Valley High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Valley High School
Street	1927 Randolph St.
City, State, Zip	Delano, CA 93215
Phone Number	(661) 720-4180
Principal	Les Lucas Jr.
Email Address	llucas2@djuhsd.org
School Website	https://www.djuhsd.org/Domain/11
Grade Span	9-12
County-District-School (CDS) Code	15634121531656

2024-25 District Contact Information

District Name	Delano Joint Union High School District
Phone Number	(661) 725-4000
Superintendent	Jason Garcia
Email Address	jgarcia@djuhsd.org
District Website	www.djuhsd.org

2024-25 School Description and Mission Statement

The Valley High School community is committed to empowering students through the realization of the school's vision, promotion of the school's mission, and dedication to the school's Student Learner Outcomes which embody the principles that are the foundation of our "professional learning community" and serve as the tenets around which we base our decisions. The high school's curricular emphasis has both a solid foundation in the depth and breadth of the Common Core State Standards, while maintaining special attention to the various learning styles and needs represented by all students and inherent in an Alternative - Continuation educational setting. Student Learner Outcomes - also known as the Expected Student Learning Results- are a driving force in curricular development and teaching methodology. They are intended to challenge students to

graduate College and Career Ready, with skills in Communication and Technology, able to solve real life problems through High Order/ Critical Thinking and be Global Citizens that are Socially Responsible with an appreciation for Diversity and Service Learning. Valley High School's instructional program is organized into seven periods. In lieu of a typical quarter/semester system, Valley High School's grading periods are organized into approximately ten 18-day cycles. This structure allows students to earn zero to seven or more units of credit in each cycle, therefore accelerating the credit recovery/accumulation process. Valley High School offers a comprehensive standards-based curriculum for students seeking an alternative solution to earning their diploma. Most students who experience difficulty in a traditional comprehensive high school setting often find success in an alternative program. Referrals to the continuation school may be initiated by students, parents, teachers, counselors, administrators, and the Juvenile Probation Board. Since the 2020-2021 school year, Valley High School is open to full in-person learning instruction with some students still completing their course work via an independent study program.

Valley High School recognizes the need to provide a modified and alternative curriculum for students struggling with traditional programs or experiencing challenging situations. A variety of programs are offered through Valley High School that utilize standards-based resources and innovative strategies to promote academic success and personal growth:

*Independent Studies
*Opportunity Program
*Edgenuity (online curriculum)

SCHOOL MISSION
The mission of Valley High School is to empower students to become productive citizens by developing the skills necessary to promote self-worth and independence, knowledge, and creativity in order to adapt to a world of accelerating change within a safe, supportive, and secure school environment. The school's mission and vision have been, and continue to be, realized as Valley High has been recognized by the State of California as a Model Continuation School. Also, as further evidence that VHS is making strides in keeping up with today's 21st century challenges, US News and World report named VHS as one of America's Top High Schools (Bronze Medal). As such, our Vision Statement has been embedded into our WASC Student Learner Outcomes (Graduation Outcomes) to reflect the mission of the school.

"At Valley High School all students will soar towards college and/or a career."
Every EAGLE will build capacity to know and be able to:

E - EMPOWER themselves to achieve academically and be socially aware.
A - ACQUIRE 21st C. skills to be college and career ready.
G - GRADUATE proficient in literacy, numeracy and technology.
L - LEARN to communicate, collaborate, think critically and be a lifelong problem solver.
E - ENCOURAGE diversity, cooperation, community service, and global responsibility.

Principal's Message
Welcome to Valley High School's annual School Accountability Report Card. This document provides valuable information about the school's instructional programs, academic progress and achievements, materials, facilities, and staff. Parents and the community play a vital role in our school's success. Understanding our educational program, student achievement, and curriculum development, can assist both our school and community in reaching our goal of graduating every EAGLE college and career ready.

We have made a commitment to providing the best "Alternative" educational programs possible for our students. The flexible and excellent quality of our programs is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming and stimulating environment where students are actively involved in learning academics, as well as, positive values. Together, through hard work and dedication, students will be challenged to build capacity, reach their maximum potential, and be productive and contributing members of the community and responsible citizens in the 21st century global economy.

The small size of Valley High School allows our staff to get to know each student on an individual basis. Each staff member works to nurture a positive relationship and promote self-esteem into the students at Valley High School. Student incentive programs are held throughout each semester to reward and motivate student progress.

Our goal in presenting you with this information is to keep our community, parents, and the public well informed about our great school. In reflection of our goals, we desire to keep the lines of communication open and we welcome any suggestions, comments, or questions you may have. Thank you for supporting Valley High School as we continue to strive for our goal of providing students with the education and motivation to become productive and successful citizens.

2024-25 School Description and Mission Statement

Sincerely,
Les Lucas Jr.
Principal Valley High School

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	24
Grade 12	88
Total Enrollment	113

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.6
Male	66.4
Asian	0.9
Black or African American	0.9
Filipino	5.3
Hispanic or Latino	90.3
White	2.7
English Learners	54.9
Homeless	0.9
Migrant	5.3
Socioeconomically Disadvantaged	96.5
Students with Disabilities	10.6

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.80	43.54	137.60	73.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	4.73	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	23.08	32.60	17.52	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	33.23	7.30	3.92	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	6.50	100.00	186.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.20	44.40	147.50	79.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	11.40	6.90	3.72	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	17.60	9.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.70	35.40	8.20	4.41	11953.10	4.28
Unknown/Incomplete/NA	0.40	8.40	6.30	3.42	15831.90	5.67
Total Teaching Positions	5.00	100.00	186.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.70	63.66	156.80	87.69	231142.40	100.00
Intern Credential Holders Properly Assigned	0.90	22.92	5.90	3.35	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.40	4.73	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	13.19	4.50	2.57	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	2.90	1.66	14303.80	5.15
Total Teaching Positions	4.30	100.00	178.80	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	0
Misassignments	0.50	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.10	1.70	0.5
Total Out-of-Field Teachers	2.10	1.70	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.50	0	24.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	0	19.7

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout Delano Joint Union High School District are aligned to the California Content Standards and Frameworks. Instructional materials for core content areas are approved by the district's Board of Trustees.

Year and month in which the data were collected   August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston: Literature and Language Arts My Perspectives 9 Language Arts, Pearson 2017 My Perspectives English 10 Language Arts, Pearson 2017 My Perspectives English 11 Language Arts, Pearson 2017	Yes	0%
Mathematics	Math for the World of Work AGS, 2002 Algebra I Concepts & Skills, McDougal Littell, 2001 Algebra 2, Glencoe, 2003 Coordination Group Publications Inc.; Algebra I Workbook Globe Fearon; Basic Mathematics Globe Fearon; Pre-Algebra McDougal Littell: California Math Concepts and Skills Course 1 & 2	Yes	0%
Science	Holt, Rinehart & Winston; California Earth Science Holt, Rinehart & Winston; California Biology	Yes	0%
History-Social Science	Globe Fearon; U.S. History Prentice Hall: Economics: Principles in Action Congressional Quarterly; United States Government McDougal Littell: The Americans: California Edition McDougal Littell: World History: Patterns of Interaction	Yes	0%
Foreign Language	Glencoe McGraw Hill; Buen Viaje!	Yes	0%
Health	Glencoe Health, Glencoe 2004	Yes	0
Visual and Performing Arts		Yes	0

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

School Facility Conditions and Planned Improvements

Facilities Profile
Valley High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school building were constructed in 1967. Daily inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

2017-2018 School Improvements
*Remodeled of the Lobby-Reception Front Office area.
*Repaired classroom ramps to front doors.
*Repaired and/or replaced staff and student Restroom faucets and toilets.
*Upgraded Room 15 Technology and installed Projector capacities.
*Securing of perimeter fencing and entry ways.

2018-2019 School Improvements
*Addition of 5-9 Security Cameras in key locations.
* New sinks in student restrooms in the Multi-Purpose room
*Ramps repaired

2019-2020 School Improvements
*Buzz in door for security purposes.
*Installed new cameras (8)
*Upgraded Wi-Fi capability
*Technology: 1 to 1 Laptops

2020-2021
Painted rails and trimmings.
New teacher laptops and student computers
COVID: washing stations, hand sanitizer dispensers in classroom, and plexi glass dividers

2021-2022
Replacement of rain gutters
Updated ramps for classrooms
Installed new student computers in all 3 computer labs

2022-2023
Replaced all exterior lights on campus
All Trees on campus were trimmed and pruned
Installed new floors in quad student restrooms
Installed new air conditioners of all portable rooms
Installed new siding on portable ramps
Installed student computers in multi purpose room

2023-2024
Installed new projectors in rooms 3, 13, and 14
Installed three new student desktops to multi-purpose room
Added one computer cart containing 30 student HP laptops
Repair roof of the following facilities: Rooms 2, 3, 6, 8, 14, 18, and multi-purpose room

2024-2025
Installed new projectors in rooms 8, 9, 10, and 11.
Installed 34 new student desktops in room 13 (Computer Lab)
Installed 5 new student desktops in multi-purpose room
Repaired roof projected completed on multipurpose room
Repaired lighting in quad of campus

Year and month of the most recent FIT report   06-2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	14	9	63	64	46	47
Mathematics (grades 3-8 and 11)	0	0	25	30	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	33	33	100.00	0.00	9.09
Female	--	--	--	--	--
Male	23	23	100.00	0.00	8.70
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	6.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	6.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	33	32	96.97	3.03	0.00
Female	--	--	--	--	--
Male	23	22	95.65	4.35	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	16	15	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	31	96.88	3.12	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	3.92	0.00	24.38	25.59	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	72	96.00	4.00	0.00
Female	22	22	100.00	0.00	0.00
Male	53	50	94.34	5.66	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	69	66	95.65	4.35	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	38	36	94.74	5.26	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	68	95.77	4.23	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00

2023-24 Career Technical Education Programs

Valley High School offers a variety of classes that can help supplement a particular class for a certain pathway offered at a comprehensive site. One such class is Career Readiness (STDV B3), an entry career exploration and writing class that students can receive dual enrollment college credits through Bakersfield College. Others offered through District CTE include:

*Careers/Life Skills
*Computer Literacy
*Construction/District CTE
*Health Occupation/District CTE
*Welding/District CTE
*Foods and Nutrition

Furthermore, Valley High School is in the exploration and development phase of possibly starting a Music Pathway, Journalism, Ag Science/District CTE

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	41
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	93.81
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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. Our Alternative Education Intervention Counselor makes it a priority to connect and communicate with parents directly, often and in a very effective way. His outreach efforts include quarterly Parent Night meetings where important information is shared on everything from careers, college, mental health resources, parenting skills, etc.

- 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 the 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 2022-2023 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), improved performance in CAASPP Smarter Balanced assessments in ELA and Math, improvement in acquisition of the English language by English Learners as measured by the ELPAC, and support for the special needs of Special Ed and 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 Night, and ASB club/organization sponsored events. These committees and their meetings and noted events are publicized and announced thought informational flyers and messages via Parent Square.

* School to Career- Valley High School students have access to a variety of programs that lead to post high school jobs. To assist with career research, the Academic Counselor schedules several field trips to local colleges and technical schools. Career speakers are recruited to speak to students that have a particular job interest, assist with resume writing and other pertinent job preparation skills. Students are also given the opportunity to take the military ASVAB test. 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 career goals. 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. WESTEC, a nonprofit organization, which is designed to equip people with knowledge and training to go out into the workforce allows students to participate in several of their training options. They can earn certificates in areas such as CPR/first aid, forklift operations, and defensive driving, to name a few. The students are receiving this training at no cost to them and they will be able to inform prospective employers of their certificates when applying for jobs. This is the first of its kind in the district and the hope is it will continue to grow so more students will be able to take part in this great opportunity. New for this year is a pilot endeavor utilizing Nepris to connect students to local, regional, and national industry towards earning of CTE Certifications relative to the industry. During 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 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. (For the 21-22 school year, our Back to School night was a virtual experience where parents were able to login and view

presentations by teachers and staff.
A. Breast Cancer Awareness
B. Back-to-School Night
C. Workforce Investment Act (WIOA)
D. Toys for Tots

* 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. Parents are encouraged to get involved in Valley High School's learning community by volunteering their time, attending school events, or by sharing in the decision making process.

Volunteer Opportunities
*Fundraising
*Guest Speakers (Career Days)

School Advisory Groups
*District English Learner Advisory Council
*English Learner Advisory Council
*School Site Council
*Safe School Committee
*WASC Committee
*Parent-Teacher Conferences

Each of these advisory groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the principal's secretary at (661) 720-4181.

Valley High School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

*Back to School Night
*Career Day
*College Night
*Graduation Activities
*Student Performances
*Student Recognition Activities
*Student Awards Night
*Parent Workshops

School News
All school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

*Parent Square (mass communication telephone system)
*Cycle Reports (letters and progress reports)
* www.djuhsd.org
*School website
*Parent Information Packet (provided upon enrollment and at the beginning of the school year)

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.8	12.3	15.9	2.6	2.7	3.4	7.8	8.2	8.9
Graduation Rate	94.4	86.3	84.1	95.0	96.2	95.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	88	74	84.1
Female	32	26	81.3
Male	56	48	85.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	84	71	84.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	48	39	81.3
Foster Youth	0.0	0.0	0.0
Homeless	11	8	72.7
Socioeconomically Disadvantaged	86	73	84.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	9	81.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	160	148	113	76.4
Female	53	49	36	73.5
Male	107	99	77	77.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	145	133	103	77.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	76	72	51	70.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	152	141	107	75.9
Students Receiving Migrant Education Services	11	11	6	54.5
Students with Disabilities	20	19	14	73.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.81	1.2	3.13	1.3	1.73	1.68	3.17	3.6	3.28
Expulsions	0	0	0	0.14	0.16	0.17	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.13	0.00
Female	0.00	0.00
Male	4.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.29	0.00
Students Receiving Migrant Education Services	9.09	0.00
Students with Disabilities	5.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The VHS Comprehensive School Safety Plan is a living document which is reviewed and updated continuously by administration based on staff input, school/student data, and new guidelines set forth periodically by local police and DJUHSD. Traditionally, any major updates are modified and implemented during the summer and reviewed with staff during the teacher in-service days before the start of the Fall semester. During our bi-weekly Wednesday late starts in the first Semester, the Safe School plan was discussed with faculty which included modifications, updates, and the reviewing of major components. The plan was also reviewed and approved by the Safe School Committee and the School Site Council in January 2024; the current

2024-25 School Safety Plan

Safe School Plan was approved during the regular Meeting of the Board of Trustees in February of 2024. The plan is a comprehensive document that covers a wide range of possible situations of which could be summarized by the following major areas:

1. Daily supervision plan for the safety and security of students and staff.
2. Emergency disaster plans including active shooter and code red, yellow, blue and green lockdown procedures.
3. Evacuation procedures in the event of a fire, flood, chemical spill, or earthquake.
4. Crisis preparedness, management, and resolution.
5. Intervention and prevention strategies including talking to students about death, working with parents, anti-bullying, and elements of a positive school culture.
6. DJUHSD board policies and regulations.

Supervision and Safety
All staff share in the supervision of students throughout the day. As students arrive on campus in the morning and depart in the afternoon, teachers, discipline liaison, counselor, and administration, are assigned to monitor student activity. During lunch and passing periods, administration, counseling, discipline liaison, and campus security, are strategically located throughout the campus to monitor behavior. A school resource officer is also available as needed and is shared with Delano High School. All parents and visitors are required to check in at the main office upon arrival and departure.

School Climate-School Culture - Valley High School promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. Bullying and harassment are not tolerated. The district has employed policies, staff training programs, procedures, and practices to reduce and eliminate bullying and harassment as well as the means to address such incidents when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures to include crisis management, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan is being reviewed, updated, and shared with school staff. The 2023-24 safety plan includes protocols for responding when a student suffers or is reasonably believed to be suffering from an opioid overdose.

Facilities Maintenance
School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Most of Valley High School's repairs and maintenance projects are performed by the district's maintenance crew. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. School safety and cleanliness are the custodian's highest priority and strongly emphasized as a component of their daily routines.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	19		
Mathematics	5	9		
Science	2	6		
Social Science	4	19		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	14	1	
Mathematics	10	8	1	
Science	6	6		
Social Science	8	15		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	15	3	
Mathematics	10	8	1	
Science	8	3		
Social Science	7	15		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	113

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$28,142.05	$7,956.88	$21,185.17	$83,882.90
District	N/A	N/A	$14,834.86	$109,024
Percent Difference - School Site and District	N/A	N/A	35.3	-26.1
State	N/A	N/A	$10,771	$95,160
Percent Difference - School Site and State	N/A	N/A	65.2	-12.6

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Delano Joint Union High School District receives state and federal categorical funding for special programs. For the 2023-2024 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Ag Incentive Vocational Education
- CARES Coronavirus Relief Fund (CRF): Learning Loss Mitigation
- CARES Elementary and Second School Emergency Relief (ESSER) Fund
- CARES Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation
- CARES State Learning Loss Mitigation Funds
- Carl Perkins Career and Technical Education
- CTEIG
- ESSA, School Improvement Grant
- ESSA, Title IV Part A: Student Support and Academic Enrichment Grant

Fiscal Year 2023-24 Types of Services Funded

- Expanded Learning Opportunities Grant
- Expanded Learning Opportunities Grant: Paraprofessional Staff
- In-Person Instruction (IPI) Grant
- LCAP Supplemental/LCAP Concentration
- Lottery: Instructional Materials
- Lottery: Unrestricted
- Medi-Cal Billing Option
- Migrant Education
- Migrant MESRP (This is a pass-thru grant that we serve as the Regional Administrator for the Elementary District; we receive the revenue, but then reimburse the Elementary District based on submitted claims)
- Other Restricted Local: Locally Defined Grants
- Partnership Academies Grant
- Special Education Apportionment State
- Special Education IDEA, Basic Local Assistance Entitlement, Part B (Federal)
- Special Education: Mental Health Services
- Special Education: Project Workability I
- Title I, II, III
- Title III-English Language Learner
- WIOA

Valley High School funds several programs to help support academic success among the student body.

*Edgenuity Credit Recovery
*Concurrent Enrollment in Delano Adult School and/or Community College
**Counseling
*Extended Day Tutorial
*Home Visits
*Parent Notifications
*Parent Trainings
*Tutoring

Incentives:
*Cycle Trips
*Site-based motivational activities
*Student recognition awards assemblies
*Site-based incentives for state testing performance

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,203	$56,629
Mid-Range Teacher Salary	$83,532	$92,603
Highest Teacher Salary	$122,805	$116,417
Average Principal Salary (Elementary)	$0	$141,349
Average Principal Salary (Middle)	$0	$156,338
Average Principal Salary (High)	$169,260	$159,410
Superintendent Salary	$243,127	$213,044
Percent of Budget for Teacher Salaries	26%	28%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses   0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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

Professional Development

All curriculum and instructional improvement activities at Delano Joint Union High School District are aimed at building professional capacity and aligning curriculum and assessments to the Common Core Standards for Math and English, and the Next Generation Science Standards for California. District administration, school administrators, and learning directors, work as a collaborative unit to identify and select staff development programs based upon results of:

*Analysis of student performance on state standardized tests, GAPS, and the ELPAC exam

Professional Development

*WASC teacher surveys
*District and school plans
*Collaboration of teachers and site administration

District and site funding has been allocated for ongoing professional development in Professional Learning Communities (Solution Tree), Microsoft Office 365/ OneNote/ OneClass, Illuminate, Edgenuity, Canvas, Pear Deck, IXL, EDI, Differentiated Instruction, Common Core Curriculum and Instructional Shifts, DOK, RIAP, iLit, and SDAIE instructional strategies. Valley High School is committed to continuing emphasis on staff development, especially as we increase the use of technology as a driver and implement the Common Core State Standards and the new Next Generation Science standards during the last 4 school years. In each of those 4 school years coordinated Professional Staff Development days have included district-wide 2-3 days before the start of the year and 1 day between semesters. Bi-weekly Wednesday Late Start PLC Professional Development days are also part of the efforts to keep staff up to date with latest changes and evidence based instructional strategies. Over the last several years through the TIIG program, Title I, Title II and other programs, these District efforts have accomplished the following:

Staff development has been designed to help staff work together to align their courses to CTE Standards, State Academic and Performance (Content) Standards in ELA and ELD, Content standards in History-Social Science, Science Standards found in the new NGSS, and Common Core State Standards, develop curriculum and assessments, and develop instructional practices that address key components of the CCSS. Staff development has as its root and final goal to maximize student learning and academic achievement. Staff meets every other Wednesday morning during PLC time to desegregate data, adjust curriculum, identify instructional best practices, and review and re-write current assessments so as to better align them to standards. The PLC time also serves to help monitor students' progress, particularly in English, ELD Language Arts, Math, Science, and Social Science. Second, as we find more local evidence that particular school programs or instructional practices are effective in improving student achievement, the staff is trained in those practices and/ or programs so that implementation is broader and more consistent. Staff development activities are also based on professional needs. As we implement the NGSS and the Common Core State Standards, VHS teachers participate in site and District level cohort meetings and professional development opportunities meant to build professional capacity, calibrate assessments and curriculum, increase DOK level questions on assessments and activities, align curriculum, instruction, and assessments to the NGSS and Common Core State Standards. Particular to Valley High School are efforts at providing "alternative means" (methods, projects, pedagogy, strategies) for students to have access to a broad range of courses and the learning experiences that are intrinsically embedded. Equity for VHS students is rooted in providing students with a platform that enables them to Engage - Represent - and take Action or Expression: This is the core of the Universal Design for Learning. Allowing options in hands on activities, collaborative structures, self-assessment and reflection so as to maximize mastery of essential standards.

Supplemental District Support
Delano Joint Union High School District offers supplemental training and support for new and ongoing program implementation. Selected and targeted staff development opportunities are made available for core subjects. When teachers are sent to third party sponsors for training, topics are closely focused on instructional improvement and enhancement. Teachers training activities take place throughout the school year to support districtwide concentrations and programs.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff developments. Teachers new to the district participate in the New Teacher Orientation Program. Participating teachers meet frequently with school administrators and fellow teachers to gain support with classroom teaching techniques, classroom management strategies, and school procedures.

Professional staff are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Instructional aides may receive district and site-level training based upon instructional support and program needs. Classified support staff may receive additional job-related training from district administrators.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3