

California Department of Education School Accountability Report Card

Reported Using Data from the 2024 - 2025 School Year
Published During 2025 - 2026

For: Valley High School

Address: 6300 Ehrhardt Avenue, Sacramento, CA 95823
Principal: Jesse Champion

Phone: 916-689-6500
Grade Span: 9-12

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 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 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).

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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu>.

About This School

District Contact Information (School Year 2025 - 2026)

| | |
|-----------------------|--|
| District Name | Elk Grove Unified |
| Phone Number | (916) 686-5085 |
| Web Site | www.egusd.net |
| Superintendent | David Reilly |
| E-mail Address | dereilly@egusd.net |

School Contact Information (School Year 2025 - 2026)

| | |
|---|--|
| School Name | Valley High School |
| Street | 6300 Ehrhardt Avenue |
| City, State, Zip | Sacramento, CA 95823 |
| Phone Number | 916-689-6500 |
| Principal | Jesse Champion |
| E-mail Address | jchampion@egusd.net |
| Web Site | http://vhs.egusd.net |
| Grade Span | 9th Grade - 12th Grade |
| County-District-School(CDS) Code | 34673143430170 |

School Description and Mission Statement (School Year 2025 - 2026)

Valley High School is committed to providing a safe, supportive, and academically focused environment where all students can succeed. Our priority is to ensure that every student feels connected to the school community and is prepared for college, career, and life. We emphasize physical and emotional safety, consistent expectations, and a strong sense of belonging as the foundation for academic achievement. Valley's Wellness Center and SEAL Team (Social Emotional Academic Learning)—which include a full-time Wellness Counselor, District Social Worker, School Psychologist, counselors, administrators, and Special Education staff—collaborate to monitor student progress, coordinate interventions, and connect students with community mental-health partners when additional support is needed.

Valley High School offers a range of academic programs and pathways designed to prepare students for future opportunities. These include Health TECH Academy, Project Lead the Way, Graphic Design, Entrepreneurship, Leadership Development, Fire Science Academy, Improve Your Tomorrow (IYT), Special Education support services, Advancement Via Individual Determination (AVID), Honors and Advanced Placement courses, ASSETS after-school programming, and Summer School. All freshmen enroll in either AVID or Future Ready to build academic habits, strengthen interpersonal skills, and reinforce the importance of consistent attendance. These programs, along with our schoolwide expectations of being Viking STRONG—Scholarly, Trustworthy, Respectful, Open-Minded, Noble, and Generous—support a positive and productive school climate where students are encouraged to achieve at their highest level.

Jesse Champion
Principal, Valley High School

Student Enrollment by Grade Level (School Year 2024 - 2025)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 0 |
| Grade 4 | 0 |
| Grade 5 | 0 |
| Grade 6 | 0 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Grade 9 | 414 |
| Grade 10 | 403 |
| Grade 11 | 392 |
| Grade 12 | 413 |
| Total Enrollment | 1622 |

Student Enrollment by Student Group (School Year 2024 - 2025)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.18% |
| Male | 53.76% |
| Non-Binary | 0.06% |
| American Indian or Alaska Native | 0.25% |
| Asian | 27.37% |
| Black or African American | 11.28% |
| Filipino | 3.33% |
| Hispanic or Latino | 45.56% |
| Native Hawaiian or Pacific Islander | 2.90% |
| Two or More Races | 4.93% |
| White | 4.38% |
| English Learners | 26.26% |
| Foster Youth | 0.31% |
| Homeless | 4.81% |
| Migrant | 0.62% |
| Socioeconomically Disadvantaged | 78.42% |
| Students with Disabilities | 18.13% |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Preparation and Placement (School Year 2021 - 2022)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 71.6 | 80.28% | 2737.2 | 90.11% | 234405.2 | 84% |
| Intern Credential Holders Properly Assigned | 1 | 1.12% | 24.8 | 0.82% | 4853 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 4.8 | 5.39% | 42.2 | 1.39% | 12001.5 | 4.3% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.2 | 1.43% | 72.1 | 2.37% | 11953.1 | 4.28% |
| Unknown/Incomplete/NA | 10.4 | 11.75% | 161.1 | 5.3% | 15831.9 | 5.67% |
| Total Teaching Positions | 89.2 | 100% | 3037.4 | 100% | 279044.8 | 100% |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022 - 2023)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 74 | 88.94% | 2764.1 | 90.32% | 231142.4 | 83.24% |
| Intern Credential Holders Properly Assigned | 0 | 0% | 41.3 | 1.35% | 5566.4 | 2% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.5 | 1.85% | 60.9 | 1.99% | 14938.3 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.1 | 1.39% | 70.4 | 2.3% | 11746.9 | 4.23% |
| Unknown/Incomplete/NA | 6.5 | 7.81% | 123.4 | 4.03% | 14303.8 | 5.15% |
| Total Teaching Positions | 83.2 | 100% | 3060.4 | 100% | 277698 | 100% |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023 - 2024)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|-----------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 72.1 | 87.76% | 2733.3 | 88.99% | 230039.4 | 100% |
| Intern Credential Holders Properly Assigned | 0.9 | 1.2% | 51.1 | 1.66% | 6213.8 | 2.23% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 4.1 | 5.06% | 93.7 | 3.05% | 16855 | 6.04% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0% | 63.8 | 2.08% | 12112.8 | 4.34% |
| Unknown/Incomplete/NA | 4.9 | 5.96% | 129.4 | 4.21% | 13705.8 | 4.91% |
| Total Teaching Positions | 82.2 | 100% | 3071.5 | 100% | 278927.1 | 100% |

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 to 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 | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 |
|--|-------------|-------------|-------------|
| Permits and Waivers | 1.4 | 0.9 | 0 |
| Misassignments | 3.3 | 0.5 | 4.1 |
| Vacant Positions | 0 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 4.8 | 1.5 | 4.1 |

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 |
|--|-------------|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1 | 1.1 | 0 |
| Local Assignment Options | 0.2 | 0 | 0 |
| Total Out-of-Field Teachers | 1.2 | 1.1 | 0 |

Class Assignments

| Indicator | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 |
|--|-------------|-------------|-------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 4.2% | 0.9% | 6.2% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0% | 0% | 0% |

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

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2025 - 2026)

Year and month in which data were collected: September 3, 2025

| Textbooks and Instructional Materials Year of Adoption (Translation of textbook names available on request) | | | |
|---|---|----------------------------|--|
| Subject | | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | All English/Language Arts books K-12 are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- <i>Your Turn Practice Book</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book</i> Adopted EGUSD 2016 | Yes | 0 |
| <i>CA StudySync</i> by McGraw Hill, © 2023 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 Adopted EGUSD 2024 | Yes | 0 |
| English 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: | 10th Honors - <i>Advanced Language & Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018 9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2023; 9th Honors - <i>Foundations of Language & Literature</i> , Bedford, Freeman & Worth © 2023 Adopted EGUSD 2024 | Yes | 0 |
| AP English books by multiple publishers in grades 11-12. 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: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2023 Adopted EGUSD 2023 12th - <i>Literature & Composition</i> , Bedford/St. Martins © 2022 Adopted EGUSD 2022 | Yes | 0 |
| IB English books by multiple publishers in grades 11-12. 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: | IB Courses: <i>Theory of Knowledge</i> , Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019; Adopted EGUSD 2021 | Yes | 0 |
| Mathematics | All Math books K-12 are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>Envision Math</i> , © 2020, © 2021 in grades K-6. All 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: | K-6th - Student Edition and Practice workbook Adopted EGUSD 2023 | Yes | 0 |

Imagine IM Math, © 2024 in grades 7-8 and *Reveal Math 1* © 2020 in grade 8. All 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:

7th-8th
Imagine IM, Imagine Learning © 2024; *Reveal Integrated Math 1*, McGraw Hill © 2020
 Adopted EGUSD 2024

Yes 0

Mathematics books by multiple publishers in grades 9-12. 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:

9th-12th
PreCalculus with Limits 4e Cengage © 2018
 Adopted EGUSD 2018

Reveal IM Math 1-3 McGraw Hill Cengage © 2020
 Adopted EGUSD 2024

Statistics & Probability with Applications 3e
 Bedford Freeman & Worth © 2025;
 Adopted EGUSD 2025

Yes 0

AP mathematics books by multiple publishers in grades 10-12. 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:
Pre-Calculus: Graphical, Numerical AP, Pearson © 2024; *Calculus for AP 2nd Ed.*, Cengage © 2021; *Calculus: Graphical, Numerical*, Pearson 2020; *Practice of Statistics*, 7th Ed., WH Freeman & Co. © 2024;
 Adopted EGUSD 2025

Yes 0

IB mathematics books by multiple publishers in grades 11-12. 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:

IB Courses:
 Mathematics Core Topics SL1 © 2019;
 Mathematics Core Topics HL1 © 2019;
 Mathematics Analysis & Approaches SL2 © 2019; Mathematics Analysis & Approaches HL2 © 2019; Mathematics Applications & Interpretation SL2 © 2019, Haese Mathematics;
 Adopted EGUSD 2020

 Calculus: Graphical, Numerical, Pearson © 2020
 Adopted EGUSD 2025

Yes 0

Science

All 2-12 Science books are provided one per student.

From Most Recent Adoption? Percent Students Lacking Own Assigned Copy

World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education

TK - *Big Book Package*. No student materials.
 Adopted EGUSD 2016

Yes 0

Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:

K - Big Book Package (3)
 1st - Big Book Package (3)
 2nd - Investigation Notebook (3)
 3rd - 5th Investigation Notebook (4)
 Adopted EGUSD 2021

Yes 0

Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:

6th - *Earth & Space Science*
 7th - *Life Science*
 8th - *Physical Science*
 Adopted EGUSD 2020

Yes 0

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:

Chemistry in the Community © 2006, VHPS;
 Adopted EGUSD 2006

Foundations in Microbiology, McGraw Hill, © 2005
 Adopted EGUSD 2008

The Living Earth, © 2019, *Physics in the Universe*, © 2019, *STEMscopes*, *Experience Chemistry*, © 2019 Pearson;
 Adopted EGUSD 2020

Foundations of Astronomy, Cengage © 2019,
Criminalistics, Pearson © 2021, *Hole's*

Yes 0

| | | | |
|---|---|-----------------------------------|---|
| | <i>Essentials of Anatomy & Physiology</i> © 2021, McGraw Hill; <i>Visualizing Environmental Science</i> , McGraw Hill © 2017; Adopted EGUSD 2022 | | |
| 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: | AP Courses: <i>Campbell Biology in Focus</i> , Pearson © 2020; <i>Chemistry: A Molecular Approach</i> , Pearson © 2023; <i>Environmental Science for the AP Course</i> , Bedford/St. Martin © 2019; Adopted EGUSD 2022 | Yes | 0 |
| | <i>College Physics</i> , Cengage © 2023 Adopted EGUSD 2024 | | |
| IB science books by multiple publishers in grades 11-12. 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: | IB Courses: <i>Standard Level Biology 3e, Higher Level Biology 3e, Standard Level Chemistry 3e, Higher Level Chemistry 3e</i> , Pearson © 2023 Adopted EGUSD 2024 | Yes | 0 |
| History-Social Science | All 1-12 History-Social Science books are provided one per student. | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019 | Yes | 0 |
| <i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019 | Yes | 0 |
| 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: | <i>World History Culture & Geography: The Modern World</i> © 2019, <i>United States History & Geography, Continuity & Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020 | Yes | 0 |
| | <i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022 | | |
| AP social science books by multiple publishers in grades 10-12. 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: | AP Courses: <i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022 | | |
| | <i>Give Me Liberty!</i> © 2020, W.W. Norton; <i>Ways of the World</i> © 2023, <i>American Government</i> © 2021, <i>Comparative Government</i> © 2023, <i>Krugman's Economics</i> © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023 | Yes | 0 |
| IB social science books by multiple publishers in grades 11-12. 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: | IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017 | | |
| | <i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018 | Yes | 0 |

| Foreign Language | All 7-12 World language books are provided one per student. | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| <p>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> | <p><i>Adventures in Japanese 1 & 2</i>, Cheng & Tsui © 2016; <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCulturas 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021 Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p> | <p>Yes</p> | <p>0</p> |
| <p>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> | <p>AP Courses: <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, Wayside © 2012 Adopted EGUSD 2021</p> | <p>Yes</p> | <p>0</p> |
| <p>IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.</p> | <p>IB Courses: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press Adopted EGUSD 2019</p> <p><i>Dekiru!</i>, © 2017, Cheng & Tsui Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p> | <p>Yes</p> | <p>0</p> |

| Visual and Performing Arts | All students 7-12 have access to appropriate books. | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|--|----------------------------|--|
| All K - 12th school textbooks are from the most recent adoption of the local governing Board of Education. | 7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018 | Yes | 0 |
| | 9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018 | Yes | 0 |
| | K-6th: No student books Art Kits, Davis Arts Education © 2024 Adopted EGUSD 2024 | | |
| 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: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018 | Yes | 0 |
| Health | All 9-12 Health books are provided one per student. | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| All high school textbooks are from the most recent adoption of the local governing Board of Education. | <i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021 | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | | | |
| All 9-12 students utilizing a lab have access to appropriate equipment. | | | |

School Facility Conditions and Planned Improvements (School Year 2025 - 2026)

Valley High, opened in 1977, includes 92 classrooms, computer labs, a maker-space, an MP room, two gyms, and the Health TECH Clinic. All outdoor sports are played on campus except for football, which is held at Cosumnes River College. Soccer teams use the new Measure M–funded turf field. The Fire Science program is supported by recently secured Strong Workforce funding, and the school is pursuing an additional grant to develop a dedicated fire yard. District Maintenance and Operations has completed plans to redesign the school’s parking lot to improve traffic flow, with construction scheduled for the upcoming summer. The campus features rolling hills, numerous trees, and “The Grove,” a central outdoor area with picnic tables and diverse plant species that creates a park-like environment.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument 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 received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status

Year and month of the most recent FIT report : 7/9/2025

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

Overall Facility

Year and month of the most recent FIT report: 7/9/2025

Overall Rating

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

EGUSD uses a work-order system that allows school administration and custodial staff to communicate maintenance needs, repairs, and projects efficiently. Emergency repairs are addressed immediately by site custodians or district maintenance personnel. Custodial and maintenance teams follow district protocols for daily sanitizing and disinfecting of classrooms, offices, and common areas. Custodians work collaboratively to implement a daily cleaning schedule that ensures all areas of the campus are maintained to district standards. Restrooms are inspected and cleaned throughout the day to remain safe, stocked, and sanitary. The Board of Education has established cleaning and maintenance standards for all district schools, and a summary of these standards is available at the school office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Recent improvements at Valley High School include the installation of a new Measure M–funded all-weather turf field and the opening of the Health TECH Clinic in 2023. Strong Workforce funding has been secured to upgrade equipment for the Fire Science program, and the school is pursuing an additional grant to develop a dedicated fire yard. District Maintenance and Operations has completed plans for a full redesign of the parking lot to improve traffic flow, with construction scheduled for the upcoming summer. Site administration continues to collaborate with Facilities and M&O to monitor needs and prioritize campus projects that support student learning and safety.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing state-administered assessments Percentage of Students Meeting or Exceeding the State Standards

| Subject | School 2023 - 2024 | School 2024 - 2025 | District 2023 - 2024 | District 2024 - 2025 | State 2023 - 2024 | State 2024 - 2025 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 38% | 53% | 51% | 54% | 47% | 48% |
| Mathematics (grades 3-8 and 11) | 15% | 23% | 41% | 43% | 35% | 37% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2024 - 2025)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 379 | 352 | 92.88 | 7.12 | 52.56 |
| Female | 192 | 177 | 92.19 | 7.81 | 57.63 |
| Male | 187 | 175 | 93.58 | 6.42 | 47.43 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 116 | 105 | 90.52 | 9.48 | 59.05 |
| Black or African American | 35 | 31 | 88.57 | 11.43 | 35.48 |
| Filipino | 15 | 15 | 100.00 | 0.00 | 73.33 |
| Hispanic or Latino | 160 | 153 | 95.63 | 4.37 | 49.67 |
| Native Hawaiian or Pacific Islander | 17 | 17 | 100.00 | 0.00 | 47.06 |
| Two or More Races | 17 | 15 | 88.24 | 11.76 | 53.33 |
| White | 18 | 15 | 83.33 | 16.67 | 53.33 |
| English Learners | 91 | 70 | 76.92 | 23.08 | 11.43 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 14 | 10 | 71.43 | 28.57 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 238 | 213 | 89.50 | 10.50 | 49.77 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 55 | 50 | 90.91 | 9.09 | 16.00 |

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2024 - 2025)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 378 | 355 | 93.92 | 6.08 | 23.10 |
| Female | 192 | 180 | 93.75 | 6.25 | 24.44 |
| Male | 186 | 175 | 94.09 | 5.91 | 21.71 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 116 | 107 | 92.24 | 7.76 | 28.97 |
| Black or African American | 35 | 31 | 88.57 | 11.43 | 9.68 |
| Filipino | 15 | 15 | 100.00 | 0.00 | 46.67 |
| Hispanic or Latino | 160 | 153 | 95.63 | 4.37 | 22.22 |
| Native Hawaiian or Pacific Islander | 17 | 17 | 100.00 | 0.00 | 17.65 |
| Two or More Races | 16 | 14 | 87.50 | 12.50 | 14.29 |
| White | 18 | 17 | 94.44 | 5.56 | 11.76 |
| English Learners | 91 | 74 | 81.32 | 18.68 | 6.76 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 13 | 9 | 69.23 | 30.77 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 237 | 216 | 91.14 | 8.86 | 18.52 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 54 | 49 | 90.74 | 9.26 | 6.12 |

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023 - 2024 | School 2024 - 2025 | District 2023 - 2024 | District 2024 - 2025 | State 2023 - 2024 | State 2024 - 2025 |
|--|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8, and high school) | 19.61 | 19.72 | 36 | 35.36 | 30.73 | 32.33 |

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 in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2024 - 2025)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---------------------|------------------|-------------------|-----------------------|----------------------------|
| All Students | 753 | 724 | 96.15 | 3.85 | 19.50 |
| Female | 367 | 354 | 96.46 | 3.54 | 19.83 |
| Male | 386 | 370 | 95.85 | 4.15 | 19.19 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 219 | 211 | 96.35 | 3.65 | 24.29 |
| Black or African American | 65 | 58 | 89.23 | 10.77 | 10.34 |
| Filipino | 28 | 28 | 100.00 | 0.00 | 42.86 |
| Hispanic or Latino | 354 | 342 | 96.61 | 3.39 | 15.20 |
| Native Hawaiian or Pacific Islander | 27 | 27 | 100.00 | 0.00 | 29.63 |
| Two or More Races | 26 | 25 | 96.15 | 3.85 | 24.00 |
| White | 33 | 32 | 96.97 | 3.03 | 18.75 |
| English Learners | 173 | 161 | 93.06 | 6.94 | 1.25 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 18 | 14 | 77.78 | 22.22 | 0.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 480 | 459 | 95.63 | 4.37 | 15.47 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 103 | 91 | 88.35 | 11.65 | 1.10 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024 - 2025)

Career Technical Education (CTE) at Valley High School provides students with opportunities to explore industry sectors, develop technical and employability skills, and prepare for college, career, and life. Students participate in coursework that integrates academic rigor, hands-on learning, and real-world experiences aligned to labor market needs. Guidance and career counselors support students through academic planning, A–G completion, college and career advising, and development of a long-term plan that connects high school coursework with postsecondary goals. Valley High School offers several CTE pathways, including Health TECH, Engineering, Entrepreneurship, Graphic Design, and Fire Science. Health TECH provides students with direct experience in clinical settings through the on-site Health TECH Clinic, where certified Community Health Worker students serve patients from the local community under professional supervision. All pathways offer work-based learning experiences, industry-aligned curriculum, and, when available, opportunities to earn industry-recognized certifications. The Fire Science program continues to grow through recently secured Strong Workforce funding, and the school is pursuing an additional grant to develop a dedicated fire yard for advanced training. Each pathway receives input and guidance from advisory committees that include industry partners. Student progress in CTE programs is assessed through projects, portfolios, performance tasks, and work-based experiences when applicable. Program effectiveness is evaluated through multiple measures, including pathway completion, graduation rates, A–G status, and postsecondary education and employment data. These efforts ensure that CTE programs at Valley High School prepare students for future academic and career opportunities.

Career Technical Education Participation (School Year 2024 - 2025)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 1021 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 32.00% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 94.00% |

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements (School Year 2024 - 2025)

| UC/CSU Course Measure | Percent |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 97.53% |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 54.35% |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2024 - 2025)

| 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 |
|-------------|-------------------------------------|--|--|---|-----------------------------|
| 5 | | | | | |
| 7 | | | | | |
| 9 | 93% | 96% | 96% | 96% | 97% |

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

[Opportunities for Parental Involvement \(School Year 2025 - 2026\)](#)

Parent and family engagement is an important part of student success at Valley HS. Families are encouraged to partner with the school by maintaining regular communication with teachers, monitoring academic progress, and participating in school events such as Back to School Night and Financial Aid Night. Parents/guardians may also serve on the School Site Council, the English Learner Advisory Committee, and support schoolwide efforts such as PBIS. For additional information, please contact Tonya Britton, School Secretary, at 916-689-6500.

State Priority: Pupil Engagement

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

- High school dropout rates
- High school graduation rates
- Chronic Absenteeism

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

| Indicator | School 2022 - 2023 | School 2023 - 2024 | School 2024 - 2025 | District 2022 - 2023 | District 2023 - 2024 | District 2024 - 2025 | State 2022 - 2023 | State 2023 - 2024 | State 2024 - 2025 |
|-----------------|--------------------------|--------------------------|--------------------------|----------------------------|----------------------------|----------------------------|-------------------------|-------------------------|-------------------------|
| Dropout Rate | 4.6% | 4.8% | 4.3% | 5.2% | 4.7% | 4.5% | 8.2% | 8.9% | 8% |
| Graduation Rate | 88.9% | 87% | 86.8% | 88.9% | 90% | 89.6% | 86.2% | 86.4% | 87.5% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024 - 2025)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 371 | 322 | 86.8 |
| Female | 176 | 160 | 90.9 |
| Male | 195 | 162 | 83.1 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 99 | 87 | 87.9 |
| Black or African American | 29 | 22 | 75.9 |
| Filipino | 12 | 12 | 100.0 |
| Hispanic or Latino | 191 | 173 | 90.6 |
| Native Hawaiian or Pacific Islander | 12 | 9 | 75.0 |
| Two or More Races | -- | -- | -- |
| White | 19 | 11 | 57.9 |
| English Learners | 130 | 104 | 80.0 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 49 | 33 | 67.3 |
| Socioeconomically Disadvantaged | 334 | 291 | 87.1 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 56 | 29 | 51.8 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024 - 2025)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1804 | 1718 | 443 | 25.8% |
| Female | 835 | 805 | 213 | 26.5% |
| Male | 969 | 913 | 230 | 25.2% |
| Non-Binary | -- | -- | -- | --% |
| American Indian or Alaska Native | -- | -- | -- | --% |
| Asian | 485 | 469 | 69 | 14.7% |
| Black or African American | 214 | 197 | 86 | 43.7% |
| Filipino | 63 | 62 | 11 | 17.7% |
| Hispanic or Latino | 814 | 771 | 218 | 28.3% |
| Native Hawaiian or Pacific Islander | 53 | 49 | 12 | 24.5% |
| Two or More Races | 80 | 77 | 26 | 33.8% |
| White | 91 | 89 | 20 | 22.5% |
| English Learners | 527 | 494 | 125 | 25.3% |
| Foster Youth | 11 | -- | -- | --% |
| Homeless | 144 | 128 | 64 | 50.0% |
| Socioeconomically Disadvantaged | 1516 | 1439 | 395 | 27.4% |
| Students Receiving Migrant Education Services | 12 | 12 | 6 | 50.0% |
| Students with Disabilities | 342 | 322 | 138 | 42.9% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2022 - 2023 | School 2023 - 2024 | School 2024 - 2025 | District 2022 - 2023 | District 2023 - 2024 | District 2024 - 2025 | State 2022 - 2023 | State 2023 - 2024 | State 2024 - 2025 |
|-------------|--------------------------|--------------------------|--------------------------|----------------------------|----------------------------|----------------------------|-------------------------|-------------------------|-------------------------|
| Suspensions | 7.13% | 10.18% | 9.98% | 3.81% | 4.04% | 3.70% | 3.60% | 3.28% | 2.94% |
| Expulsions | 0.1% | 0.2% | 0.1% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024 - 2025)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 9.98% | 0.11% |
| Female | 7.90% | 0.12% |
| Male | 11.76% | 0.10% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 5.15% | 0.00% |
| Black or African American | 25.23% | 0.00% |
| Filipino | 1.59% | 0.00% |
| Hispanic or Latino | 9.34% | 0.12% |
| Native Hawaiian or Pacific Islander | 3.77% | 0.00% |
| Two or More Races | 17.50% | 1.25% |
| White | 8.79% | 0.00% |
| English Learners | 10.44% | 0.00% |
| Foster Youth | 36.36% | 0.00% |
| Homeless | 18.75% | 0.00% |
| Socioeconomically Disadvantaged | 10.82% | 0.07% |
| Students Receiving Migrant Education Services | 16.67% | 0.00% |
| Students with Disabilities | 18.42% | 0.58% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025 - 2026)

Valley High School maintains a safe and supportive campus through clear procedures and regular safety reviews. The School Safety Plan was reviewed with School Site Council in September 2025 and includes emergency responses for earthquakes, fires, floods, and other incidents. Emergency Handbooks are kept in all classrooms, required drills are conducted annually, and visitors check in through the main office. A Safety Team of certificated and classified staff meets every two weeks to monitor campus needs and coordinate safety efforts. The district's team-based SRO model provides additional support as needed. A key goal for 2025–26 is to improve students' sense of safety on the annual EGUSD Student Perspective Survey.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022 - 2023)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English | 24 | 30 | 27 | 22 |
| Mathematics | 26 | 15 | 34 | 19 |
| Science | 28 | 9 | 22 | 19 |
| Social Science | 29 | 13 | 18 | 30 |

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023 - 2024)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English | 23 | 34 | 30 | 17 |
| Mathematics | 25 | 23 | 31 | 19 |
| Science | 27 | 12 | 23 | 17 |
| Social Science | 25 | 22 | 25 | 25 |

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024 - 2025)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English | 25 | 26 | 28 | 23 |
| Mathematics | 25 | 26 | 24 | 17 |
| Science | 26 | 11 | 19 | 15 |
| Social Science | 25 | 21 | 28 | 22 |

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

Ratio of Pupils to Academic Counselors (School Year 2024 - 2025)

| Title | Ratio |
|--------------------------------|-------|
| Pupils to Academic Counselors* | 271.5 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2024 - 2025)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 6 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other** | 2 |

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023 - 2024)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|---|--|------------------------|
| School Site | \$12,687 | \$3,735 | \$8,952 | \$82,503 |
| District | N/A | N/A | \$11,486 | \$94,580 |
| Percent Difference - School Site and District | N/A | N/A | -24.80% | -13.64% |
| State | N/A | N/A | \$11,146 | \$100,333 |
| Percent Difference - School Site and State | N/A | N/A | -21.83% | -19.50% |

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

Types of Services Funded (Fiscal Year 2024 - 2025)

Valley High School offers several pathways, including Health TECH, Engineering, Entrepreneurship, Graphic Design, and Fire Science. AVID is a signature program at Valley, with four sections per grade level that provide extensive academic support, college preparation, and organizational skill development. The school also offers a comprehensive English Learner program with multiple courses to meet the needs of our large newcomer population and support their transition into high school. Before and after school, the ASSETS program provides tutoring, enrichment, academic interventions, and extended learning opportunities. Summer School expands these supports through remediation, credit recovery, and enrichment options that help students stay on track for graduation.

Teacher and Administrative Salaries (Fiscal Year 2023 - 2024)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$55,510 | \$60,863 |
| Mid-Range Teacher Salary | \$78,887 | \$93,575 |
| Highest Teacher Salary | \$113,813 | \$125,548 |
| Average Principal Salary (Elementary) | \$152,948 | \$157,645 |
| Average Principal Salary (Middle) | \$154,885 | \$165,341 |
| Average Principal Salary (High) | \$168,790 | \$182,580 |
| Superintendent Salary | \$441,092 | \$357,064 |
| Percent of Budget for Teacher Salaries | 30.25% | 30.36% |
| Percent of Budget for Administrative Salaries | 3.57% | 4.88% |

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

Advanced Placement (AP) Courses (School Year 2024 - 2025)

Percent of Students in AP Courses: 28.6%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 0 |
| English | 5 |
| Fine and Performing Arts | 2 |
| Foreign Language | 3 |
| Mathematics | 1 |
| Science | 4 |
| Social Science | 11 |
| Total AP Courses Offered* | 46 |

*Where there are student course enrollments of at least one student.

Professional Development

EGUSD provides a variety of professional learning opportunities to support certificated and classified staff. Teachers collaborate weekly during Late Start Wednesdays and through designated PLC time to review student progress, analyze data, and align instructional practices. During the 2025–26 school year, a primary focus of professional development at Valley High School has been Restorative Practices training and preparation for the upcoming WASC accreditation visit. Beginning in 2026–27, schoolwide professional learning will be guided by the goals established through the WASC process. Departments also engage in ongoing professional development through district-supported release days. These sessions may focus on curriculum design, reviewing student outcomes, developing common assessments, or strengthening support for English Learners. In addition, EGUSD provides workshops for Special Education teachers, PBIS teams, and classified staff, including instructional aides, office staff, and custodial personnel, to ensure all employees have access to relevant and meaningful training.

| | 2023 - 2024 | 2024 - 2025 | 2025 - 2026 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 8 | 8 |