

2020 - 2021 School Accountability Report Card - Executive Summary



Valley High School

6300 Ehrhardt Avenue
Sacramento, CA 95823
916-689-6500

Board of Education

Beth Albiani
Nancy Chaires Espinoza
Carmine S. Forcina
Gina Jamerson
Dr. Crystal Martinez-Alire
Anthony "Tony" Perez
Sean J. Yang

Hours of Operation

Our office is open from 7:30 a.m. to 3:30 p.m.
Tuesdays, Wednesdays, Thursdays and Fridays and
Mondays from 8:30 to 3:30 on .

School Highlights and Awards

Western Association of Schools and Colleges
Accreditation through 2026
Health TECH Academy- Golden Bell award by the CA
School Boards Association
Award Winning Air Force JROTC
Largest AVID program in the District
Project Lead the Way
Entrepreneurship
Leadership Development
Fire Science Academy
Graphic Design Pathway
Improve Your Tomorrow (IYT)
Student Wellness Center

Student Demographics

	School	District
Enrollment	1,652	65,446
English Learners	346	9,812
Languages Spoken	25	92
Students of Poverty	1,533	35,207
GATE	89	5,788

SOURCE: 2019 - 2020, California Dept. of Education

Population by Ethnicity

Ethnicity	Percentage
African American	16%
American Indian	0%
Asian	23%
Filipino	4%
Hispanic	45%
Pacific Islander	4%
Two or More Races	3%
White	5%

SOURCE: 2019 - 2020, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website:

<http://www.egusd.net/academics/assessments/school-accountability-report-cards/>

A Message From the Principal

Valley High School is a place where high expectations lead to scholars' success. This success is rooted in the philosophy to "support and prepare the academic and social-emotional wellbeing of ALL Viking scholars to be college, career and life ready graduates by Engaging them in High Quality Instruction so that they can Achieve and see positive Results".

To support the social-emotional and well-being of all of our scholars, we designed a Wellness Center that provides access and self-advocacy, decreasing the stigma around seeking help. The wellness center team includes a fulltime Wellness Counselor, District Social-Worker (three-days a week) and a fulltime school psychologist. This team works closely with the schools' guidance counselors, administrators, and Special Education staff forming a SEAL Team (Social Emotional Academic Learning) where they design an individual support plan for each scholar in need.

Further, our Wellness Center has a partnership with our Health Teach Academy which provides access to our community organizations that provide more targeted mental health services, such as Adolescent Counseling Services (ACS) and Community Health Workers (CHWs).

Our wellness center's goal is to bring many of the high schools' health-related staff under one roof: school Mental Health Therapist, nurses and new wellness counselor, who serve as the first point of contact at the center and help triage students for any need — social-emotional, academic, physical or otherwise.

To help support our incoming freshmen transition to high school, we are in the process of forming a Freshman Academy which will promote interpersonal skills, effective use of resources and a high degree of accountability. All Freshman scholars are expected to reach high standards in their academics and understand that there are no acceptable excuses for poor attendance, incomplete schoolwork, or inappropriate behavior.

Further, every freshman is enrolled in a Get Focused Stay Focused course in which our scholars develop a 10-year career and education plan. In addition to developing a 10-year plan, this course is designed as an introduction to our school's pathways, academies, and programs in which by the end of the course each freshman will decide which of these is a best fit for them.

We are confident that Valley has the right balance of strong academic programs and interventions to meet the academic needs of all scholars. The following programs ensure that our scholars are college and career ready: Air Force JROTC, Health TECH Academy, Project Lead the Way, Graphic Design, Advancement Via Individual Determination (AVID), Entrepreneurship, Leadership Development, Fire Science Academy, English Learner Multilingual Advocate Partnership Team (focused on supporting our English Learners), Special Education Support Service, Improve Your Tomorrow (IYT), Honors and Advanced Placement Courses, ASSETS - After School Program, and Summer Intersession.

We are very proud of the work we do to support our Viking scholars in their academic success at Valley High School and into post-secondary opportunities. Furthermore, every staff member on our campus is committed to providing all scholars with a safe and nurturing learning environment. We know our work is ongoing, and we look forward to the continued support from our community.

Richard Gutierrez
Principal, Valley High School

Parental Involvement

Achieving our school's vision involves a strong partnership between school, home, and the community. Parents are encouraged to take an active role in their child's education by visiting the school, regularly communicating with teachers, and monitoring their child's academic progress. Parents/Guardians are encouraged to join Valley High School's parent organizations including School Site Council, English Language Advisory Committee, and our Parent Engagement Team. For more information, contact Lupe Cortes, school secretary at 916-689-6500.

Teacher Credentials and Misassignments

Teacher Credentials		2019 - 2020
Total Number of Teachers		87
Total Full Credentials		87

SOURCE: 2020 - 2021, EGUSD

Teacher Misassignments and Vacancies		2020 - 2021
Misassignments of Teachers of English Learners		1
Misassignments Due to Subject Matter Competency		3
Teacher Vacancies		1

SOURCE: 2020 - 2021, EGUSD

School Facility Conditions and Planned Improvement

Valley High School opened in August 1977. Our school has ninety-two classrooms, four computer-lab classrooms, student services and administration buildings, a multipurpose room, small and main gymnasiums, a new maker-space building for Project Lead the Way and our entrepreneurship academies to collaborate and a library. We are projecting to have a new Fire Science building completed by the Spring of the 2020-2021 school year.

All sports are played at Valley High School with the exception of the football team who plays in the stadium at Cosumnes River College. This year our soccer boys and girls will be playing on our new turf field, which was funded by Measure M funds.

Our Green Club in conjunction with our AVID scholars have been beautifying our grove area with tree, shrubs and a future outdoor classroom area.

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all scholars following all Centers for Disease Control and Prevention (CDC) guidelines.

The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. Also, should there be a COVID-19 case, our site and district maintenance/custodial personal take immediate actions to sanitized and disinfect all affected areas.

The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

In November 2016, voters residing within EGUSD overwhelmingly voted to pass Measure M, the District's first ever general obligation school facilities bond measure. Measure M will provide EGUSD students and the community with \$476 million in critical improvements to existing school buildings and grounds. Aligned with needs identified in the District's Facilities Master Plan, these updates will help ensure healthy and safe school environments geared toward 21st century learning.

The first district-wide infusion of Measure M funds went to replace our roofs; an all-weather turf field and the modernization of our D-wing to a maker-space classroom. Thereby, transforming the teaching and learning environment at Valley with 21st century classrooms designed with a suite of new digital tools and engineering equipment that are geared to create an engaging and personalized learning setting.

In the spring of 2021, our new Fire Science Building will be completed giving our scholars an opportunity to experience first-hand how our firefighters train.

In the 2019-2020 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Good Repair Status

Date of facilities inspection : 9/5/2020

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No
Interior: Interior Surfaces	X			No
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No
Electrical: Electrical	X			No
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			No
Safety: Fire Safety, Hazardous Materials	X			No
Structural: Structural Damage, Roofs	X			No
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No

	Exemplary	Good	Fair	Poor
Overall Summary	X			

SOURCE: 2020 - 2021, EGUSD

Class Size

	School Average
English	27
Mathematics	26
Science	29
Social Science	28

SOURCE: 2019 - 2020, California Dept. of Education

California Assessment of Student Performance and Progress Results for All Students (School Year 2019 - 2020)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020
English Language Arts/Literacy (grades 3-8 and 11)	44%	N/A	56%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	21%	N/A	45%	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 shown 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.

Career Technical Education Programs

Career Technical Education (CTE) provides opportunities for VHS students to prepare for college, career and life. CTE offers a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Guidance and career counselors offer additional support focused on achieving the outcomes described in the EGUSD Graduate Profile. These services focus on the following: transcript review, college readiness, A-G completion, course selection, Academy applications, college admissions, post-secondary school opportunities, and how to access resources within the school and surrounding community. VHS offers the Get Focused, Stay Focused class to support freshmen. Each student creates a 10-year plan that focuses on college, career, and beyond.

VHS offers the following CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA), High Quality Career Pathways (HQCP), and Explore CTE Programs (ECTE). CPAs feature cohort scheduling in CTE and academic core classes, integrated projects, and work-based learning opportunities. HQCPs provide a two-to-three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. Explore CTE programs, open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. CTE programs at VHS also allow students to meet graduation requirements and complete A-G requirements. In 2019-20, VHS offered the following CTE programs: Health TECH Academy (CPA), Project Lead the Way Engineering (HQCP), Fire Science (HQCP), Entrepreneurship (HQCP), Medical Assistant (ECTE), EKG Technician (ECTE), and Graphic Design (HQCP).

Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios and defense of learning, experience in internships or externships, and other means. Our CTE programs are evaluated through multiple measures, including CTE pathway completion, graduation rates, A-G completion rates, GPA, and attendance. Our CTE teams complete a rigorous self-reflection process, followed by district certification. The district collects data regarding continued education and employment from students one year after graduation.

Career Technical Education Participation (School Year 2019 - 2020)

Measure	CTE Program Participation
Number of pupils participating in CTE	1173
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56.40%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	89.00%

SOURCE: 2019 - 2020, California Dept. of Education

Advanced Placement Courses Offered

Subject	Courses
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	3
Mathematics	2
Science	4
Social Science	4
All courses	15

SOURCE: 2019 - 2020, EGUSD

Professional Development

Our school and district offer a variety of professional learning opportunities for staff members.

For the 2020-2021 school year, our school offers professional development opportunities that emphasize implementation of best instructional strategies model while/for Distance Learning. These strategies are equipped to engage our scholars in high quality instruction both while in distance learning and in-person learning. We also made available professional development opportunities within the school and district to help our teachers plan and aligning curriculum with common core standards; formative/summative assessments while in distance learning to help capture level of student mastery.

Teachers also collaborate each week during Late Start Monday's and assigned PLC time on Monday afternoons to look at student writing samples, assessment data, curriculum maps, and determine how to adjust instruction to ensure our scholars master Common Core State Standards.

Our teachers also take part in district professional development programs. These programs are designed for individual content areas and are grade specific. Special Education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities through district workshops throughout the year.

The district supports the Positive Behavior Interventions and Supports (PBIS) program at school sites through dedicated training and site presentations to staff. At Valley, we taken a step further by creating a Wellness Center that support our Tier 2 and 3 scholars with mental health counseling referrals, AOD Counseling Referrals, LGBTQ Supportive counseling; crisis intervention/suicide risk assessment; attend behavior hearings and school placement hearings.

New teachers who have been teaching fewer than two years are supported by the district's Beginning Teacher Support and Assessment (BTSA) program. They meet weekly with an experienced mentor to discuss their successes, challenges, and strategies for scholars' engagement.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may participate in classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

School Safety Plan

Valley High School provides a safe, positive learning environment for all scholars. School Safety Plan was reviewed by all stakeholders in December 2020. An Emergency Handbook, outlining a plan of action for earthquakes, fires, floods, and chemical spills, is kept in the main office and lockdown/fire drills are conducted annually. Security staff and administrators monitor our scholars throughout campus from 7 a.m. - 6 p.m. In addition, the Sacramento Sheriff's Department provides a full-time Regional Sheriff Deputy to support our scholars' supervision and safety. Furthermore, all outside visitors need to check-in through the main office.

Specialized Programs

All of the specialized programs at Valley High School are designed to meet not only the district's bold goal of 100% of Viking scholars being college and/or career ready, but also the Common Core State Standards. We are very proud of our academies including the following: The Health TECH Academy, Air Force JROTC unit, Project Lead the Way, and our Advancement Via Individual Determination (AVID) program. In addition to these programs, we have two new emerging programs at our school, Entrepreneurship and Fire Science. Our English Learner Multilingual Advocate Partnership has garnered state and national attention for its success with English Learners. Honors and Advanced Placement courses are open to all interested scholars, and provide the rigor and college preparatory skills needed for Gifted and Talented scholars. Academic intervention courses in math and English are provided to Viking scholars in need of additional support. Additionally, our before and after school program in conjunction with our Summer Intersession, provide remediation, enrichment, and support opportunities for hundreds of scholars.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$47,193	\$50,029
Midrange	\$67,621	\$77,680
Highest	\$98,138	\$102,143
Principals		
Elementary	\$124,714	\$128,526
Middle	\$121,146	\$133,574
High	\$136,759	\$147,006
District Superintendent	\$351,385	\$284,736
Share of budget used for		
Teachers' Salaries	36.0%	33.0%
Administrative Salaries	4.0%	5.0%

SOURCE: 2018 - 2019, California Dept. of Education

District Administration

Christopher R. Hoffman
Superintendent

Mark Cerutti
Deputy Superintendent,
Education Services and Schools

Bindy Grewal
Assistant Superintendent,
Elementary Education

Craig Murray
Assistant Superintendent,
Secondary Education

Shannon Hayes
Chief Financial Officer

David E. Reilly
Associate Superintendent,
Human Resources

Robert Pierce
Deputy Superintendent,
Business Services and Facilities
Administration

Graduation Rate

	School	State
9th-12th	88.8%	84.5%

SOURCE: 2018 - 2019, California Dept. of Education

Discipline

	School	District
Suspensions	8.8%	4.1%
Expulsions	0.2%	0.0%

SOURCE: 2019 - 2020, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2019)	65,446
Elementary Schools	42
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1