

Valley Continuation High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Valley Continuation High School
Street	410 North Hidden Trails Rd.
City, State, Zip	Escondido, CA 92027
Phone Number	(760) 291-2240
Principal	Cory Gregory
Email Address	cgregory@euhsd.org
County-District-School (CDS) Code	37681063732054

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Escondido Union High School District
Phone Number	(760) 291-3200
Superintendent	Dr. Anne Staffieri
Email Address	astaffieri@euhsd.org
Website	https://www.euhsd.org/

School Description and Mission Statement (School Year 2020-2021)

Valley High School is the continuation high school of the Escondido Union High School district. We are a Model Continuation School. We are located in the eastern section of Escondido. We are fully accredited by the Western Association of Schools and Colleges and a recognized California Model Continuation School. We pride ourselves on being the GRADUATION STATION!

As a school community, Valley High provides a safe and respectful learning setting for our students within a highly supportive small school environment. We pride ourselves with fostering a school culture that cultivates a strong sense of belonging and personal responsibility. With our new quarter system planned for the 2020-21 school year, we are excited to announce that every Valley High student has the opportunity to earn 90 or more credits a school year.

Valley High School was given the distinction of a California Model Continuation High School this year. Our entire Valley staff is trained in using the structure of restorative practice to help create a positive, supportive school environment for all students and staff. Restorative practice focuses on building relationships and community, as well as ensuring that all our students feel welcome and connected to Valley High School. We understand that meaningful, productive relationships are essential to student learning and that the impact of creating a positive school culture and climate for our youth is immense.

We currently have 15 dedicated teachers on site in addition to the support of a full-time counselor and a full-time social worker. We offer many extra-curricular opportunities and fun activities through our ASSETS after school program. We have a competitive athletic intramural program in which our students get to put on the Valley uniform and represent our school out in the community in addition to many student clubs on campus.

Through our recognized exemplary Response-ability Training Program (RTP), all new Grizzlies learn how best to take advantage of the opportunity that Valley provides them toward earning their high school diploma. At the core of our RTP program is the concept of learning how to respect themselves and others, how to solve problems appropriately, and how to manage and minimize anger or conflict as teenagers. This program is taught by Mrs. Monica Lee who is the CCEA California Teacher of the year.

Valley High provides a curriculum that meets the California Common Core Standards and we utilize the same curriculum and expectations of rigor as our comprehensive high schools in the EUHSD. Advancement Via Individual Determination (AVID) is offered at Valley High School. Our AVID program helps students gain acceptance into local community colleges and then successfully transfer to a university setting. We provide field trips to local colleges and universities to all AVID students at Valley.

Our Vision

- Learning For All, Whatever it Takes

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 10	5
Grade 11	58
Grade 12	173
Total Enrollment	236

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	2.5
Filipino	0.8
Hispanic or Latino	87.3
Native Hawaiian or Pacific Islander	0.4
White	7.2
Two or More Races	0.8
Socioeconomically Disadvantaged	96.2
English Learners	33.5
Students with Disabilities	8.9
Homeless	16.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	16	19	363
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	2	1	1	13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	1	1
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Escondido Union High School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Escondido Union High School District held a Public Hearing on September 11, 2018, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and visual and performing arts, for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a review cycle established by the district. Materials considered for adoption are reviewed by committees of teachers, administrators, and parents, and a recommendation is made to the School Board by the Instructional Program Review Committee.

All recommended materials are available for parent examination at the district office prior to adoption. The schools also utilize a variety of novels and other instructional materials throughout their curriculum.

The table displays information collected in December 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> AP English Language and Composition-Bedford/St.Martin, Language of Composition: Reading, Writing and Rhetoric-2015 English Language Arts-McDougal Littell, Language of Literature-2008 English Language Development - National Geographic, Hampton-Brown Edge Fundamentals and Inside the USA-2010 English Language Development - National Geographic, Hampton-Brown Edge Level A and B-2010 	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<ul style="list-style-type: none"> • AP Calculus-Cengage Learning, Calculus for AP-2017 • AP Statistics- Bedford, Freeman & Worth, Practice of Statistics for the AP <p>Exam- 2017</p> <ul style="list-style-type: none"> • Mathematics-McGraw-Hill, Core Plus Mathematics 1-4 -2015 	Yes	0
Science	<ul style="list-style-type: none"> • Biology -McDougal Littell, Biology-2008 • Chemistry -Holt, Rinehart & Winston, Chemistry by Holt-2008 • Human Anatomy & Physiology- Learning Plus Assoc., Fundamentals of Anatomy & Physiology-2018 <ul style="list-style-type: none"> • Physics -Glencoe, Physics -2008 	Yes	0
History-Social Science	<ul style="list-style-type: none"> • American Government -Glencoe, US Government: Democracy in Action- 2007 • Economics -McDougal Littell, Economics, Concepts, & Choices -2010 • United States History- Prentice Hall, US History: Modern America -2007 • World History- Prentice Hall, World History: The Modern World -2007 	Yes	0
Foreign Language	<ul style="list-style-type: none"> • French 1-3 -Glencoe, Bon Voyage! French 1-3 -2003 • Spanish 1-3 -Glencoe, Asi se Dice Levels 1-3 -2014 • Spanish for Spanish Speakers- Glencoe, El Espanol Para Nosotros 1-2 -2013 	Yes	0
Health	-Health Glencoe Health 2003	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<ul style="list-style-type: none"> AP Art History - Prentice Hall, Volume I and II-2005 Art- Prentice Hall, Art History-2002 Art-McGraw Hill, Art Talk-2004 Drama- National Textbook Company, Theatre Arts in Action - 2001 Video Production I-Glencoe, Video Production, Disciplines and Techniques-2001 	Yes	0
Science Laboratory Equipment (grades 9-12)	-All science laboratory classrooms have access to Vernier Science Probeware and Experiments-2017	Yes	0

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

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/12/2019

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	5	N/A	59	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	27	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	1	N/A	25	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education Programs (School Year 2020-21)

In alignment with California Department of Education, Escondido Union High School District defines career paths as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The CTE department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, may be defined as a sequence within themselves.

CTE courses are found throughout our schools. A CTE concentrator is identified locally and is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course. Capstone courses are defined as completer based on length of course, sequence, and skill development. The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

VHS offers the following CTE pathways and courses:

Career Pathway-Concentration Class-Capstone Class
Production and Managerial Arts-Video 1A-Video 1B

Students who engage in the pathways find relevance in their studies, are provided an opportunity to apply their academic and industry skills to everyday problems, are taught to think critically, and are required to act professionally. Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems. The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, and completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	107
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	27.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	90.64
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Valley High School provides a supportive environment to our parents and students to facilitate high student achievement. Families routinely receive information about academic content standards and their children’s progress towards meeting those standards in several ways. School information is written in both Spanish and English. Our largest parent organization, ELAC, regularly hosts monthly meetings with counselors, and administrators present to inform parents about such topics as standards and assessment, and social and emotional development issues. ELD teachers also discuss student progress with parents.

As a school community, Valley High provides a safe and respectful learning setting for their students within a highly supportive small school environment. They pride themselves with fostering a school culture that cultivates a strong sense of belonging and personal responsibility. With the new quarter system planned for the 2020-21 school year, they are excited to announce that every Valley High student has the opportunity to earn 90 or more credits a school year. Valley High School was given the distinction of a California Model Continuation High School. The entire Valley staff is trained in using the structure of restorative practice to help create a positive, supportive school environment for all students and staff. Restorative Practices focus on building relationships and community, as well as ensuring that all students feel welcome and connected to Valley High School. They understand that meaningful, productive relationships are essential to student learning and that the impact of creating a positive school culture and climate for the youth is immense. Currently, there are 15 dedicated teachers on site in addition to the support of a full-time counselor and a full-time social worker. They offer many extra-curricular opportunities and fun activities through the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program. They have a competitive athletic intramural program in which students get to put on the Valley uniform and represent the school out in the community in addition to many student clubs on campus. Through their recognized exemplary Response-ability Training Program (RTP), all new Grizzlies learn how best to take advantage of the opportunity that Valley provides them toward earning their high school diploma. At the core of our RTP program is the concept of learning how to respect themselves and others, how to solve problems appropriately, and how to manage and minimize anger or conflict as teenagers. This program is taught by Mrs. Monica Lee who is the California Continuation Education Association (CCEA) Teacher of the year. Valley High provides a curriculum that meets the California Common Core Standards and they utilize the same curriculum and expectations of rigor as the other comprehensive high schools in the EUHSD. Advancement Via Individual Determination (AVID) is offered at Valley High School. The AVID program helps students gain acceptance into local community colleges and then successfully transfer to a university setting. They provide field trips to local colleges and universities to all AVID students at Valley.

Every year, parents are surveyed for English Learner Advisory Committee (ELAC) and based on the results of the survey, the information is used to determine which day of the week meetings will be held and the time. In addition, all stakeholders have an opportunity to take the Local Control and Accountability Plan (LCAP) survey to give input to the actions and services that will become part of the plan. This year, the largest number of LCAP parent surveys turned in at VHS was reported. There were four separate meetings at the school site in addition to those held at the district where parents, students, staff, and community members had an opportunity to provide input and suggestions to the district LCAP. A separate student forum was held that included a variety of Associated Student Body (ASB) students and a random selection of unduplicated students. Site-Council meetings are held on the third Wednesday of each month where stakeholders are invited to attend and provide input and suggestions to the school plan for student achievement. It is during this meeting where the plan is approved and any necessary amendments are made during the school year. Parents are also invited to a Title I meeting each year to discuss the plan for Title I funds and how they are disbursed to our school. All information provided during these meetings is shared with the District Cabinet and the Board of Education.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	34.5	33.5	24.3	4.7	5.8	5.5	9.1	9.6	9
Graduation Rate	33.3	26	27.2	87.6	84.3	85.5	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	11.5	6.5	3.4	2.8	3.5	3.5
Expulsions	1.4	1.0	0.3	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.1	3.4	2.1
Expulsions	0	0.07	0.06

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

We employ a full-time school resource officer through the Escondido Police Department as well as one campus safety officer and eight full-time campus supervision assistants. Our administrators and staff assist with supervising school grounds. We provide security and supervision at all school events. We maintain a closed campus and require all visitors to register with the office. We review and modify our school safety plan and provide staff training in conjunction with the police department. Our school plan is reviewed annually.

School Safety plan was reviewed August 2020 An emergency plan was developed number of situations that may occur. Each staff member is issued a disaster plan book and is given training in its implementation. Each year the entire school practices the Evacuation procedure many times in conjunction with local and regional emergency response agencies. Fire drills are also practiced throughout the year. In case of disaster, please listen to the radio or TV for instructions. Parents are advised to keep in mind: Students may be safer at school than at home in a serious emergency because school buildings are earthquake safe, there is fire-fighting equipment on campus, and the school has plans and specific procedures for dealing with all types of serious emergencies. The safety and welfare of the students is their primary concern in the event of an emergency. In the event of an emergency, a student should be prepared to follow the directions of teachers or staff at the school site, or the bus driver if he or she is on the way to or from school. If a student is traveling by other means when an emergency occurs, they should proceed to school, as this will be the safest place for them to be. Parent cooperation is requested in the following areas: 1. Do not telephone the school. Telephone lines and cell phone capacity will be needed for emergency responders. 2. Do not drive to school. Streets need to be as open as possible for emergency vehicles. 3. Do turn the radio to KKLQ 600 or KCBQ 1170 on the AM dial. Information and directions will be given over the radio. 4. The family reunion area is located at the \$\$\$\$\$\$In conjunction with the Escondido Union High School District Disaster Preparedness Plan, they urge every family to make home emergency plans and preparations.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	18	12			21	9	3		20	9	2	
Mathematics	16	10			19	8	2		16	9		
Science	14	7			19	8			18	7	1	
Social Science	13	10			21	7	3		20	6	1	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	236

*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.

Student Support Services Staff (School Year 2019-2020)

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	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,969	\$1,304	\$13,666	\$81,622
District	N/A	N/A	\$10,695	\$81,232
Percent Difference - School Site and District	N/A	N/A	24.4	0.5
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	55.2	-10.1

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

Types of Services Funded (Fiscal Year 2019-2020)

Valley High School believes that all students will learn whatever it takes and demonstrate mastery in a climate of support and high expectations. The program emphasizes personal safety and growth, pro-social skill development, basic skills, integrated technology and standards based curriculum. The program views the community as a resource, staff as coaches and providers of support services and students as workers and learners.

Valley High School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. As an alternative education high school, the entire staff understands the importance of identifying and meeting the needs of each student. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,889	\$52,670
Mid-Range Teacher Salary	\$75,780	\$89,660
Highest Teacher Salary	\$107,076	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$150,009	\$158,074
Superintendent Salary	\$247,184	\$250,285
Percent of Budget for Teacher Salaries	28.0	32.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

PLC Structures:

District will provide opportunities for teacher teams to collaboratively design, implement and refine instructional cycles as part of courses of study to improve student supports around key improvement areas with measurable checks for understanding. A Teacher on Special assignment (TOSA), will be focused on data analysis to support teacher teams in developing capacity to collaboratively plan high yield instructional practices informed by timely assessments for learning that results in precision of pedagogy and improved student learning results. Teams will collect common assessment data that reflects students demonstrating higher order thinking skills. The collection of data will occur once or twice every six weeks, and teams will reflect through data protocols how students met the defined teaching focus for the week/unit. Teachers will reflect on student writing results that are graded on a common rubric. Week 1 PLC meeting will define the focus of the 6 week teaching and learning cycle. Week 6 PLC meeting will focus on student work analysis as well as analysis of student attendance, behavior and credit completion progress. There will be opportunities for another PLC meeting during the inquiry cycle to reflect on student assessment data if appropriate. District and site leads will support and participate in the teacher inquiry cycles. As well, there will be opportunities for students to participate in one day of summer planning for addressing the three priorities - student academic self-monitoring, overall academic improvement and restorative practices.

- **Instruction:** Staff noted that PLC collaboration time together as a teacher group and increased teacher buy-in into our PLC time at VHS (teacher feedback/PLC lead feedback) improved, Using Innovate Ed CSI Cohorts lesson plan/design for Depth of Knowledge (DOK 3) professional development led to teacher improvement and changes in lesson plan design, assessment and rigorous tasks. All teachers were trained in Canvas this year, and 23 days were dedicated to PLC this school year. Teacher Studio days were organized by department. The goals were to work on lesson plan design/assessments/DOK 3 tasks, work within the new Canvas platform and tweak courses to match up with our new quarter/VHS system. Continuing to develop opportunities for increasing the fun and love of learning and curiosity in lesson planning for our particular “at promise” students like Ringing the bell for graduation, answering what the students credit number are, and the use of Grizzly signage/swag.
- **Structures:** VHS admin reached out to prospective parents/students on zoom to share what VHS is about and what we can offer their student. MTSS and Restorative Practices facilitator, Penny Parker is working with comprehensive sites' counseling teams and VHS admin team on getting data in a timely fashion to recruit students from who are great candidates for VHS. New Quarter system and increased credit opportunities for all students 90 or more a year has become a mantra at the school. Students know their number and share it openly. School admin and counselor revamped/updated Response-ability Training Program (RTP) Academy for all new students to get support and also increased credit opportunities. Current master schedule allows flexibility for distance learning, even with traditional 5 period day for kids with one class being just twice a week. Connections is available where students can concentrate on 4 core classes instead of 5. Teachers are now inputting grades every few weeks into the Student Information System (SIS), and it is on the calendar (including progress reports, which were new this year). We are consistently issuing report cards, which is part of our student self-monitoring goal of student advocacy for the number of credits and that students know their current progress. A Teacher on Special assignment (TOSA) for Data is working with a Multi-Tiered System of Supports (MTSS) to increase immediate/timely academic interventions with students/families in 2020-21 school year. Running data reports and scheduling parent meetings to address deficiencies prior to end of the quarter. Weekly restorative scripts (Mondays) for live instruction provided by social worker/admin team to teachers for school wide implementation weekly. Social media/New Instagram #vhsgrizzlies account started this year (March 2020) and we now have 188 followers and about 150 posts since March 2020. Updated VHS facts and information on our website for families.