

School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011-12)

Escuela		Distrito	
School Name	Valley High School	District Name	Elk Grove Unified
Street	6300 Ehrhardt Avenue	Phone Number	(916) 686-5085
City, State, Zip	Sacramento CA, 95823	Web Site	www.egusd.net
Phone Number	(916) 689-6500	Superintendent	Steven M. Ladd, Ed.D.
Principal	Keven MacDonald	E-mail Address	sladd@egusd.net
E-mail Address	KMacDona@egusd.net	CDS Code	34673143430170

School Description and Mission Statement (School Year 2011-12)

Valley High School is where high expectations lead to student success. A focus on teaching and learning coupled with strong student support has resulted in some phenomenal changes at Valley. For the past two years, Valley has increased its state mandated Academic Performance Index (API) score by 41 points. More students are taking Advanced Placement classes and enrolling into four year colleges than at any time in Valley's thirty-two year history. Our students' success is rooted in the philosophy that "All students can and will learn." Valley's academic programs and support systems are designed to meet the needs of our diverse population, and we are very proud of our recent successes.

Our school is driven to meet the district's Bold Goals. These goals are:

- 100% of our students will score proficient or above on the California Standards Tests (CSTs)
- 100% of 12th graders will pass the California High School Exit Exam (CAHSEE)
- 100% of students will be college or career ready

Our efforts do not stop with these goals. Valley has established a set of Expected Student Learning Results (ESLRs). These ESLRs outline key student outcomes beyond our Bold Goals. By the end of student's four years at Valley High School, we want them to be:

- Academically and Technologically Proficient Learners
- Effective Communicators
- Complex Thinkers
- Responsible Citizens
- Collaborative Workers

We are very proud of the work we have done. However, we promise our parents and students that we will continue our efforts until the Bold Goals are met and our ESLR outcomes are achieved. We know our work is not complete. We look forward to increasing our home/school communication and our connection with our parents. Together we are making a difference in the lives of our students. Together, we can accomplish all of our goals and help our students achieve their dreams.

Keven MacDonald, Principal Valley High School

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities.

Parent support and involvement continue to be important elements of our success. There are numerous ways to get involved. Many parents support our athletic teams, school clubs, or other extra-curricular activities. Some volunteer at our school office and classrooms. All parents can support student success by providing space, time, and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family. Valley's ASSETs grant program provides a vast variety of classes for parents in areas ranging from supporting students to continuing education classes for parents. Our school is proud to welcome parents to our Parent Center which contains parent resources, and materials to support not only students attending Valley High School, but also the extended family.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	438
Grade 3	0	Grade 10	368
Grade 4	0	Grade 11	335
Grade 5	0	Grade 12	363
Grade 6	0	Ungraded Secondary	49
Grade 7	0	Total Enrollment	1553

Student Enrollment by SubGroup (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	25.53%	White (Not Hispanic)	5.98%
American Indian or Alaska Native	0.58%	Two or more	1.80%
Asian	24.24%	Socioeconomically Disadvantaged	82.36%
Filipino	3.28%	English Learners	23.25%
Hispanic or Latino	34.41%	Students with Disabilities	14.2%
Pacific Islander	4.18%		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.5	16	17	30	20	39	17	24	18.2	49	23	13
Mathematics	29.3	14	19	27	28	14	26	18	24.2	28	20	14
Science	31.7	9	11	29	27	13	10	25	24.4	19	18	19
Social Science	31.6	8	6	29	24	24	15	22	22.2	17	6	17

III. School Climate

School Safety Plan (School Year 2011-12)

Student safety is supremely important at Valley. Our staff reviewed our School Safety Plan in August 2011. An Emergency Handbook outlining a plan of action for earthquakes, fires, floods, and chemical spills, is kept in the main office. The District's Police Services works closely with our school site to provide a safe, secure environment for all students. School and security staff monitor all after school events, such as games and dances. Lockdown/Fire drills are conducted annually. The district partners with the Sacramento Sheriff's Department to provide a full-time Sheriff Deputy on campus throughout the day. In a recent survey, parents responded resoundingly that they either agreed or strongly agreed with the statement, "Valley provides a safe learning environment for my student."

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	52.2	42.32	38.33	19.5	19.58	18.05
Expulsions	1.3	2.28	3.92	0.3	0.67	0.65

*El rango de las suspensiones y las expulsiones es calculada dividiendo el número total de los incidentes por el número total de la matriculación.

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Included is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school has twenty classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1965. Additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 for class size reduction. Modernization was completed in the last five years and continues to be updated yearly. Our portable buildings have been replaced with permanent classrooms and the school office has been updated. In a recent parent survey, 74% of the parents rated the environment of the school as effective or very effective.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Valley High School was recently awarded the "Food Safety Award of Excellence" for consistently maintaining high food safety standards for three consecutive inspections.

There are no corrective actions necessary at this time.

School Facility Good Repair Status (School Year 2011-12)

Date of facilities inspection: 5/31/2011

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
Overall Summary	x			

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	82	79	77	2913
Without Full Credential	6	8	7	139
Teaching Outside Subject Area of Competence	0	5	7	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	2	0	1
Total Teacher Misassignments	2	0	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

This School	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.28%	5.72%
All Schools in District	96.61%	3.39%
High-Poverty Schools in District	97.52%	2.48%
Low-Poverty Schools in District	98.39%	1.61%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	347
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-2011)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Core Curriculum Area	Quality & Currency, and Availability of Textbooks & Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Year and Month Data Collected: August 16, 2011 and September 6, 2011		
English/Language Arts	All English/Language Arts books are provided one per student.	
Open Court Reading Program by SRA/McGraw Hill © 2002 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Sounds & Letters Workbook, Pre-decodable book. 1st- Phonics Skills Workbook, Comprehension & ELA Skills Workbook, Decodable book, Anthology 1, Anthology 2 2 nd - Comprehension & ELA Skills Workbook, Decodable book, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 3 rd - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 4 th -6 th - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology	No; 2002 SBE adopción
Literature & Language Arts by HRW © 2003 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition	No; 2002 SBE adopción
Literature & Language Arts by HRW © 2003 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. . The following materials are provided one per student by grade level:	9th-12th - Student Edition	Yes
AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local	AP Courses: 11 th – Language of Composition ©2008,	Yes

governing Board of Education. The following materials are provided one per student by grade level:	Bedford/St. Martins 12 th – Bedford Introduction to Literature ©2008, V.H.P.S.	
Mathematics	All Math books are provided one per student.	
California Mathematics by Scott Foresman © 2001 in grades K through 6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- 6 th – Student Edition and homework workbook	No; 2002 SBE adopción
Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7 th -12 th - McDougal/Littell © 2001 Math-Concepts & Skills, Geometry, Geometry-Concepts & Skills; Prentice Hall © 2001 Pre-Algebra CA Edition, Algebra I CA Edition	No; 2001 SBE adopción
	9 th -12 th - McDougal/Littell © 2001 Algebra 2, Trigonometry 5 th Edition, Precalculus with Limits© 2005, Glencoe/McGraw Hill © 2006 Elementary Statistics	Yes
AP mathematics books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: McDougal Littell © 2006 Calculus 8 th Edition; VHPS © 2003, Practice of Statistics	Yes
Science	All K-12 Science books are provided one per student.	
California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K – Lab Activity Book 1 st - Student Workbook 2 nd - 5 th - Student Edition, Student Workbook	Yes
Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6 th – Earth Science, Student Edition, Student Interactive Reader, Workbook 7 th – Life Science, Student Edition, Student Interactive Reader, Workbook 8 th – Physical Science, Student Edition, Student Interactive Reader, Workbook	Yes
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9 th – Prentice Hall: Earth Science, © 2006 Student edition and workbook 9 th – Pearson/Globe Fearon: Concepts and Challenges in Earth Science, © 2003 Student Guided Reading and Study (supplemental for English Learners) 9 th -12 th Glencoe/McGraw Hill © 2000 Biology: Dynamics of Life; ©1999 Physics McGraw Hill, ©2000 Biochemistry; ©2005 Environmental Science, Foundations in Microbiology HRW: © 2006 Modern Biology, © 1999 Modern Chemistry Prentice Hall: © 2002 Astronomy Today, ©2000 Essentials in Geology, ©2006 Fundamentals of Anatomy & Physiology, ©2004 Criminalistics, ©2006, Biotechnology: Science for the New	Yes

	<p>Millennium including textbook, lab manual, and lab notebook.</p> <p>Delmar/Thompson Learning Agriscience: Fundamentals & Applications © 2004, Agriscience & Technology © 1998;</p> <p>Addison Wesley: ©1998 Conceptual Physics; American Society: ©1996 Recombiant DNA & Biotechnology</p>	
<p>AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses:</p> <p>Addison Wesley ©1999, Biology/Pearson; Harcourt Brace: ©2006 Chemistry & Chemical Reactivity; Wiley & Sons: ©2000 Physics, ©2003 Environmental Science</p>	Yes
History-Social Science	All 1-12 History-Social Science books are provided one per student.	
<p>California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- Our World: Now and Long Ago, Student Workbook</p> <p>1st – A Child's View, Student Edition and Student Workbook</p> <p>2nd – People We Know, Student Edition and Student Workbook</p> <p>3rd – Our Community, Student Edition and Student Workbook</p> <p>4th – California: A Changing State, Student Edition and Student Workbook</p> <p>5th – The United States: Making a Nation, Student Edition and Student Workbook</p>	Yes
<p>Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - Ancient Civilizations, Student Edition and Interactive Reader Workbook</p> <p>7th - Medieval to Early Modern Times, Student Edition and Interactive Reader Workbook</p> <p>8th – United States History, Student Edition and Interactive Reader Workbook</p>	Yes
<p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>9th - Glencoe © 2008, World Geography and Cultures</p> <p>10th - McDougal Littell © 2006, Modern World History – Patterns of Interaction</p> <p>11th - HRW © 2007 American Anthem- Modern American History</p> <p>12th – Prentice/Pearson © 2006, Magruder's American Government; Prentice/Pearson © 2007, Economics – Principles in Action</p> <p>10th-12th – Glencoe © 2008 Understanding Psychology</p>	Yes
<p>AP social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses</p> <p>10th - 12th - Houghton/Mifflin © 2006 The Earth and Its Peoples – A Global History</p> <p>11th - 12th - Houghton/Mifflin © 2006 The American Pageant</p> <p>12th – Prentice/Pearson © 2008, Government in</p>	Yes

	<p>America- People, Politics, and Policy</p> <p>12th – Thompson/Wadsworth © 2006, Comparative Politics</p> <p>12th – Mc Graw Hill © 2008, Economics AP Edition</p> <p>10th-12th – Pearson/Allyn & Bacon © 2007, Psychology</p>	
	<p>Supplemental for English Learners</p> <p>9th-12th – AGS Globe Fearon © 2002, Pacemaker – World Geography & Cultures</p> <p>9th-12th – AGS Globe Fearon © 2008, Pacemaker – World History</p> <p>9th-12th – AGS Globe Fearon © 2004, Pacemaker – US History</p> <p>9th-12th – AGS Globe Fearon © 2001, Pacemaker – American Government</p> <p>9th-12th – AGS Globe Fearon © 2001, Pacemaker – Economics</p>	Yes
World Language	All 7-12 World language books are provided one per student.	
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<p>7th-12th Spanish I, II, & III, IV, Pearson/Prentice ©2000, Paso A Paso</p> <p>McDougal Littell ©2003 Abriendo puertas level 1 & 2; Heath ©1997 TuMundo & Nuestra Nundo</p> <p>7th-12th French I, II, & III, HRW, ©2000, Allez viens!; French IV, People’s Publishing ©1999 Ensemble Gramaire, Ensemble Culture et Societe, Ensemble Literature</p> <p>7th-12th Japanese I, II, & III, IV, Cheny & Tsui, ©2004, Adventures in Japanese</p> <p>7th-12th German I, II, & III, IV, EMC-Paradigm, ©1998, Deutsch Aktuell</p>	Yes
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>AP Courses:</p> <p>AP Spanish: McDougal Littell ©2003 Abriendo Puertas; EMC Publishing ©2008 A toda vela.</p> <p>AP French: McDougal Littell ©2001 En Bonne Forme</p> <p>AP Japanese: McGraw-Hill ©2004 Yookoso!</p> <p>AP German: McDougal Littell ©1998 Ubungsbuch Kaleidoskop</p>	Yes
Visual and Performing Arts		
All 7 th – 12 th school textbooks are from the most recent adoption of the local governing Board of Education.	<p>7th-8th: Davis ©2000 Exploring Visual Design; McGraw-Hill ©1997 Exploring Theatre</p> <p>9-12th: Glencoe ©2000 Art in Focus, ©2005 the Stage & the School, ©2005 Art Talk; Davis ©2003 Exploring Painting, ©2005 The Visual Experience, ©1995 Photographic Eye; McGraw-Hill ©2000 Make It In Clay, ©2004 Hands in Clay, ©2005 Theatrical Design & Production, Play Production Today; West ©2002 Black and</p>	Yes

	White Photography, ©1994 Jazz Dance Today; Human Kinetic ©1997 Choreography, ©2005 A Sense of Dance; Merwetter ©1996 Playing Contemporary Scenes; Princeton ©1995 Dance – the Art of Production; Brown & Benchmark – Art Context & Criticism	
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: Thomson/Wadsworth ©2005 Gardner's Art Through the Ages; Glencoe ©2003 Music in Theory & Practice,	Yes
Health	All 9-12 Health books are provided one per student.	
All high school textbooks are from the most recent adoption of the local governing Board of Education.	9 th -12 th Glencoe, © 2004, Glencoe Health	Yes
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.	

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Visual and Performing Arts	0%
Health	0%
Science Lab Equipment	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,287	\$2,322	\$5,965	\$61,541
District			\$6,826	\$66,544
Percent Difference – School Site and District			-13%	-8%
State			\$5,455	\$69,207
Percent Difference – School Site and State			9%	-12%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

All of the specialized programs at Valley High School are designed to meet the district's bold goal of being college and/or career ready. We are very proud of our two State partnership grant academies, the Teacher Academy and Health Tech Academy, as well as our Air Force JROTC unit. The school's Advancement Via Individual Determination (AVID) program is award winning, and we are designated as a National Demonstration site. The site's English Learner Partnership has garnered state and national attention for its success with English Learners. Honors and Advanced Placement courses are open to all interested students, and provide the rigor and college preparatory skills needed for Gifted and Talented Students. Academic intervention courses in English Language Arts and math are provided to ninth grade students who need assistance in transitioning to high school. Additionally, the after-school program (ASSETs) provides enrichment and support opportunities for over four hundred students.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,047	\$42,017
Mid-Range Teacher Salary	\$59,384	\$67,294
Highest Teacher Salary	\$82,031	\$86,776
Average Principal Salary (Elementary)	\$110,369	\$108,534
Average Principal Salary (Middle)	\$110,319	\$112,893
Average Principal Salary (High)	\$121,593	\$123,331
Superintendent Salary	\$255,030	\$226,417
Percent of Budget for Teacher Salaries	44.00%	38.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	37	39	41	55	56	57	49	52	54
Mathematics	18	22	27	51	52	53	46	48	50
Science	36	44	40	53	57	60	50	54	57
History-Social Science	46	59	56	47	50	54	41	44	48

Note: Scores 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57	53	60	54
All Students in the School	41	27	40	56
Male	40	31	46	62
Female	43	23	33	51
African American	32	20	24	42
American Indian or Alaska Native	0	0	0	0
Asian	45	33	52	69
Filipino	71	47	73	84
Hispanic or Latino	42	25	38	55
Pacific Islander	43	27	60	54
White (not Hispanic)	53	35	38	58
Two or More Races	32	18	0	0
Economically Disadvantaged	40	27	38	54
English Learners	10	16	13	32
Students with Disabilities	18	25	11	20
Students Receiving Migrant Education Services				

Note: Scores 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	40	44	43	56	59	64	52	54	59.0
Mathematics	49	46	44	60	60	61	53	54	56.0

Note: Scores 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students In The LEA	36	27	37	39	38	23
All Students In The School	57	22	21	56	32	12
Male	58	23	19	48	37	15
Female	55	21	24	65	26	9
African American	74	15	12	76	18	6
American Indian or Alaska Native	0	0	0	0	0	0
Asian	47	25	28	36	45	18
Filipino	18	18	64	18	27	55
Hispanic or Latino	55	23	22	55	36	9
Pacific Islander	40	44	16	48	40	12
White (not Hispanic)	57	17	26	74	13	13
Two or More Races	0	0	0	0	0	0
Economically Disadvantaged	57	23	20	57	32	11
English Learners	84	12	4	78	19	3
Students with Disabilities	88	7	5	93	2	5
Students Receiving Migrant Education Services	0	0	0	0	0	0

Note: Scores 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	0	0	0
9	23.2	17.5	15.6

Note: Scores 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API** rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	4	5	5
Similar Schools	9	10	10

API Changes by Student Group – Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	25	16	9
African American	5	27	8
American Indian or Alaska Native			
Asian	14	7	13
Filipino			
Hispanic or Latino	49	12	9
Pacific Islander			
White (not Hispanic)			
Two or More Races			
Socioeconomically Disadvantaged	31	17	11
English Learners	22	0	6
Students with Disabilities	6		

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	990	740	45259	800	4683676	778
African American	244	669	7177	701	317856	696
American Indian or Alaska Native	2		210	731	33774	733
Asian	258	795	9661	849	398869	898
Filipino	34	866	2385	865	123245	859
Hispanic or Latino	342	733	11375	754	2406749	729
Pacific Islander	44	748	809	774	26953	764
White (not Hispanic)	48	779	10990	852	1258831	845

Two or More Races	18	689	2429	826	76766	836
Socioeconomically Disadvantaged	872	736	24931	747	2731843	726
English Learners	438	706	11458	746	1521844	707
Students with Disabilities	119	507	4928	583	521815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	No	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
API	Yes	Yes
Met Graduation Rate	No	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		18.2

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	3.2	3.8	2.5	2.5	3.3	2.7	4.9	5.7	4.6
Graduation Rate	83.47	84.12	82.74	87.13	86.71	87.70	80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to

the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	77.53%	53.69%	
African American	27.67%	11.24%	
American Indian or Alaska Native	0.00%	0.18%	
Asian	21.92%	13.13%	
Filipino	3.29%	1.21%	
Hispanic or Latino	4.38%	3.26%	
Pacific Islander	3.29%	1.21%	
White (not Hispanic)	17.26%	8.84%	
Socioeconomically Disadvantaged	43.01%	19.59%	
Two or More Races	0.27%	1.61%	
English Learners	17.26%	4.81%	
Students with Disabilities	7.40%	3.79%	

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Our school prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support. At Valley High School, we have two courses of study that can provide students with an introduction to a technical career. These courses of study are Career in Education and Management (CEMT) Academy and Health Technology Academy. The CEMT academy prepares students to enter into careers in the education and business world, and the health academy focuses on health and medical related careers. Recently, the Health Technology Academy was awarded the Golden Apple award by the California School Boards Association for their work in preparing students in the field of health and medical related careers. Regardless of the career path chosen, Valley High School makes every effort to work with the students to ensure that they meet district and state graduation standards.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	438
Percent of pupils completing a CTE program and earning a high school diploma	87.88%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

Courses for University of California and/or California State University Admission (School Year 2010-11)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	59.5%
Graduates Who Completed All Courses Required for UC/CSU Admission	46.7%

Advanced Placement Courses

2010-2011		
Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	2	
Fine and Performing Arts	1	
Foreign Language	2	
Mathematics	2	
Science	2	
Social Science	3	
All Courses	12	

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. For the 2011-2012 school year, our school has a professional development emphasis on instructional strategies to engage all students. In addition, our school has a late start one day a week. Teachers use this time to meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs. Each core department has at least four full release days throughout the year to analyze student work and design best practices to improve student performance. The entire Valley region, consisting of five elementary and one middle school, participate in joint professional learning days to support all students in the Valley region. Our teachers also take part in a district professional development program. These programs are designed for individual content areas and are grade specific. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms. Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

	2008-2009	2009-2010	2010-2011
School Days Dedicated to Staff Development	0	0	0