

# Valley College High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Valley College High School
<b>Street</b>	2209 Blue Gum Ave
<b>City, State, Zip</b>	Modesto, CA, 95358
<b>Phone Number</b>	209-238-6801
<b>Principal</b>	John Luis
<b>Email Address</b>	Jluis@stancoe.org
<b>School Website</b>	<a href="https://www.stancoe.org/division/educational-options/valley-charter-high-school">https://www.stancoe.org/division/educational-options/valley-charter-high-school</a>
<b>County-District-School (CDS) Code</b>	50105045030234

## 2022-23 District Contact Information

<b>District Name</b>	Stanislaus County Office of Education
<b>Phone Number</b>	(209) 238-1700
<b>Superintendent</b>	Scott Kuykendall
<b>Email Address</b>	skuykendall@stancoe.org
<b>District Website Address</b>	www.stancoe.org

## 2022-23 School Overview

Valley College High School (VCHS) is a free public charter school, #172, and is overseen by the Stanislaus County Office of Education (SCOE) Superintendent, Scott Kuykendall. In its current form, VCHS was established on July 1, 2006 as the result of the reorganization of several charter high schools. VCHS is an Early College High School in partnership with Modesto Junior College and offers both an Independent Study Program and a Classroom-based Program. Students in both programs are encouraged to engage in the Early College opportunities. The programs share a site and administrator, the same faculty and staff, and a common vision and mission. The vision of Valley College High School is to be Stanislaus County's first choice in equipping students with confidence and competence for college, career, and community success. As an Early College High School, most of the 2022-23 population of approximately 110 students attended classes on a daily basis, although a small number at each grade level is served by the Independent Study program and attends one day per week to meet with an Independent Study teacher. All core classes are approved by the University of California and are listed on the school's a-g list (CEE# #052019). In addition to our Vision and Mission Statements, the goal of Valley College is to be the first choice for students interested in an Early College program in Stanislaus County. Currently for fall 2022 all instruction is in-person.

The student population has approximately even proportions of male and female students. Current demographics are: 49% Latin, 35% White, 1% Asian, 5% Black, and 10% Multi-ethnic. . Approximately 75% of VCHS students qualify for free or reduced lunches. Students are drawn to VCHS for a number of reasons. Many students and parents prefer the smaller class sizes of approximately 10-20 at VCHS to those of the local comprehensive high schools with class sizes that exceed 39 students per class. VCHS has a friendly environment with a strong community service reputation. VCHS students all have Chromebooks for academic use. Our main curriculum is Edmentum, which was adopted by SCOE in spring of 2021. It is used in both classroom-based and independent study programs, and it is significantly supplemented by classroom teachers.

Valley College High School (VCHS), an Early College High School partnership between the Stanislaus County Office of Education (SCOE) and Modesto Junior College (MJC), provides a personalized and innovative public school option for 9th through 12th grade students residing in or near Stanislaus County. We offer a strong guidance program that includes a high school academic counselor, a career navigator, a student support advocate, a mental health clinician, an AOD counselor, and a dedicated dual enrollment specialist at MJC to provide support for all students. VCHS is integrated onto the MJC West campus..VCHS staff collaborate with parents and community members to nurture educational excellence and character development. High expectations and rigorous standards-based academic coursework in both individual learning and classroom settings contribute to academic and social success for students. VCHS teaches relevant technical skills and

## 2022-23 School Overview

integrates performance-based projects at school and in the community as well as opportunities for motivated students to concurrently earn dual high school and college credits at no tuition cost to their families.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	22
Grade 10	22
Grade 11	40
Grade 12	26
<b>Total Enrollment</b>	<b>110</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.5
Male	42.7
American Indian or Alaska Native	0.0
Asian	0.9
Black or African American	4.5
Filipino	0.9
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	8.2
White	35.5
English Learners	10.0
Foster Youth	0.0
Homeless	0.9
Migrant	0.0
Socioeconomically Disadvantaged	47.3
Students with Disabilities	10.0



## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.30	67.23	84.70	44.70	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.20	2.26	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	11.49	9.60	5.11	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.90	21.17	62.80	33.12	12115.80	4.41
<b>Unknown</b>	0.00	0.00	28.00	14.80	18854.30	6.86
<b>Total Teaching Positions</b>	9.40	100.00	189.50	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.20	58.44	89.60	50.47	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	12.00	6.76	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	5.89	2.70	1.54	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.60	29.22	54.50	30.69	11953.10	4.28
<b>Unknown</b>	0.50	6.22	18.70	10.54	15831.90	5.67
<b>Total Teaching Positions</b>	9.00	100.00	177.50	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.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.30
Misassignments	1.00	0.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0.50

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00
Local Assignment Options	1.70	2.60
<b>Total Out-of-Field Teachers</b>	1.90	2.60

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.10	20.50
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.00	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Valley College provides Chromebooks for all students to use in the classroom and to take home. The district adopted Edmentum online curriculum platform in Spring 2021, and students utilize Chrombooks to access the program. Extra Chromebooks are provided in the classroom for students who forget their devices. Additional text and literature books are used as indicated.

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	112450 CA English 9B 11245 CA English 9 A 112460 CA English 10 B	Yes	0

	11246 CA English 10 A 11247 CA English 11 A 112470 CA English 11 B 11248 CA English 12 A 112480 CA English 12 B 11380 Structure of Writing Timeless Voices. Timeless Themes Gold Level Prentice Hall Timeless Voices. Timeless Themes Platinum Level Prentice Hall Timeless Voices. Timeless Themes The American Experience Prentice Hall Timeless Voices. Timeless Themes The British Tradition Prentice Hall		
<b>Mathematics</b>	11222 CA Algebra I A 11408 Algebra IA Extended 11223 CA Algebra II A 112230 CA Algebra II B 11225 CA Geometry A 112250 CA Geometry B 11228 Financial Math A 112280 Financial Math B 11235 Precalculus A 112350 Precalculus B	Yes	0
<b>Science</b>	11273 Earth and Space Science A 112730 Earth and Space Science B 11272 Chemistry A 11272 Chemistry B 11271 Biology with Virtual Labs A 112710 Biology with Virtual Labs B	Yes	0
<b>History-Social Science</b>	11260 World History A 112600 World History B 11257 U.S Government 11256 Economics 11259 U.S.History A 112590 U.S. History B	Yes	0
<b>Foreign Language</b>	11395 Spanish 1 A 113950 Spanish 1 B 11396 Spanish 2 A 113960 Spanish 2B 11397 Spanish 3 A 113970 Spanish 3 B Manual de gramatica y ortografia para hispanos. Pearson 2nd Edition ISBN: 978-0-205-69652-9	Yes	0
<b>Health</b>	11406 Health:Life Management Skills	Yes	0
<b>Visual and Performing Arts</b>		No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	As needed for labs in Earth Science, Biology and Chemistry	Yes	0

## School Facility Conditions and Planned Improvements

Valley College High School relocated to a different campus in July, 2021. The school is now located adjacent to, and integrated onto the Modesto Junior College West Campus, with a planned shared entry onto the VCHS campus via MJC driveways. The campus is currently comprised of 11 portable classrooms and 4 office structures. One unit is a dedicated cafeteria space with necessary food heating and cold storage equipment. All units were refurbished with new flooring, paint, and window screens. All units include a self-contained restroom facility. All classrooms are wifi enabled and equipped with Promethean technology. The grounds include an extensive lawn area for recreational use, a black-topped area equipped with four basketball hoops, and a covered pavillion with metal picnic tables for student gatherings and lunch service. The grounds are enclosed by cyclone fencing with three gated entrance/egress points. All rooms are handicap accessible and ADA compliant.

Planned improvements include:realigning fencing for added security, addition of security camera to monitor front gate access, creating a fenced division between the school and detention facility to the immediate south of school, resurfacing and redesigning of entrance driveway, removal of cyclone fencing and replacement with more stylized wrought iron fencing, addition of two storage sheds for agriculture and other equipment, a multi-purpose building to accommodate student assemblies and additional office space, a garden from which to source plants for horticulture courses, a pole barn for large equipment, and an additional large storage structure..

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Water fountains have been turned off. Water is available in classrooms.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	53	N/A	33	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	0	N/A	24	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	33	33	100.00	0.00	53.13
<b>Female</b>	17	17	100.00	0.00	52.94
<b>Male</b>	16	16	100.00	0.00	53.33
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	20	20	100.00	0.00	52.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	33	32	96.97	3.03	0.00
<b>Female</b>	17	17	100.00	0.00	0.00
<b>Male</b>	16	15	93.75	6.25	0.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	20	20	100.00	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	17.39	12.12	3.42	4.46	28.5	29.47

## 2021-22 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
<b>All Students</b>	41	33	80.49	19.51	12.12
<b>Female</b>	23	19	82.61	17.39	10.53
<b>Male</b>	18	14	77.78	22.22	14.29
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	22	18	81.82	18.18	11.11
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	13	9	69.23	30.77	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	19	16	84.21	15.79	6.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

CTE programs:

Robotics and Programming

Video Game Design

Under the umbrella of Agricultural Industry, the following pathways are being developed via the Early College and Dual enrollment program in partnership with Modesto Junior College: Agriculture Science, Vet, Tech, and Horticulture.

Additionally, through the Central Valley Career Collaboration & Navigation Collaboration, students are provided opportunities to participate in the Summer Career Cohort Academies. Initially these academies include the Agriculture Academy, the Health Career Academy, and the Cyber Security Academy.

CTE Committee members:

Jeff Albritton, Director, Educational Options

Dallas, Plaa Director II, Career & Technical Education

Karen Gordon, Principal

Tiffany Davis, YES Company director (Theater)

Cortney Hurst, YES Company educational director (Theater)

Kevin Richardson, teacher, Robotics and Video Game Design

Seth Aldrich, Turlock Irrigation District

Doug Murdoch, Lawrence Livermore National Labs

Phillip Lan President, Bay Balley Tech (Code Academy and tech diversity)

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	49
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.09
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	4.76

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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
Grade 9	85.7%	85.7%	85.7%	71.4%	85.7%

## 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.

#### 2022-23 Opportunities for Parental Involvement

VCHS is a school of choice. All parents are involved in the decision to enroll students and are team members who support their students throughout their years at VCHS and who are invited and encouraged to be involved in most phases of school program development and implementation.. Once per semester, VCHS hosts "After 5's" -parent-teacher conferences, and regular contact by teachers helps keep our parents involved in their students' education. Parents are encouraged to monitor student progress through the student information system, Aeries Parent Portal. Our academic counselor communicates with parents regarding graduation and college application status. Students have school email accounts through Google Apps for Education and parents have access to faculty through our school website as well as school emails. New students enrolling at VCHS meet with the principal and parents to discuss programs, expectations, and curriculum prior to enrollment. Parent workshops are presented throughout the year to support and involve parents in the FAFSA process, to discuss parenting issues and challenges, and to develop a sense of community. These workshops and informal meetings are run by various staff such as the Student Support Advocate, the Career Navigator, and the Academic Counselor. Additionally, parents are invited to participate and have an active and powerful voice in the School Site Council and Local Control Accountability Plan meetings. Nominations and voting are done via email, and meetings are held in a hybrid manner, using zoom and in-person gatherings. All meetings are open to the public and are posted in accordance with the Brown Act. Meeting agendas and zoom links are distributed electronically to all families and interested educational partners. Communication, information, and invitations to all events are available on the school website and social media and via mass email, Aeries, robo-calls, regular mail, and posted notices at school. All notifications are sent out in English and Spanish. Parents are encouraged to chaperone student events such as dances and field trips.

During the school year, the Advisory Board, composed of SCOE, MJC, and community members, hold regular meetings to which all parents and educational partners are invited. Other opportunities for parental involvement include Back-to School Night, monthly Character Development assemblies. Coffee Chats, district (SCOE) Board meetings, focus groups for LCAP, SARC, and SPSA, and curriculum review discussions. Parents and other family members are sometimes invited to be guest speakers in classes or at assemblies.

VCHS is actively pursuing additional ways to create family partnerships by linking family engagement to the teaching and learning goals for students and following the revised Dual-Capacity-Building Framework for family-School Partnerships (Mapps).

Parents of a student enrolled in the VCHS Independent Study program are required to be involved in their students' educational

## 2022-23 Opportunities for Parental Involvement

processes on a daily basis and are valued as a vital component. Some parents attend the hour long, weekly meeting with the teacher and student. VCHS parents have also been involved continuously in LCAP-related feedback for budget priorities.

### 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		13.2	13.8		58.3	44.3		8.9	7.8
Graduation Rate		84.2	82.8		17.5	30.7		84.2	87



## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	29	24	82.8
<b>Female</b>	18	15	83.3
<b>Male</b>	11	9	81.8
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.0
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	14	12	85.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	0	0	0.0
<b>Socioeconomically Disadvantaged</b>	20	17	85.0
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	132	121	56	46.3
Female	73	69	31	44.9
Male	57	50	24	48.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	6	5	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	67	60	30	50.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	10	3	30.0
White	45	43	22	51.2
English Learners	14	14	2	14.3
Foster Youth	1	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	74	66	33	50.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	14	13	8	61.5

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.47	1.95	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	1.46	4.55	0.28	2.38	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	4.55	0.00
<b>Female</b>	5.48	0.00
<b>Male</b>	3.51	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	2.99	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	9.09	0.00
<b>White</b>	4.44	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	4.05	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 School Safety Plan

The Valley College High School safety plan is provided by the Stanislaus County Office of Education. This Comprehensive School Safety Plan CSSP was developed collaboratively with all SCOE schools and presented to the VCHS Site Council on November 16, 2021. The Safety Plan was reviewed with staff on December 17, 2021. Fire drills, lockdown drills, and earthquake preparedness drills are held regularly on site and involve all staff and students. A campus supervisor is on campus every day at VCHS. Key components included in the CSSP are Child Abuse Reporting, Disaster Procedures, Suspension and Expulsion Policies, Procedures for Notifying Teachers of Dangerous Pupils, Discrimination/Harassment/Hate Crime policies, School-wide Dress code, Safe Ingress and Egress, Safe and Orderly Environment, Rules and Procedures on School Discipline, Procedures for Conducting Tactical Responses to Criminal Incidents, and Bullying Prevention. Copies are available on campus.

Additional safety plans are in place to address the covid-19 pandemic, including protocols for wellness checks for all employees, testing mandates, classroom distancing requirements, mask requirements, and plans for isolating students or staff who may present with any sign of illness. All procedures and plans are thoroughly vetted through SCOE and follow all CDE and Health Department mandates and guidelines. Letters, notifications procedures, and possible closing protocols are in place in the case of possible or confirmed exposure by student or staff.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	10	2	
Mathematics	7	18		
Science	11	9		
Social Science	10	8	2	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	8	16		
Mathematics	6	20		
Science	10	9		
Social Science	8	14		

## 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	6	20		
Mathematics	6	15		
Science	6	12		
Social Science	5	17	1	

## 2021-22 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	183.33

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$16,203.28	\$3,634.07	\$12,569.21	\$98,630.40
<b>District</b>	N/A	N/A	6424	
<b>Percent Difference - School Site and District</b>	N/A	N/A	64.7	0.0
<b>State</b>	N/A	N/A	\$6,594	
<b>Percent Difference - School Site and State</b>	N/A	N/A	62.4	

## 2021-22 Types of Services Funded

**Technology:** During the 2020-21 school year, all VCHS students have full access to computer technology, including verification of Chromebook access, wifi services, access to hot spot devices, and daily access to tech support. Students who experience problems with their Chromebooks, with their interconnectivity at home, or other tech issues are provided same-day support through our Guidance Technician and the district IT department. Students receive training and instruction on Chromebook usage and digital /media skills in advisory class and elective courses..Chromebooks are distributed to all students for school and home use in the first two weeks of school and are provided throughout the school year as new students enroll..

**Academic:**Academic support services are provided in various ways, including after school tutoring and math support and intervention services every day after school on campus and by arrangement on zoom as needed to provide support to students who are quarantined.. The two paraeducators push in to classes to provide academic support to individual students and small groups. Support services for academic issues are also provide via CTW (Circle the Wagons) meetings held as needed with parents, student, and teachers to identify interventions that can be implemented to help students do better in their classes. All students who qualify for Special Education Services are supported by a Resource Specialist, para-professionals, and counselors/clinicians. The academic counselor and the Career Navigator as wsell as the Early College coordinator provide on going support for FAFSA, dual enrollment, financial aid /scholarship applications, and career exploration in both English and Spanish. Services are also provided for college/career counseling and scholarships through VCHS connections with MJC and county resources. All students have access to dual enrollment opportunities through our partnership with Modesto Junior College. with all feess, tuotion, and book costs covered.

**Health and well-being:** All students have access to mental and phsyical health services from our mental health clinician, who is on campus five days a week, and from our school nurse, who is on campus 1-2 days a week. A SCOE Covid-19 team supports students and families if they are impacted by illness. The full -time Student Support Advocate provides liaison and support servces to Foster and homeless students and families and supports the NAMI and PHAST clubs. The AOD counselor is on campus half-time and supports students with drug, alcohol, or other related problems. Students have access via Chromebooks or their phones to the Seity app which helps them track thier own mental well-being status and also provides incentives for them to engage with this process. as well as referrals for support as needed according to their check-in status. Access to breakfast and noon lunch through the Free and Reduced Meal program is available to all students..

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

The Stanislaus County Office of Education provides bimonthly professional development for teachers under SCOE, including Valley College teachers. Valley College also provides site-specific and individual PD opportunities. Additionally, SCOE provides educator improvement funds to VCHS for extra PD throughout the year. Teachers are encouraged to seek off site professional development based on their specific needs. Our Education Effectiveness Block Grant will provide funding for specific areas of professional development identified by teachers as needed. . Additionally, over the past three years, VCHS teachers have participated in professional development in the following areas:

### Edmentum platform

- Mental Health/suicide prevention
- Smarter Balanced Assessments
- Nurtured Heart Approach

### Tauma Informed Teaching

- Interim Assessment and Hand Scoring
- Dive Deeper (math)
- CASBO
- Aeries
- ERWC
- SolutionTree PLC training
- Myriad Google application trainings provided by SCOE, tailored for teachers at Valley College

### CTE Conference

### CATE conference

Student achievement data is analyzed and used to support specific PD workshops focused on increasing rigor and student engagement.

### Educational leadership through HGSE

### Teacher and administrator induction programs

For the first half of 22-23, the focus for twice monthly PDs has been on expanding and supporting teachers' use and application of Edmentum online curriculum platform. This focus was decided by the district based on data indicating a need to support us of newly adopted curriculum. Teachers have been supported through hands-on use of the application, instructional videos, and opportunities to work in small groups during the contract work day. Professional Development for the second half of the 21-22 school year will focus on individualized programs through LINCspring, as well as further exploration and skills/knowledge expansion of the Edmentum platform.

Staff are encouraged to attend virtual conferences and many have been made available such as Career Ladders Project, TUPE and PHAST for advisors, CARES act funding workshops, FAFSA trainings and workshops, and National Writing Project. PD has been made available for teachers to learn navigation of the attendance processes mandated by the state during the pandemic, and Distance Learning formats of education.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	18	18	18