

# San Joaquin Valley High

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	San Joaquin Valley High
<b>Street</b>	900 Newmark Ave
<b>City, State, Zip</b>	Parlier CA 93648
<b>Phone Number</b>	559-646-2723
<b>Principal</b>	Israel Almendarez
<b>E-mail Address</b>	ialmendarez@parlierunified.org
<b>Web Site</b>	<a href="http://www.sjvhs.parlierunified.org">http://www.sjvhs.parlierunified.org</a>
<b>CDS Code</b>	10-62364-0126870

District Contact Information	
District Name	Parlier Unified School District
Phone Number	559-646-2731
Superintendent	Jaime Robles
E-mail Address	jaime.robles@parlierunified.org
Web Site	http://www.parlierunified.org

### School Description and Mission Statement (School Year 2018-19)

San Joaquin Valley High School is the only Alternative Education School in the Parlier Unified School District.

San Joaquin Valley High School recognizes that each student is an individual; that all students are unique; that all students can and will succeed. Therefore, San Joaquin Valley High School respects the individual needs of students; fosters a caring and creative environment; and emphasizes the social, emotional, physical, intellectual development of each student.

- The San Joaquin Valley High School staff strives to meet varying student needs via individualized instruction, open enrollment, and providing students the opportunity to progress at their own rate.
- The San Joaquin Valley High School staff acknowledges the talents and expertise of the staff which encourage student learning and success.
- The San Joaquin Valley High School staff provides activities which enhance continued parental, student, staff and community involvement.
- We make every effort to prepare students for post-secondary education and/or provide them with the necessary skills to be successful in the workplace.

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	4	4	4	0
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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 Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: August 31, 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt/Edgenuity	Yes	0
Mathematics	Pearson/Edgenuity	Yes	0
Science	McGraw /Edgenuity	Yes	0
History-Social Science	Houghton Mifflin Harcourt / Edgenuity	Yes	0
Foreign Language	Holt / Edgenuity	Yes	0
Health	Edgenuity	Yes	0
Visual and Performing Arts	Edgenuity	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

SJVHS is comprised of four classrooms and one office building. The principal works daily with custodial staff to ensure the campus is well maintained and that the school is clean and safe. District maintenance staff works closely with the school to ensure good repair and timely maintenance when the need arises.

**School Facility Good Repair Status (Most Recent Year)**

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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12-14-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Good working condition. Repaired as needed.
<b>Interior:</b> Interior Surfaces	Fair	Wall surface needs repair in office and room # 4 & 5.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Some areas in need of cleaning
<b>Electrical:</b> Electrical	Good	Light covers needed in bathroom and office building.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Restrooms need painting and deep cleaning.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Check fire extinguisher monthly
<b>Structural:</b> Structural Damage, Roofs	Fair	Deficiency in Administrative building roof and room # 4

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12-14-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Siding and paint needed

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12-14-18	
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 Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### Career Technical Education Programs (School Year 2017-18)

In the 2017-2018 school year, one student at San Joaquin Valley High School is participating in Career Technical Education courses.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	1
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

## 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 2018-19)

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San Joaquin Valley High School adopted and promotes the Governing Board's philosophy and expectations in recognizing that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

To positively engage parents/guardians in their children's education the staff at San Joaquin Valley High School will:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Provide training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/ guardians opportunities to assist in the instructional process both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Monthly parent nights to discuss student progress and behavior.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the San Joaquin Valley High School office at (559) 646-2723.

#### School Safety Plan (School Year 2018-19)

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Safety of students and staff is a primary concern of San Joaquin Valley High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by staff members. There is a designated area for student drop off and pick up. Visitors must sign in at the office.

The School Site Safety Plan is updated annually in the fall. All revisions were communicated to the both the classified and certificated staff.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	80
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

\*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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	15,665.00	596.00	15,069.00	71,024.00
District	N/A	N/A	9896	
Percent Difference: School Site and District	N/A	N/A	41.4	-23.2
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	45.6	-23.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## **Types of Services Funded (Fiscal Year 2017-18)**

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Parlier Unified School District (PUSD) receives state and federal categorical funding, in addition to general state funding. For the 2017-2018 fiscal year, the district received federal and state aid for the following categorical, special education, and support programs:

LCFF LCAP Funds

Title I, Part A

EIA – State Compensatory Education State Lottery

Services for the aforementioned allocation of funds was voted for and received approval from SJVHS SCC/ELAC Committee, services from these funds include:

1. Ensuring eligible students have access to research based curriculum, supplemental material, grade level content and/or supplemental enrichment services
2. Interventions offered throughout the day.
3. Online enrichment courses through E-dynamics elective course software.
4. Purchasing of mini mac lab for student access to core curriculum
5. Alignment with appropriate course materials
6. Fund field trips to local colleges, universities
7. Fund grad nite end of the year trip
8. Fund incentives to reward positive behavior on campus
9. Provide resources for teachers to enhance teaching.

## **Professional Development (Most Recent Three Years)**

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All training and curriculum development at Parlier Unified School District revolves around the California Common Core State Standards. The district offers several staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.