustees will adopt textbooks and instructional materials which are aligned to the Common Core Standards of each subject area.

Base Budgets
The general fund provides base budgets for each department's instructional supplies and equipment, travel, maintenance and repair, and reproduction of materials for each curriculum area at Valley High School. In addition, the school sets aside funds annually for student incentives and awards.

Support Staff
- Full-time District Registered Nurse to ensure that student health concerns do not interfere with academic performance.
- Security personnel: A campus security and discipline liason assists the Principal with discipline, attendance, and the safety and security of the campus.
- School psychologist-assists students in coping with mental and emotional challenges that may hinder their academic performance.

Evidence-based educational practices to raise student achievement

Stakeholder groups identified the selected actions as a result of demonstrated effectiveness in improving student outcomes as noted previously in the evaluation of the SBAC English and mathematics outcome data. Professional development activities are selected from state approved evidence-based strategies and practices. The selected evidence-based interventions have been refined by our district over the years and resulted in high performing academic schools and improved outcomes for socioeconomically disadvantaged pupils, English learners, foster and homeless youth. Accordingly, stakeholder groups concurred to maintain the following actions for continued pupil academic achievement:
- Provide scheduled instructional staff collaboration time for the purpose of reviewing student formative and summative assessment data and refinement of curriculum, assessments, and instruction
- Provide teachers extra-duty time to modify and refine curriculum and assessments to meet student needs
- Provide high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals to improve instruction and use academic assessment data to improve student achievement. Professional develop activities include Explicit Direct Instruction (EDI), SDAIE, DOK, ELD, Close Re, Writing Strategies, PLC, and UDL strategies
- Provide supplemental instructional material/software and supplies to improve student learning
- Provide instructional assistants to support learning for all pupils
- Provide academic coaches in English and mathematics for implementation of model practices (i.e. EDI, DOK, Close Reading, Writing Strategies, data analysis, designing classroom-based assessments)
- Provide afterschool, evening and Saturday tutorials to meet student needs and improve learning
- Provide class size reduction in English and mathematics
- Purchase technology to improve digital literacy and pupil academic achievement
- Provide high-quality professional development on evidence-based social and emotional education practices
- Provide mental health support staff needed for social and emotional education
- Provide parent trainings on how to support their pupil and improve student learning

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Valley High School is strongly committed to increasing and improving Parent Engagement in line with the 8 State Priorities of the LCFF and WASC recommendations. VHS aims at providing parents with opportunities to contribute to the educational process as well as provide input into decisions affecting student learning.

These opportunities can be grouped into the following categories:

- Family:

Delano students tend to come from families in which the extended family is strong and, thus, students have many adults surrounding them to support them in their education. As we describe later, one of our strategies is to take advantage of this strength by increasing parent involvement in their child's education. We meet with parents to describe the need and the programs and use parental support to increase student participation in our programs.

- School:

In addition to the District and Site Webpage that is more user friendly, parents now have access through AERIES Parent Portal to their student's most current academic standing and progress. Not only can they check on grades but missing assignments and attendance. The District has also encouraged the use of Parent Square App so teachers can inform parents of latest assignments via a simple access to SmartPhone app. Most importantly, VHS is proud of the work and role of the School Site Council in providing parents with oversight of programs and budgetary decisions. The school site council exists to bring together administration, teachers, parents, and students, and using the single school plan, to make decisions regarding the use of categorical funds. With this year's Single School Plan, it is our highest priority to improve all processes relating to the operations of the School Site Council and the design and implementation of the Single School Plan for Student Achievement. This is the process in place that ensures that the "official" priorities for categorical funds are also the "de facto" priorities. Single School Plans and related categorical funding will support the current and ongoing efforts at building professional capacity at every level, alignment of curriculum, improving instruction, and calibrating assessments to Common Core, Content, and Next Generation Science standards. Also, support will continue toward implementation and ongoing review of scope/sequences and formative assessments (GAPS), as well as student improvement in these formative assessments (local measures), and state measures (California Schools Dashboard), and it will support the special needs of at risk students.

- School Events:

Valley High School provides many opportunities for parents and the community as a whole to participate as part of our Professional Learning Community. Some examples include: Safe Schools Committee meetings, ELAC (English Learner Advisory Committee) and DLAC meetings, WASC Focus Group meetings, Title I meetings, School Site Council (SSC) meetings, Academic Awards Night, Back to School Nights, and ASB club/organization sponsored events.

* School to Career:

Valley High School students have access to a variety of programs that lead to post high school jobs. Twelfth grade students are given the opportunity to take Westec classes - a 2-week program where students can earn 9 different certificates in vocational/occupational training. Juniors and seniors are given the opportunity to visit several community colleges, trade schools, and military recruiters' stations during the year. Our counselor meets with each graduating student prior to completion to review the transition from high school. This meeting allows the student to evaluate some career options and see what type of training or schooling is needed to meet their career goals.

In a normal year, Back-to-School Night, student orientation, and our Student Awards Night, we make

a concerted effort to announce, discuss, and explain our educational program. In addition to these events, the VHS counselor meets annually with each tenth grade student and their parents in an evening counseling session. The counselor will discuss graduation progress, college entrance requirements, elective selection, a four-year plan, and other topics needing clarification and explanation for continued educational success. Additionally, the counselor provides intervention counseling for at-risk students.

- District - The district is an important source of leadership for school-wide reform. The Board of Trustees has been forward-looking in approving unique pilot programs and providing for a general state of readiness for the program in the first place. The superintendent has taken the lead in securing funding for school reform and in ensuring that school reform monies augment other categorical and general fund monies. The DJUHSD sends out a quarterly newsletter to parents in an effort to keep the parents involved in the District.

- Community – Currently, we are increasing the information in the community about our programs. The community has taken an active role in volunteering for many of our programs as well as conducting fundraisers to assist our academic programs. In a normal year:
A.   Breast Cancer Awareness
B. Student Leadership Conference
C Back-to-School Night
D Workforce Investment Act (WIOA)

- Psychologist – Provides support services for students in need of intervention. Helps students with strategies that allow them to increase learning during instruction. Provides recommendations to teachers on methodology and strategies to implement for a successful learning environment. Conducts social skills training to students to enhance academic success.

- Extracurricular Academic Development - After school ELA (English Language Arts) and Math boot-camps help students stay focused and increase their ability to read, think critically, and compose a variety of linguistic works.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents: Parent volunteers also participate on committees such as School Site Council, Safe School Committee, and ELAC. Parents occasionally attend, participate and assist in school functions ranging from field trips, extra curricular events, and other programs. Parents have also been instrumental in the writing documents, such as, the Safe School Plan.

Classroom Teachers: Each academic department met to plan and make recommendations for the consolidated application programs. In addition, classroom teachers discussed the level of implementation for consolidated programs. Areas of need were addressed in order to ensure full implementation of the consolidated programs planned.

Other Personnel: Instructional aides work together with the classroom teacher to help create a positive atmosphere of serious learning. They are responsible, under the leadership of the classroom teacher, for assisting students on an individual or group basis with instructional tasks. They work cooperatively with the classroom teacher in a supportive fashion in dealing with instructional activities and work directly with the students in Mathematics, English, and other subjects. Instructional aides also assist in classroom maintenance and prepare materials for class use. The computer laboratory assistants facilitate students in research and subject growth. We have a full-time District Registered Nurse to ensure that student health concerns do not interfere with academic performance. There is also a campus security and discipline liaison who aide the Principal with discipline, attendance, and the safety and security of the campus. The school psychologist assists students in coping with mental and emotional challenges that may hinder their academic performance. **This was already mentioned in the "Support Staff" section

Students: Students are involved in the development and implementation of the WASC Action Plan, Safe School Plan, and the Single School Plan for Student Achievement.

<u>Funding</u>

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Staff Development

Teachers are encouraged to develop and grow professionally. As we describe above, extensive resources continue to be used to provide staff with scientific based staff development. Teachers are provided with the opportunity to participate in staff development through methodologies, such as, EDI, Differentiated Instruction, Core Curriculum training, Common Core Standards workshops and Data Analysis workshops. The staff at VHS will sign up for various workshops related to their subject, or in the area of education, and apply what they learn to their classroom instruction. Academic workshops and teacher in-service days will be scheduled to better equip the teachers in instruction and overall educational knowledge.

(Title I and Title II)

Cohort Meetings - Alignment of Instruction to Standards and Student Learning

The staff at VHS makes a concerted effort to align instruction to the state academic standards and our school's student learning outcomes. Administrators, teachers, and classified staff work together to ensure that all students' needs are met via a rigorous curriculum designed to grant success on state and district assessments as well as future success at the college and university level. Valley High School implements articulation meetings at all levels to educate and hold all staff accountable for cross-curriculum English language arts standards throughout every department as well as a concentrated, specific emphasis on the proper design of lesson plans, Costa's levels of questioning, and the Bloom's Taxonomy's six levels of critical thinking. Cohort groups are bi-monthly meetings of groups of English, Math, Science, Social Studies, and Special Education teachers which are aimed at providing support for implementing the standards-based scope/sequences and GAPS for all courses in the academic core. These cohort meetings facilitate consensus building, problem-solving, mentoring, refinements/revisions of materials, and improved instructional practices.

Special Education

The Special Education classes are conducted with an emphasis on providing students with the least restrictive environment. All RSP students are held to the same academic standards and performance in the core curriculum as allowed by their IEP. The majority of VHS's Special Education students are in the Resource Specialist Program (RSP) and they participate in the regular curriculum 60% to 80% of the time. Courses offered by the RSP teachers are aligned to Mathematics and Language Arts standards.

Supplementary Instructional Materials

Supplementary instructional materials are provided to assist teachers in modifying curriculum to meet the needs of each student. Supplementary materials are provided in all core curricular areas of mathematics, English, social studies, and science.

After School Tutorial/Intervention

Students who want to receive additional assistance in their regular course work are encouraged to attend After School Intervention/Tutorial classes. After-School Intervention/Tutorial supports student achievement in English, Mathematics, Science, and Social Studies. After school intervention is provided for students who need extra help in order to succeed academically. Our intervention courses include SBAC intervention classes for both English and Mathematics, ELPAC intervention testing, and intervention classes for standardized test preparation. A late bus is provided for students who require transportation following the tutorial sessions. Incentives will also be offered to

students if they meet or exceed goals.

Instructional Aides
Funded from Title I, EIA LEP, and Special Education, aides provide assistance on computers and one-to-one assistance to students enrolled in Reading, and Math Support classes.

Parent Training
Parent meetings will be held for 6 Saturdays to inform parents of state and local assessments, learning strategies to help their son or daughter be successful in school, access computer programs, and to inform parents of career/technical education and the workforce.

Fiscal support (EPC)

The following is a list of Federal and State Programs that offer fiscal support:
I. Federal Programs
- Title I, Part A, Part C (Migrant)
- Title II, Part A (Subpart 2, Improving Teacher Quality)
- Title II, Part D (Enhancing Education through Technology)
- Title III, English Learners
- Career Technical Education
- IDEA (Special Education)
- WorkAbility I
- Carl D. Perkins Voc. Ed.
- Workforce Investment Act
II. State Programs
- LCAP-LCFF (Local Control Funding Formula)
- State Migrant Education
- School Safety & Violence Prevention Act (AB1113, AB 658)
- Dropout Prevention & Recovery Act: School Based Pupil Motivation & Maintenance Program (SB 65)
- Targeted Improvement (TIG)

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Valley High School participates in, appreciates and mirrors the district wide effort to seek input from all stakeholders during the year as part of the annual LCAP updating and approval process. The product of this process includes input from school staff, students, parents via surveys, meetings, and through the School Site Council. These surveys and meetings engage stakeholders directly and include review of school and district data surrounding the 8 priorities and the SPSA goals from the current year. Ultimately, alignment of the SPSA to the District LCAP is presented via a draft copy to the School Site Council comprised of 10 members: 2 parents, 3 students, 3 teachers, a classified staff and the principal. The SPSA is also shared with our English Language Advisory Committee for input and feedback. More importantly to gather feedback as to how to improve academic performance of English Learners. The presentation is extensive in going over and analyzing data and budget proposals meant to provide the necessary resources to accomplish the goals as written

in the SPSA. The Council is given the opportunity to provide further input before approving the SPSA in May, September and or early October. The goal is to finalize the process only after extensive efforts are made to be inclusive of all stakeholders and with final approval by the board of trustees during the October or November board meeting.

For this year's SPSA, the process began last year during of Fall Semester where parents were surveyed. Periodically, students also provided input via meetings and the California Healthy Kids Survey. Furthermore, the DJUHSD district conducted stakeholder meetings throughout the year with parent advisories, school and district administrators, teachers, students, and other staff members. DJUHSD also consulted with Delano Joint Union High School District Teachers Association and California School Employees Association in the review and analysis of the LCAP. An LCAP public forum was held.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Historically it has been determined that After School Intervention has relatively low attendance. We have identified that a significant barrier to participation is lack of our own After School Tutorial/Intervention bus. Although, our transportation department has been able to provide a tutorial bus from a comprehensive site for our students, we have observed that it arrives well after dismissal which discourages our students because they have to wait a little longer for the bus. The school discovered that 41% of our EL population lives outside the Delano area, such as Earlimart and Richgrove. The school will make efforts to provide Valley High School students with more convenient transportation home after tutorial (e.g bus, van, etc).

Additionally, Valley did not have its own full time School Psychologist. Prior to the 2022-2023 School year, Valley High School shared an MFT with the other 3 comprehensive sites. The MFT was scheduled at Valley 1 day per week. However, during the 2022-2023 was able to house a full-time intern psychologist. Through observations, parent, and teacher feedback, it was determined that Valley High School students needed access to there own full time school psychologist. It is evident that there are a variety needs that a full time school psychologist can fulfill at a continuation High School such as Valley. Lack of motivation and other mental health issues can be addressed among all our students, including English which currently make up 30% of our entire student population. For the 2023-2024 School year, Valley High School students will have their own full time credentialed school psychologist.

The school's top two priorities are to address.
1. More convenient after school tutorial transportation
2. Provide students access to a full time School Psychologist.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	1.1%	%	0%	1		0
Asian	%	%	0%			0
Filipino	4.3%	4.55%	3.7%	4	2	4
Hispanic/Latino	92.6%	95.45%	96.3%	87	42	104
Pacific Islander	%	%	0%			0
White	2.1%	%	0%	2		0
Multiple/No Response	%	%	0%			0
			Total Enrollment	94	44	108

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	21-22	22-23
Grade 9			1
Grade 10	12	2	
Grade 11	20	45	27
Grade 12	62	59	80
Total Enrollment	94	49	108

Conclusions based on this data:

1. There is an increase in enrollment for the 2022-2023 school year.

2. 12th grade continues to be the largest grade level

3. We anticipate our numbers to continue to rise during the year as more students are identified after the fall semester.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	38	24	58	40.40%	43.6%	53.7%
Fluent English Proficient (FEP)	31	19	36	33.00%	34.5%	33.3%
Reclassified Fluent English Proficient (RFEP)	2	1		5.3%	0.0%	

Conclusions based on this data:

1. Percentages in EL enrollments remain fairly consistent

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	30	56		25	54		25	54		83.3	96.4	
All Grades	30	56		25	54		25	54		83.3	96.4	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2483.	2470.		4.00	0.00		4.00	11.11		40.00	31.48		52.00	57.41	
All Grades	N/A	N/A	N/A	4.00	0.00		4.00	11.11		40.00	31.48		52.00	57.41	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	3.70		*	51.85		*	44.44	
All Grades	*	3.70		*	51.85		*	44.44	

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	1.85		*	37.04		*	61.11	
All Grades	*	1.85		*	37.04		*	61.11	

Grade Level	Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	7.41		*	70.37		*	22.22	
All Grades	*	7.41		*	70.37		*	22.22	

	Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	3.70		*	57.41		*	38.89	
All Grades	*	3.70		*	57.41		*	38.89	

Conclusions based on this data:

1. Number of students tested has doubled since 2018-2019 School year

2. There is a significant decline in % of students above standard in writing

3. Listening component showed a increase since the 2018-2019 school year

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	30	56		18	54		18	54		60.0	96.4	
All Grades	30	56		18	54		18	54		60.0	96.4	

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

Overall Achievement for All Students																	
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2480.	2412.		0.00	0.00		0.00	0.00		27.78	5.56		72.22	94.44	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		27.78	5.56		72.22	94.44	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	7.41		*	92.59	
All Grades	*	0.00		*	7.41		*	92.59	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	55.56		*	44.44	
All Grades	*	0.00		*	55.56		*	44.44	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	48.15		*	51.85	
All Grades	*	0.00		*	48.15		*	51.85	

Conclusions based on this data:

1. Increase in students at or near standard in concepts and procedures

2. significant increase in students meeting or near standard in problem solving and modeling data analysis

3. increase in students at or near standard in communicating reasoning.

School and Student Performance Data

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 9		*		*		*		*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	1534.8	*	1531.1	*	1537.8	7	28
Grade 12	1550.8	1566.4	1544.8	1571.5	1556.1	1561.0	21	12
All Grades							31	44

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*	*	*
11	*	7.14	*	17.86	*	60.71	*	14.29	*	28
12	9.52	8.33	23.81	50.00	61.90	33.33	4.76	8.33	21	12
All Grades	9.68	6.82	29.03	25.00	51.61	54.55	9.68	13.64	31	44

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*	*	*
11	*	14.29	*	42.86	*	39.29	*	3.57	*	28
12	19.05	33.33	52.38	41.67	23.81	25.00	4.76	0.00	21	12
All Grades	29.03	18.18	45.16	43.18	19.35	34.09	6.45	4.55	31	44

Written 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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*	*	*
11	*	0.00	*	3.57	*	60.71	*	35.71	*	28
12	4.76	8.33	9.52	33.33	66.67	16.67	19.05	41.67	21	12
All Grades	3.23	2.27	12.90	11.36	58.06	45.45	25.81	40.91	31	44

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*
11	*	0.00	*	60.71	*	39.29	*	28
12	0.00	16.67	85.71	75.00	14.29	8.33	21	12
All Grades	0.00	4.55	83.87	63.64	16.13	31.82	31	44

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*
11	*	67.86	*	28.57	*	3.57	*	28
12	57.14	75.00	38.10	25.00	4.76	0.00	21	12
All Grades	66.67	70.45	26.67	25.00	6.67	4.55	30	44

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*
11	*	0.00	*	42.86	*	57.14	*	28
12	9.52	8.33	57.14	50.00	33.33	41.67	21	12
All Grades	9.68	2.27	51.61	40.91	38.71	56.82	31	44

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*
11	*	0.00	*	82.14	*	17.86	*	28
12	4.76	0.00	80.95	75.00	14.29	25.00	21	12
All Grades	3.23	0.00	80.65	79.55	16.13	20.45	31	44

Conclusions based on this data:

1. Increase Overall in Mean Scale score for all students

2. decrease in students well developed in writing domain

3. Decrease in students well developed in Reading

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
55	**98.2**	**43.6**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	24	43.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	54	98.2
Students with Disabilities	4	7.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	1.8
American Indian		
Asian		
Filipino	1	1.8
Hispanic	52	94.5
Two or More Races		
Pacific Islander	1	1.8
White		

Conclusions based on this data:

1. Student population is 95% Hispanic and 96% socioeconomically disadvantaged.
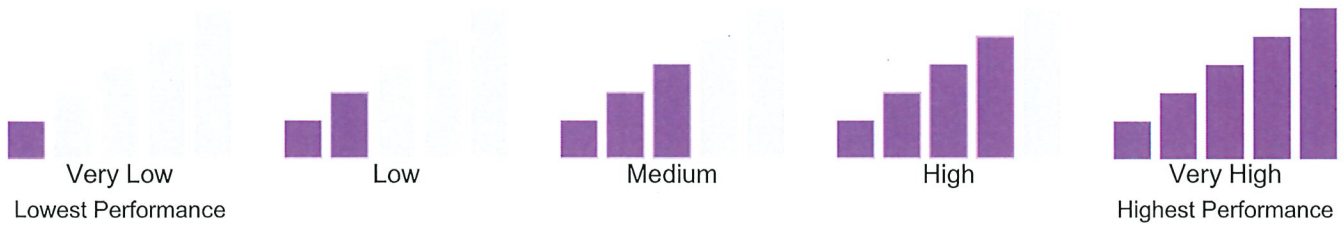
2. 40% students are English Learners

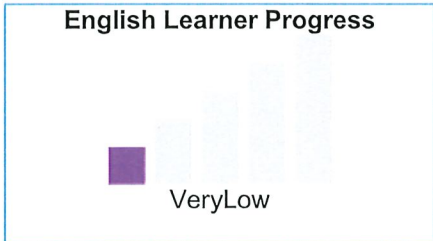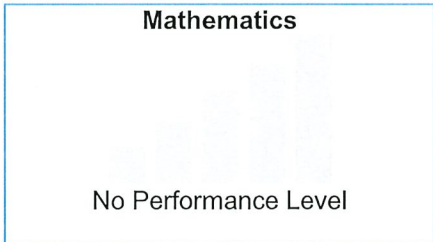# School and Student Performance Data
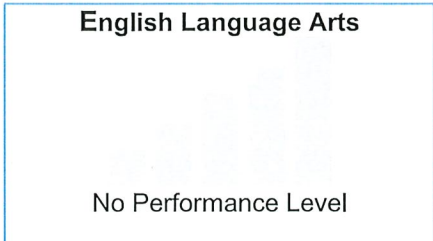
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
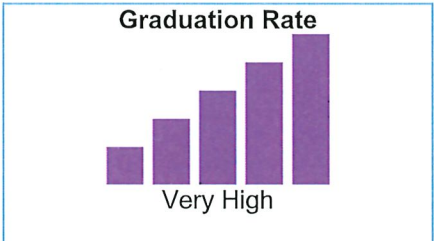
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	**Graduation Rate** Very High	**Suspension Rate** Low

Mathematics

No Performance Level

English Learner Progress

VeryLow

College/Career
Not Reported in 2022

Conclusions based on this data:

1. Suspension rates have been on a downward trend for a few years, however in 18-19, there was an increase of 20% due to several factors including a school rule of suspension for substance abuse instead of expulsion. This increased the rates by a significant %. In 19-20, the rule has been modified to eliminate suspension on the first offense. Instead, students are given other means of correction. 19-20 showed a drastic decrease in suspension even before the COVID 19 Distance Learning schedule.

2. Graduation rate has fluctuated over past couple of years with negligible percentages both up and down; The 2019 rate reflects a significant decrease (20%) due to several factors including late transfers to VHS, a small graduating class, as well as a few 18 year old students who dropped out. Even with the stresses of the Distance Learning schedule, VHS saw an increase of 8 percent in 2020.
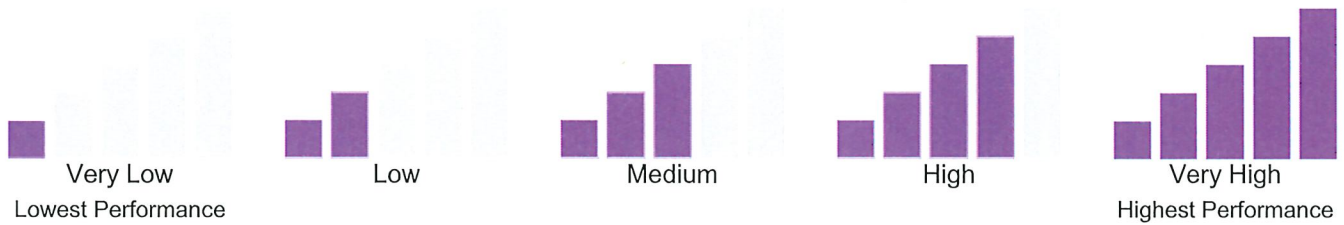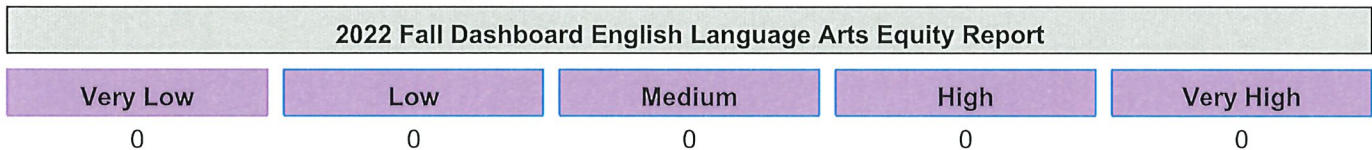
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level 115.9 points below standard 16 Students	No Performance Level 10 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Level 115.9 points below standard 16 Students	No Performance Level 1 Student

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
			No Performance Level 0 Students
Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 115.9 points below standard 16 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
8 Students	2 Students	4 Students

Conclusions based on this data:

1. ELA performance continues to be well below standard for the EL student subgroup as well as the entire student population. However, the points below standard increased significantly +33.9 points for the Hispanic subgroup, +45 for EL, and +35 for socially disadvantaged in 2018-2019. There were no tests in 2019-2020 due to COVID 19.
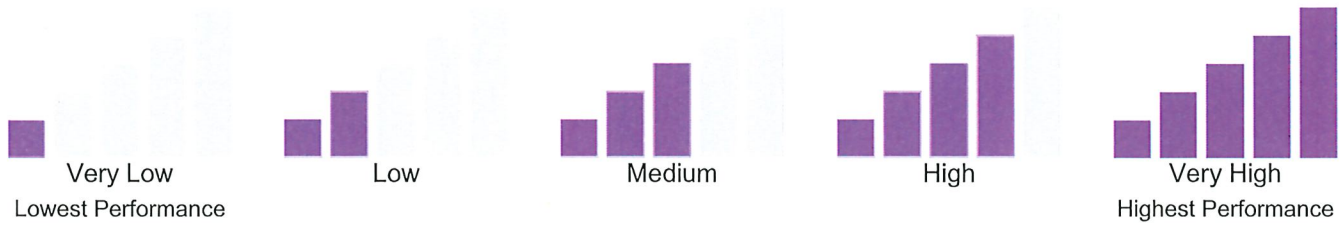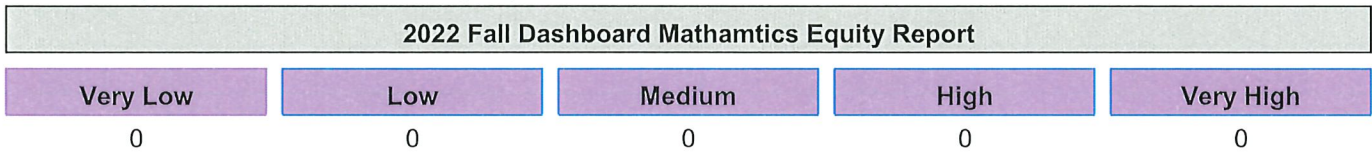
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level 229.6 points below standard 16 Students	No Performance Level 10 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Level 229.6 points below standard 16 Students	No Performance Level 1 Student

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
			No Performance Level 0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 229.6 points below standard 16 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	2 Students	4 Students

Conclusions based on this data:

1. Math performance continues to be well below standard in both the EL subgroup and all students at VHS.However, all subgroups increased their points below standard in 2018-2019.

2. There were no tests in 2019-2020

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

VeryLow

32.5 making progress towards English language proficiency

Number of EL Students: 40 Students

Performance Level: 1
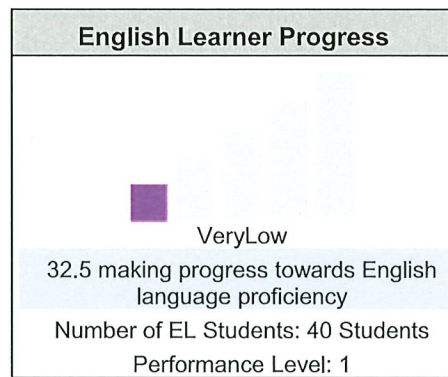
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.0%	37.5%	7.5%	25.0%

Conclusions based on this data:

1. The EL progress on ELPAC changed in 2019. New ELPI levels were added (2I,2H,3L, and 3H).

2. Although 14 students progressed at least one level (35.6%), 17 students decreased one level. This indicates that student effort was not maximized as students should at least stay the same.

3. There were no tests in 2019-2020 due to COVID 19

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. There is a positive trend in CCI over the past 3 years through 2019. Development of CTE Pathways and Dual Enrollment has helped immensely.

2. We have also added additional credit recovery sections to allow students more opportunities to recover credits.
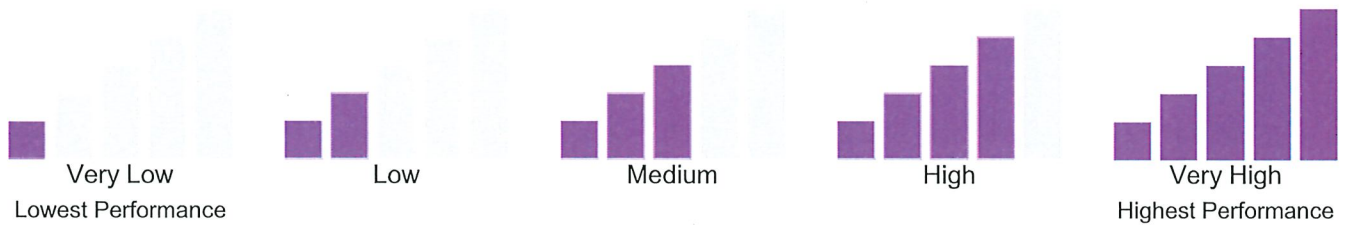
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from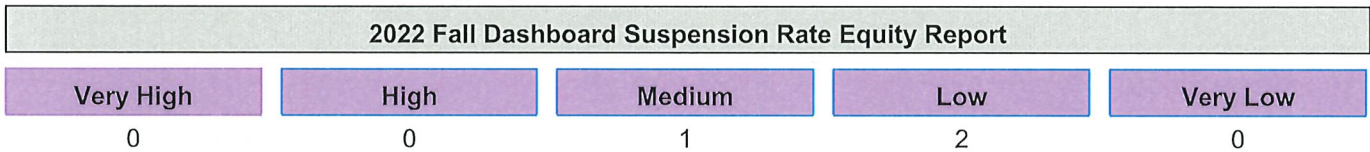 Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	
95.1% graduated	94.1% graduated	
41 Students	17 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	No Performance Level
Less than 11 Students	95.1% graduated	Less than 11 Students
2 Students	41 Students	7 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			No Performance Level
			Less than 11 Students
			1 Student

Hispanic	Two or More Races	Pacific Islander	White
Very High			
95% graduated			
40 Students			
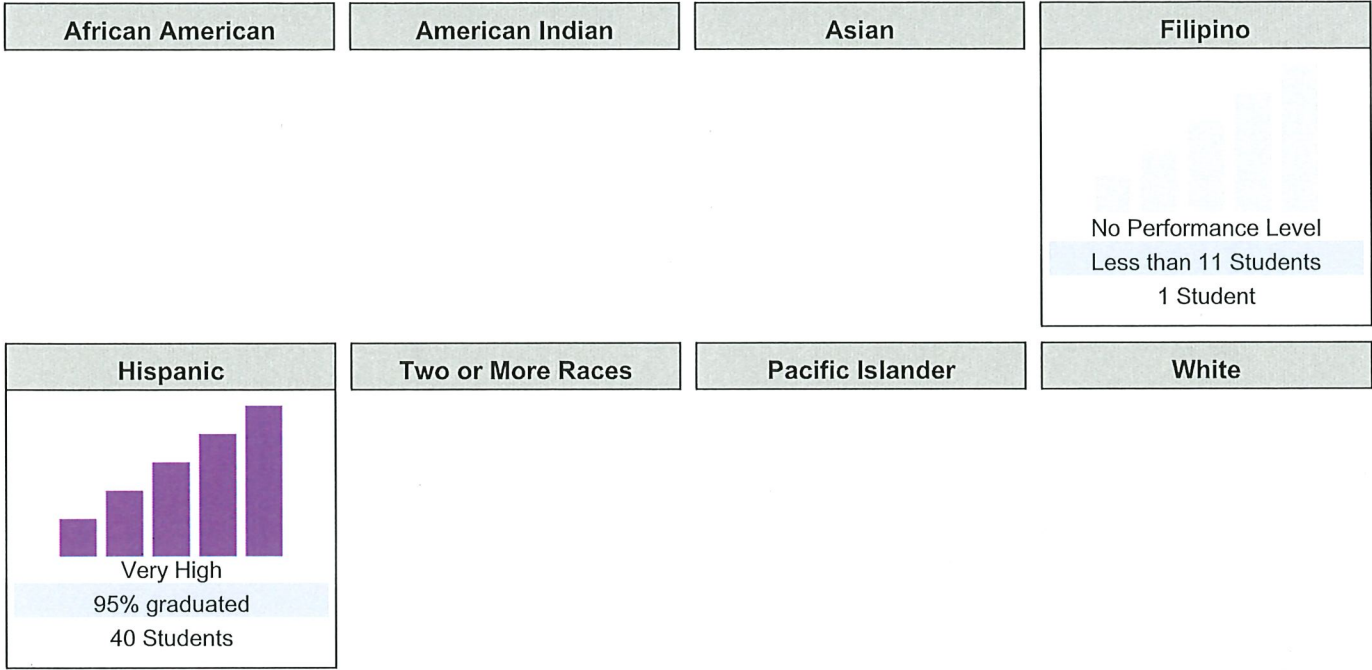
Conclusions based on this data:

1. The graduation rate has remained steady above 90% for the last several years.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	1	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Low	Medium	No Performance Level
0.8% suspended at least one day	1.8% suspended at least one day	Less than 11 Students
123 Students	56 Students	1 Student

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
Less than 11 Students	0.8% suspended at least one day	0% suspended at least one day
1 Student	121 Students	14 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level		No Performance Level
Less than 11 Students	Less than 11 Students		Less than 11 Students
2 Students	1 Student		4 Students

Hispanic	Two or More Races	Pacific Islander	White
Low		No Performance Level	
0.9% suspended at least one day		Less than 11 Students	
115 Students		1 Student	

Conclusions based on this data:

1. Suspension rates increased last in 2018-2019 due to the suspension of students for use of a controlled substance.

2. 2019 rates were significantly lower even before the COVID Distance Learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic

LEA/LCAP Goal

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

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.

Identified Need

Valley High School has identified the following needs for the 2023-2024 school year:
- Increase fully credentialed teachers to 100%
- Maintain 100% students with access to supplemental instructional materials for use at home and school.
- Maintain 'Full Implementation' or 'Full Implementation and Sustainability' on the state adopted content and performance standards.
- Continue to improve CAASPP English and Mathematics distance from standard for all pupils and subgroups. VHS increased more than 34 points in the distance from standard for all pupils and subgroups. Despite this increase VHS continues at the 'Very Low' performance status on the California Dashboard.
- Improve CAST Met Standard for all students and subgroups. The 2019 CAST met standard is at 5% for all pupils and 5.3% for socioeconomically disadvantaged students.
- Improve UC a-g and CTE completion rates for all pupils and subgroups. UC a-g completion is currently at 0%. The CTE completion rate is at 9.4% for all pupils and socioeconomically disadvantaged students, 5.3% for English learners, and 0% for students with special needs.
- Improve English Progress Indicator from a 'Low' status to 'Medium' status on the California Dashboard.
- Improve English learner reclassification rates (currently at 0%)
- Increase EAP college preparedness for all pupils. In 2019, 13.6% of all pupils demonstrated college preparedness in English and 0% in mathematics.
- Improve college preparedness in any subsequent assessment to include improvement on the California Dashboard College Readiness Indicator (CCI) and attainment of dual enrollment credit for all pupils and subgroups. VHS's 2020 CCI indicator is at 5.1% for all pupils, 5.9% for socioeconomically disadvantaged students, and 6.3% for

English learners. The 2020 dual enrollment credit attainment was 5.4% for all pupils, 0% English learners, and 0% students with special needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 1(a) The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching.	2020 California Dashboard Reflection Tool Standard Met CALPADS 86% teachers fully credentialed in the subject areas, and, for the pupils they are teaching.	Maintain 100% appropriately assigned 93% fully credentialed
Williams Act Report Priority1(b) Every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Education Code section 60119	2020 California Dashboard & Williams Act Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.	0% students without access to their own copies of standardsaligned instructional materials for use at school and at home.
California School Dashboard Priority 2(a) Implementation of the academic content and performance standards adopted by the state board.	As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator surveys 'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following: • Professional Development • Instructional materialsPolicy and Program Support • Implementation of Standards • Engagement of School Leadership	Maintain full implementation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 2(b) How programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator surveys 'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following: • Professional Development • Instructional materials • Policy and Program Support • Implementation of Standards Engagement of School Leadership	Maintain full implementation
California School Dashboard & Dataquest Priority 4(a) Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	Dataquest & California Dashboard 2019 Distance From Standard (DFS) CAASPP English Language Arts Performance Level All students 0% Met Standard Distance from Standard: -100 Socioeconomically Disadvantaged 0% Met Standard Distance from Standard: -104.5 English Learners	Dataquest & California Dashboard Distance From Standard (DFS) CAASPP English Language Arts All students 10 % Met Standard Socioeconomically Disadvantaged 10% Met Standard English Learners -10% Met Standard Students with Disabilities -10% Met Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0% Met Standard Distance from Standard: -53.1 Students with Disabilities 0% Met Standard Distance from Standard: -94.1 CAASPP Mathematics Performance Level All students 0% Met Standard Distance from Standard: -207.3 Socioeconomically Disadvantaged 0% Met Standard Distance from Standard: -208.3 English Learners 0% Met Standard Distance from Standard: -219.7 Students with Disabilities 0% Met Standard Distance From Standard: -183	CAASPP Mathematics All students - 10% Met Standard Socioeconomically Disadvantaged - 10% Met Standard English Learners - 10% Met Standard Students with Disabilities - 10% Met Standard
California School Dashboard & Dataquest Priority 4(a) Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	CAASPP California Alternate Assessment Level 3 2019 English All pupils 20% Socioeconomically Disadvantaged 12.5% English Learners 0% Mathematics All pupils 10% Socioeconomically Disadvantaged 0% English Learners 0%	CAASPP California Alternate Assessment Level 3 2019 English All pupils 40% Socioeconomically Disadvantaged Pupils 20% English Learners 20% Mathematics All pupils 30% Socioeconomically Disadvantaged Pupils 20% English Learners 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard & Dataquest Priority 4(a) Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	California Science Test (CAST) Met Standard 2019 All students 5% Socioeconomically Disadvantaged pupils 0% English Learners 0% Students with Disabilities 0%	California Science Test (CAST) Met Standard All students 30.0% Socioeconomically Disadvantaged pupils 10% English Learners 10% Students with Disabilities 10%
Priority 4(a) Pupil achievement as measured by all of the following: (B) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California state University	Dataquest UC a-g completers 2020 cohort: All students 0% Socioeconomically Disadvantaged pupils 0% English Learners 0% Students with Disabilities 0% Homeless 0%	Dataquest UC a-g completers: All students 10% Socioeconomically Disadvantaged pupils 10% English Learners 10% Students with Disabilities 10% Homeless 10%
Priority 4(a) Pupil achievement as measured by all of the following: (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study	CALPADS CTE completers 2020 cohort: All students 50% Socioeconomically Disadvantaged pupils 53% English Learners 47.7% Students with Disabilities 49% Homeless	CALPADS CTE cohort completers: All students 55% Socioeconomically Disadvantaged pupils 56% English Learners 50% Students with Disabilities 60% Homeless 40%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
that align with state board-approved career technical education standards and frameworks.	31%	
Priority 4(a) Pupil achievement as measured by all of the following: (D) The percentage of pupils who have successfully completed both types of courses described n subparagraphs (B) and (C).	CALPADS UC a-g and CTE completers 2020 cohort: All students 0.% Socioeconomically Disadvantaged pupils 0% English Learners 0% Students with Disabilities 0% Homeless 0%	CALPADS CTE cohort completers: All students 10.0% Socioeconomically Disadvantaged pupils 10.0% English Learners 10.0% Students with Disabilities 10% Homeless 10%
Priority 4(a) Pupil achievement as measured by all of the following: (E) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	California Dashboard English Learner Progress Indicator 2019 'Medium' Status 49% making progress toward English language proficiency	California Dashboard English Learner Progress Indicator 'High' Status 60% progress toward English language proficiency
Priority 4(a) Pupil achievement as measured by all of the following: (F) The English learner reclassification rate.	Dataquest Reclassification rate 2021 0%	Reclassification rate 10.0%
Priority 4(a) Pupil	College Board AP	College Board AP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
achievement as measured by all of the following: (G) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	Passing 2020: Percent passed: All Pupils 0% Socioeconomically Disadvantaged 0%	Passing 2020: Percent passed: 0% Socioeconomically Disadvantaged Pupils 0%
Priority 4(a) Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	Dataquest EAP College Preparedness: EAP Status: 13.6% EAP Prepared in English English Language Arts All students 13.6% Socioeconomically Disadvantaged Pupils 14.6% English Learners 0% Students with Disabilities 0% EAP Status: 0% EAP Prepared in Math Mathematics All students 0% Socioeconomically Disadvantaged Pupils 0% English Learners 0% Students with Disabilities 0.00%	EAP College Preparedness: English Language Arts All students 20% Socioeconomically Disadvantaged Pupils 20% English Learners 10.0% Students with Disabilities 10.0% Mathematics All students 10.0% Socioeconomically Disadvantaged Pupils 10.0% English Learners 10% Students with Disabilities 10%
Dataquest Priority 4(a) Pupil achievement as	California Dashboard College and Career Readiness Indicator	California Dashboard College and Career

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	2020 status: All students 5.1% Socioeconomically Disadvantaged Pupils 5.9% English Learners 6.3% Students with Disabilities 0% Homeless CALPADS Dual Enrollment Credit Attainment 2020: All students 5 Socioeconomically Disadvantaged Pupils English Learners Foster Youth Students with Disabilities	Readiness Indicator status: All students 10% Socioeconomically Disadvantaged Pupils 10% English Learners 10% Students with Disabilities 10% Homeless 10% CALPADS Dual Enrollment Credit Attainment 2020: All students 10% Socioeconomically Disadvantaged Pupils 10% English Learners 10% Foster Youth 10% Students with Disabilities 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1 Action 1

Ensure all students are provided with high quality instruction the district will continue to: a. Utilize time during the day on Wednesdays for teachers to analyze data (Interim and Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments) and refine and modify instructional strategies. b. Provide teachers extra duty time for PLC and refinement of instruction, curriculum, and assessments based on data analysis focused on closing the achievement gap. For COVID-19 Cares ACT and CRRSA provisions: 1. Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils are provided continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered as a result of COVID-19 school closures. This action is principally directed and effective in improving learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1 Action 2

VHS will continue to provide support for teachers as well as 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.
a) Maintain professional development that will improve instruction to improve student achievement. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, PLC, NCTM Best Practices, Reciprocal Teaching and Concept Mapping, Thinking Maps, and Co- teaching.
b) Continue to fund mentors to assist new teachers in implementing effective instructional strategies and use local formative and summative data to gauge student learning and improve the academic achievement of of English learners and socioeconomically disadvantaged pupils.
c) Continue to fund the Teacher Induction Program to improve instruction and the academic achievement of English learners and socioeconomically disadvantaged pupils. The induction program provides evidence-based professional development opportunities that include Bridging the GAP, Inclusion, Academic Language Development and Differentiating Instruction targeted on improving student academic achievement.
d) Maintain the two increased teacher duty days (1 day before the start of each semester) for professional development (EDI, Close Reading, Thinking Maps, etc.) that include at least half day teacher effectiveness classroom preparation time to improve instruction and student learning. This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,692.00	Title I 5000-5999: Services And Other Operating Expenditures PD Materials, supplies, and equipment

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1 Action 3
VHS will continue to fund a portion of salary increase to retain teachers in order to provide English learners and socioeconomically disadvantaged pupils consistent quality instruction to improve the academic achievement of the unduplicated pupil population. This action is principally directed to improve learning for English Learners, foster youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1 Action 4

VHS will 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. For COVID-19 improved student learning (Cares Act and CRRSA) and adherence to the California Department of Public Health guidelines: 1. Allocate resources for supplemental online instructional materials to support student learning. These online resources

include Smart Suite to provide mathematical visuals to increase understanding; Listenwise and NewsELA 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. 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. 3. Provide no share instructional materials and supplies during COVID-19 pandemic. This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	Title I 4000-4999: Books And Supplies Supplemental Instructional Materials

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1 Action 5
VHS will continue to maintain supplemental instruction and interventions for teachers to provide: a. Reading, writing and mathematics intervention during the day to close the achievement gap of English learners, students with disabilities, and socioeconomically disadvantaged pupils.
b. Academic tutorials; afterschool intervention; and tutorials for AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects to improve academic achievement of English learners, students with disabilities, and socioeconomically disadvantaged pupils. c. Summer school ELD, supplemental instruction for students not meeting standard, increased dual enrollment opportunities, and core academic make-up classes to improve English learner proficiency in English and close the achievement gap for English learners, students with disabilities, and socioeconomically disadvantaged pupils.
d. Instructional field trips to supplement instruction and improve student learning in closing the academic achievement gap of English learners and socioeconomically disadvantaged pupils in English, science, and mathematics,
e. Incentives for students completing intervention program noted in sub-actions a, b, or c.
f. Transportation and the additional bus driver for summer school and Saturday and afterschool tutorials to support sub-actions a, b, c, and d.
g. Saturday and spring academic boot camps for CSI school and to close the academic achievement gap for English learners and students with disabilities. These actions are principally directed and effective in improve the academic achievement of English learners, foster youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1 Action 6

VHS will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners.

c. Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction.

For COVID-19 Cares Act and CRRSA strategies implementation:
.
2. Provide class size reduction in other subjects areas for COVID-19 social distancing guidance. These actions are principally directly and effective in improving the academic achievement gap of English learners in for the English, mathematics, and science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1 Action 7
VHS will continue to provide support staff to improve student outcomes by:

c. Maintaining the district level Director of Instruction, Data and Assessments for implementation of common instructional practices and common assessments; use data from those assessments to refine instruction and curriculum; and provide guidance in implementing necessary strategies to close the achievement gaps of English learners and socioeconomically disadvantaged pupils; and
d. Maintaining a portion of the Assistant Superintendent of Educational Services to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners, students with disabilities, and pupils of low socio-economic status.

This action is principally directed to improving the academic achievement of English learners in English, mathematics, and science

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	
0	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1 Action 8

VHS will continue to provide academic coaches to improve teaching for English learners, foster youth and socioeconomically disadvantaged students by:
a. Maintaining the three periods of a resource teacher to provide teachers instructional mentoring and needed evidence-based professional development activities to reduce the achievement gap in English and mathematics for socioeconomically disadvantaged students with disabilities.
b. For CSI, provide one period English and one period mathematics coach at each high school to provide mentoring on the use of data from local formative and summative assessments to refine instruction, assessments, and curriculum to close the academic achievement gap for English learners and socioeconomically disadvantaged students. This action is principally directed and effective in improving the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Goal 1 Action 9
VHS will continue to provide support staff for improved student outcomes by:

b. Maintaining IT support staff to provide student support on the effective use of technology and maintaining the student access to technology. This action is focused on improving the digital literacy of English learners and socioeconomically disadvantaged students;
c. Maintaining the work-based learning/homeless/foster youth support staff to coordinate work-based learning opportunities for socioeconomically disadvantaged students and improve the CCI outcomes for this subgroup and provide the needed support to ensure academic success for foster and homeless youth; and
d. Maintaining instructional assistants to provide instructional support and small group instruction for English Learners, foster youth and pupils of low socio- economic status.

This action is principally directed and effective to improving the academic achievement of English learners, students with disabilities, foster youth and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| 33,619.00 | Title I
Classified Personnel Salaries & Benefits
Support Staff-ELD Clerks, instructional Aides |

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Goal 1 Action 11
VHS will continue to provide opportunities for the school sites to improve college readiness by:
a. Funding UC a-g online program for pupils to make up coursework and maintain UC a-g completion rates above the state level for all student and subgroups.

c. Providing visitations to four year universities, community colleges and post- secondary institutions to improve UC a-g rates for the unduplicated pupil population.
d. Conducting parent trainings/workshops on readiness for college and career to improve UC a-g readiness for English learners and socioeconomically disadvantaged pupils

These services and activities are principally directed and effective in the improved UC a-g and CCI outcomes for English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 1 Action 12
VHS will continue to purchase updated technology and data management (Illuminate/Aeries Analytics) system annual license to enhance and improve student digital literacy and close the achievement gap for English learners and socioeconomically disadvantaged students. To improve student learning as a result of COVID-19 school closures:
1. Purchase 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).
2. Purchase the necessary online platforms for teacher collaboration, delivery of instruction, and pupil instructional engagement.
3. Upgrade the technology infrastructure to support uninterrupted instruction and provide English learners and socioeconomically disadvantaged pupils learning opportunities beyond the school

day. This action is principally directed to reduce the academic achievement gap and improve CSI among English learners, socioeconomically disadvantaged pupils, and students with disabilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Goal 1 Action 13

VHS will continue to foster a culture that nurtures and recognizes student success by providing student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for English learners, foster youth and socioeconomically disadvantaged pupils making progress towards attaining or passing state indicators. Recognition of student success has been essential in the attainment attaining high academic performance of our socioeconomically disadvantaged pupils and progress on the college and career preparedness (CCI, EAP, AP passing, English proficiency) of English learners, foster youth, and socioeconomically disadvantaged pupils. Recognition of students and staff is principally directed to recognizing the attainment of State standards and state metrics of English Learners, foster youth and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were able to implement ELD Professional development through Dr. Jill Hamilton Bunch as well as imbed ELD Professional development within our Wednesday Late Start days. Additionally, we were able to use our PD days to bring in Solution Tree for unwrapping of ELD standards. We were able to provide EL Instructional aide in our ELD sections to provide additional support to students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although intended actions were implemented, most of the funding used was through CSI or LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Given that our English learners are a targeted support group, we will continue to use resources to provide research based instructional strategies and professional development to teachers and support staff. We would like, however, to make sure to include more strategic professional development for our instructional aides to help support students more effectively.

41% of English Learners at Valley High School live outside the Delano area, such as Richgrove and Earlimart. Valley High School will provide more convenient transportation home for students that attend After School Tutorials/Interventions, so they do not have to wait for the Comprehensive site tutorial bus which arrives late for our students making it a longer day for our students and therefore inconvenient. We will measure the effectiveness of this resource/strategy by seeing an increase in student attendance at After School Tutorials/Interventions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Career Readiness

LEA/LCAP Goal

Provide access to a broad course of study and maximize performance in world languages, physical education, visual performing arts, and career technical education for all students, including English learners, foster youth, and students with disabilities.

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.

Identified Need

Valley High School has identified the following needs for the 2022-2023 school year:
- Continue to increase access to broad course of study
- Increase number of students and student subgroups obtaining dual enrollment credit
- Improve CTE completion rate among all students and student subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (a) Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	Parent and Student Surveys, CALPADS, & California School Dashboard California Dashboard Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree Dual Enrollment Credit 2019-20: All students 48% Socioeconomically Disadvantaged Pupils 50% English learners 23.4% Foster Youth 40%	Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree Dual Enrollment Credit Attainment: All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20% College and Career Indicator All students 'Very High' Status

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities 17.5% College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status	Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'High' Status Students with Disabilities 'High' Status Homeless 'High' Status
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (b) Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree Dual Enrollment Credit 2019-20: All students 48% Socioeconomically Disadvantaged Pupils 50% English learners 23.4% Foster Youth 40% Students with Disabilities 17.5% College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status	Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree Dual Enrollment Credit Attainment: All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20% College and Career Indicator All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'High' Status Students with Disabilities 'High' Status Homeless

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status	'High' Status
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (c) Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	California Dashboard Standard Met Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree Dual Enrollment Credit 2019-20: Students with Disabilities 17.5% College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status	Standard Met - Access to Broad Course of Study 98% Pupils agree 98% Parents agree College and Career Indicator: Students with Disabilities 'High" Status
CALPADS, College Board AP passing Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	College Board AP Passing World Language: All pupils 0% Socioeconomically Disadvantaged Pupils 0% State Seal of Biliteracy 0% CALPADS CTE completers 2020 cohort: All students 9.4%% Socioeconomically Disadvantaged Pupils 0% English Learners 5.3%% Students with Disabilities 0%	Career Technical Education Completers All students 15% Socioeconomically Disadvantaged 10% English Learners 10% Students with Disabilities 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dataquest Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	Dataquest Physical Fitness Test - Healthy Fitness Zone 2019 Aerobic Capacity Not enough students in this group	Physical Fitness Test • Healthy Fitness Zone 2019 Aerobic Capacity

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 2 Action 1

VHS will continue to ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction by:
a. Utilizing time during the late start Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum to improve the college and career indicator and improve physical fitness outcomes for English learners, foster youth, and socioeconomically disadvantaged pupils.
b. Providing teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis for improved outcomes for the unduplicated pupils. For the COVID-19 Cares Act and CRRSA provisions:
c. Provide extra duty time for teachers to upload curriculum onto Canvas to ensure pupils are provided continual access to equivalent quality curriculum and instruction when needed to improve student learning hindered as a result of COVID-19 school closures.

This action is principally directed to improve learning for English Learners, foster youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 2 Action 2
VHS will continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs and improve student outcomes. The professional development activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 2 Action 3

VHS will continue to purchase supplementary materials, equipment and supplies for the school sites to attain the outlined goals and outcomes for the unduplicated student population.

The supplementary materials and equipment are principally directed in maintaining or improving the College and Career Readiness indicator, attainment of dual enrollment credit, and access to a board course of study for English learners, foster and homeless youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 2 Action 4

VHS will continue to offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for English learners, foster youth, and socioeconomically disadvantaged pupils.

c. Maintain the additional CTE and dual enrollment sections.. These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 2 Action 5
VHS will continue to provide CTE and dual enrollment support staff for improved or 'High' performance on the College and Career Readiness Indicator and the attainment of dual enrollment credit for English learners, foster youth, and socioeconomically disadvantaged pupils.
a. Maintain CTE Director for articulation of courses and coordination of dual enrollment and work-based learning activities.
b. Maintain the dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses. These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio economic status

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 2 Action 6

VHS will continue to provide the increased opportunities in access to a broad course of study for English learners, foster youth, and pupils of low socioeconomic status.

e. Maintain access to a broad course of study for English learners and socioeconomically disadvantaged pupils at Valley High School by continuing to provide course offerings in jazz band, nutrition, and a personal finance

These actions are principally directed and effective in maintaining or improving the College and Career Readiness Indicator, and attainment of dual enrollment credit for English learners, foster youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 2 Action 7
VHS will continue to provide opportunities to improve outcomes in other areas for English learners, foster youth, and pupils of low socioeconomic status.

b. Maintain reduced class size in physical education grade 9 to meet Physical Fitness Test outcomes for socioeconomically disadvantaged students.
c. Continue to provide afterschool programs and intervention to improve student outcomes

These actions are principally directed and effective in providing English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improved College and Career Readiness (CCI) and Physical Fitness Results.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 2 Action 8
VHS will continue to provide instructional field trips and visitations to four year universities, community colleges, and vocational institutions for students to promote improved student learning and attainment of pupil outcomes. This includes funding for competitions to maximize student performance and improved pupil outcomes. These supplemental educational activities are principally directed and effective in improving College and Career Readiness Indicator readiness, CTE completers, and dual enrollment credit attainment for English learners, foster youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 2 Action 9
VHS will continue to purchase technology for students and instructional staff to enhance and improve student performance in meeting 21st Century Learning Skills.The purchase of technology is principally directed and effective in improving digital literacy, CTE completers, PFT,and college and career readiness for pupils of low socio-economic status, English learners, and foster youth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| 0 | |
| 0 | |

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate - Pupil and Parent Engagement

LEA/LCAP Goal

Provide all students with a high quality educational environment where pupil engagement is promoted and students can take pride in their facilities and look forward to coming to school every day.

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.

Identified Need

Valley High School has identified a need to continue to
- increase graduation rate among all students, more importantly among English Learners (73.1%) and other student subgroups.
- Reduce the dropout rate among English Learners and All student population.
- Continue to work towards reducing Chronic Absenteeism rates and improve attendance.
- Continue to reduce suspension rates amongst all students and student subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 1 (c) School facilities are maintained in good repair.	California Dashboard Self Reflection Tool & Facilities Inspection Tool Standard Met Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)1	Standard Met
California School Dashboard Priority 3(A) Parental involvement and family engagement, including efforts the school district makes to seek parent input in making	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability	Standard Met Full Implementation and Sustainability

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
decisions for the school district and each individual schoolsite	VHS current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in October 2020 to 583 parents. The results of these surveys indicate that 96% of parents agree the school/district seeks input from parents in making decisions for the school and district.	
California School Dashboard Priority 3(A) Parental involvement and family engagement, including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory Committee (SEPAC), and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement	Standard Met Full Implementation and Sustainability
California School Dashboard Priority 3(B) Family engagement may include efforts by the school district and each individual school site to apply researchbased practices, such as welcoming families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access.	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys October 2020 95.4% parents agree the school promotes family engagement activities VHS celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are	Standard Met Full Implementation and Sustainability

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	hosted in the evenings to maximize family participation. The district will continue its efforts in engaging families in all school activities. Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. The district will continue to involve families in Parent University trainings and site and district stakeholder meetings. VHS will focus on increasing relationships with our families by continuing to inform and communicate with families about school events. Parents and families will be contacted via phone, Blackboard messaging, social media, the school marquee, mailings, and posting events on our websites.	
Aeries Student Data System Priority 5 Pupil Engagement as measured by all of the following, as applicable: (A) School attendance	Aeries School year 2019-20 Attendance rate 95.9%	Attendance rate 96.7%
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (B) Chronic absenteeism rates	Dataquest 2018-19 Chronic Absenteeism All students 66.2% Socioeconomically Disadvantaged pupils % English learners % Students with Disabilities % CALPADS 2020-2021 All students 8.4% Socioeconomically Disadvantaged pupils	Dataquest All students 10% Socioeconomically Disadvantaged pupils 10.5% English learners 12% Students with Disabilities 15% Foster Youth 0% Homeless 12% CALPADS All students 8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	9% English learners 13.8%	Socioeconomically Disadvantaged pupils 8.5% English learners 11%
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates	Dataquest 2020 Cohort Dropouts All students 19.5% English learners 23.1% Socioeconomically Disadvantaged pupils Students with disabilities	All students 2.0% Socioeconomically Disadvantaged pupils 2.5% English learners 4.0% Students with disabilities 5.0% Homeless 4.0%
Dataquest Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	Graduation Rates All students 78% Socioeconomically Disadvantaged pupils English learners 73.1% Students with disabilities NA	English learners 'Very High' Status Foster Youth 'Very High' Status Students with disabilities 'Medium' Status Homeless 'High' Status
Dataquest Priority 6 School climate, as measured by all of the following, as applicable (A) Pupil suspension rates	Dataquest 2020 Suspension Rate All students 4.8% English learners 5.7% Students with disabilities 0%	All students 1.2% English learners 1.5%' Students with disabilities 0%
Dataquest Priority 6 School climate, as measured by all of	Dataquest 2020 All students 0.25%	Maintain below 1% for all students and subgroups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the following, as applicable (B) Expulsion rates	Socioeconomically Disadvantaged pupils 0.26% English learners 0.59%	
California School Dashboard - Local Climate Survey Priority 6 School climate, as measured by all of the following, as applicable (C) Other local measures, including surveys of pupils, parents, and teacher on the sense of safety and school connectedness	Standard Met A local climate survey was administered in October of 2020 to students, parents, and teachers. The results of this survey indicate that 100% of students and parents have a sense of school safety. This survey also reflects that 100% of students and parents feel connected to their school.	Maintain 100% of students and parents feel safe and connected at school

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Goal 3 Action 1

VHS will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence- based behavior intervention and social-emotional education strategies and practices. This action is principally directed to reduce suspensions, expulsions and chronic absenteeism improve student sense of safety for English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Goal 3 Action 2
VHS will continue to purchase supplementary, social-emotional education, and behavioral intervention materials and equipment to attain student goals.

In adherence with California Department of Public Health COVID-19 guidance and CARES Act and CRRSA provisions:
a. 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. Purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after each student use. All supplementary materials are principally directed on improving chronic absenteeism, increasing graduation rates for the unduplicated pupil population.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 3 Action 3
VHS will continue to provide alternative educational settings and services to reduce chronic absenteeism, suspensions, and expulsions of English learners and socioeconomically disadvantaged pupils.
a. Maintain the district Opportunity Program teacher as an alternative educational setting to improve graduation rates of English Learners.
b. academic intervention periods

This action is principally directed on improving outcomes for the unduplicated student population.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Goal 3 Action 4
VHS will continue to provide additional support, academic interventions and academic acceleration options to improve services and increase graduation rates of English Learners, students with disabilities and pupils of low socio-economic status.
a. Maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and socioeconomically disadvantaged youth..
b. Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population.
c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school in providing increased parent involvement opportunities and improve graduation rates of English learners..

This action is principally directed and effective in providing the necessary support services to increase graduation rates and reduce chronic absenteeism for English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2491	Title I Certificated Personnel Salaries & Benefits Additional Cred Rec.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 3 Action 5

VHS will continue to provide before school, afterschool, Saturday and/or evening Interventions for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs.

This action is principally directed to improve graduation rates and suspension rates of English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 3 Action 6
VHS will continue to provide the additional social emotional education support staff to address barriers that impede learning and improve the graduation rates, suspension and expulsion rates, and chronic absenteeism of English Learners, foster and homeless youth, students with disabilities and pupils of low socio-economic status.

a. Maintain funding for portion of salary for school psychologists and nurses to provide health and social-emotional education for improved student academic achievement.
b. maintain funding for 1 period of intervention counselor
c. fund portion of intern psychologists to provide services for the prevention of suicide, trauma, bullying, and violence and improve student learning.

For COVID-19 CARES Act and CRRSA provisions:
1. Fund a Director of Student Services to track student attendance, improve student engagement, and coordinate mental health support services for students affected by trauma and violence and prevention of suicide, bullying, and harassment.

This action is principally directed and effective in improving academic achievement, attendance, suspension and expulsion rates, and graduation rates of English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 3 Action 7
VHS will continue to maintain the additional support staff to reduce chronic absenteeism; maintain the reduced suspension and dropout rates; and improve graduation rates of English Learners, foster youth, students with disabilities, and pupils of low socio economic status.
a. Maintain Discipline Liaisons at each school to provide positive behavior intervention strategies and conduct home visitations to improve student chronic absenteeism and maintain the reduced suspension and dropout rates for English learners, foster and homeless youth, and socioeconomically disadvantaged pupils.
b. Maintain contract with Delano Police Department for two resource officers to conduct home visitations and transport students to school for reduced chronic absenteeism of English learners and homeless youth; behavioral counseling of students to reduce suspensions and expulsions of the unduplicated pupil population; critical social emotional evaluations; and serve as part of a team to develop and implement behavior plans in partnership with the parents and students.

This action is principally directed and effective in providing for improved graduation rates, chronic absenteeism, suspensions and expulsions of English learners, foster and homeless youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 3 Action 8

VHS will continue to purchase technology and fund maintenance of district web page to maintain the increased parental and community engagement. Results from the fall 2020 survey indicate that 96% of parents agreed the school/district provides sufficient notices and opportunities for parent and family engagement.

This action is principally directed to improving the digital literacy and involving the parents of English learners, foster youth, and socioeconomically disadvantaged pupils for improved academic achievement, chronic absenteeism, and graduation rates.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 3 Action 9
VHS will continue to foster an educational environment where students and staff look forward to coming to school by providing activities, presenters, and conducting schoolwide events for staff, pupils, and parents and families.

This action is principally directed and effective on improving school connectedness, graduation rates, chronic absenteeism, and academic achievement of English learners, socioeconomically disadvantaged pupils and homeless and foster youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Goal 3 Action 10
VHS will continue to maintain facilities in good repair

For COVID-19 CARES Act and CRRSA school preparation:
a. Modification to facilities in preparation for in-person instruction that include installation of plexi-glass to reduce the spread of disease; removing counters and other classroom modifications to maximize the 6 foot social distancing; and installation of additional handwashing and hand sanitation stations.
b. Provide overtime, if necessary, for classified staff to sanitize classrooms after each use and disinfect and disinfecting and cleaning any area used by any sick.

This action is principally directed on providing English learners, foster youth and socioeconomically disadvantaged pupils with a quality learning environment and classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	
0	

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 3 Action 11
VHS will continue to promote parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status.
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. This action is principally directed on improving outcomes for the unduplicated student population.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,063.00	Title I 4000-4999: Books And Supplies Parent Workshops

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal 3 Action 12
VHS will continue to conduct district stakeholder meetings for data analysis, outcome analysis and performance analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were able to offer After School Credit recovery to students who wanted to work on courses.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Parent Participation is always a challenge, so getting parents to attend workshops was difficult. We are hoping to continue our efforts to get parents to attend as it is always an area of improvement for Valley High School.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As noted in our resource inequities, we noticed that over 40% of our EL students live outside of Delano, therefore, staying for after school intervention is a challenge since we don't have our own tutorial bus that can pick up students like the comprehensive. We plan to schedule our very own VHS Late Bus/Van that can transport our students at a more convenient time. Additionally, the addition of our own credential school psychologist will help with motivation and other internal factors that may affect our student's ability to perform or attend school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$797,413.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$45,865.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$45,865.00

Subtotal of additional federal funds included for this school: $45,865.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $45,865.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	45,865.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
4000-4999: Books And Supplies	6,063.00
5000-5999: Services And Other Operating Expenditures	3,692.00
Certificated Personnel Salaries & Benefits	2,491.00
Classified Personnel Salaries & Benefits	33,619.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
4000-4999: Books And Supplies	Title I	6,063.00
5000-5999: Services And Other Operating Expenditures	Title I	3,692.00
Certificated Personnel Salaries & Benefits	Title I	2,491.00
Classified Personnel Salaries & Benefits	Title I	33,619.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,311.00
Goal 2	0.00
Goal 3	4,554.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Uriel Robles	Principal
Floyd Barbee	Classroom Teacher
Alexander Reed	Classroom Teacher
Jim Beltran	Classroom Teacher
Lesly Amador	Secondary Student
Kimberly Alegre	Secondary Student
Xavian Villalobos	Secondary Student
Jesus Leyva	Other School Staff
Maria Alvarado	Parent or Community Member
Berenice Angela Woolfork	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
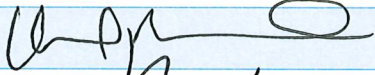
Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/23/2023.

Attested:

Principal, Uriel Robles on 5/23/2023	
SSC Chairperson, Jesus Leyva on 5/23/2023	