

## California Department of Education School Accountability Report Card

Reported Using Data from the 2023 - 2024 School Year  
Published During 2024 - 2025

### For: Valley High School

**Address:** 6300 Ehrhardt Avenue, Sacramento, CA 95823  
**Principal:** Bridgette Kemp-Bell

**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 2024 - 2025)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	<a href="http://www.egusd.net">www.egusd.net</a>
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	<a href="mailto:choffman@egusd.net">choffman@egusd.net</a>

### School Contact Information (School Year 2024 - 2025)

<b>School Name</b>	Valley High School
<b>Street</b>	6300 Ehrhardt Avenue
<b>City, State, Zip</b>	Sacramento, CA 95823
<b>Phone Number</b>	916-689-6500
<b>Principal</b>	Bridgette Kemp-Bell
<b>E-mail Address</b>	<a href="mailto:Bkempbel@egusd.net">Bkempbel@egusd.net</a>
<b>Web Site</b>	<a href="http://vhs.egusd.net">http://vhs.egusd.net</a>
<b>Grade Span</b>	9th Grade - 12th Grade
<b>County-District-School(CDS) Code</b>	34673143430170

### School Description and Mission Statement (School Year 2024 - 2025)

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

To support the social-emotional and well-being of all of our scholars, we designed a Wellness Center that provides counseling, support, and resources. The wellness center team includes a fulltime Wellness Counselor, District Social-Worker and a fulltime school psychologist. This team works closely with the schools' guidance counselors, administrators, and Special Education staff forming a SEAL Team (Social Emotional Academic Learning) where they design support for each scholar in need.

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

To support our incoming freshmen transition to high school, we have created a course common to all Freshmen which will promote interpersonal skills, effective use of resources and a high degree of accountability. All Freshman scholars are expected to reach high standards in their academics and understand that good attendance is key to academic success.

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

Students are embraced by teachers with high expectations and a willingness to support them while persisting through rigorous, engaging course work. Valley staff work collaboratively to create opportunities for students that will enhance their ability to engage and contribute their unique accomplishments to a culturally diverse society.

Bridgette Kemp-Bell  
Principal, Valley High School

### Student Enrollment by Grade Level (School Year 2023 - 2024)

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	419
Grade 10	414
Grade 11	370
Grade 12	426
Total Enrollment	1629

### Student Enrollment by Student Group (School Year 2023 - 2024)

Student Group	Percent of Total Enrollment
Female	46.70%
Male	53.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	25.20%
Black or African American	10.70%
Filipino	3.70%
Hispanic or Latino	49.10%
Native Hawaiian or Pacific Islander	2.90%
Two or More Races	4.10%
White	3.70%
English Learners	22.30%
Foster Youth	0.70%
Homeless	4.20%
Migrant	0.50%
Socioeconomically Disadvantaged	81.30%
Students with Disabilities	19.20%

## 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 2020 - 2021)

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)	72.60	88.62%	2617.20	92.08%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	22.10	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.60	5.69%	44.70	1.57%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	2.43%	54.70	1.93%	12115.80	4.41%
Unknown/Incomplete/NA	2.60	3.25%	103.30	3.64%	18854.30	6.86%
Total Teaching Positions	81.90	100.00%	2842.20	100.00%	274759.10	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned 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 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)	71.60	80.28%	2737.20	90.11%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	1.12%	24.80	0.82%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.80	5.39%	42.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	1.43%	72.10	2.37%	11953.10	4.28%
Unknown/Incomplete/NA	10.40	11.75%	161.10	5.30%	15831.90	5.67%
Total Teaching Positions	89.20	100.00%	3037.40	100.00%	279044.80	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned 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)	74.00	88.94%	2764.10	90.32%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	41.30	1.35%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	1.85%	60.90	1.99%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	1.39%	70.40	2.30%	11746.90	4.23%
Unknown/Incomplete/NA	6.50	7.81%	123.40	4.03%	14303.80	5.15%
Total Teaching Positions	83.20	100.00%	3060.40	100.00%	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.

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

Authorization/Assignment	2020 - 2021	2021 - 2022	2022 - 2023
Permits and Waivers	1.30	1.40	0.9
Misassignments	3.30	3.30	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.60	4.80	1.5

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

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Credentialed Teachers Authorized on a Permit or Waiver	1.90	1.00	1.1
Local Assignment Options	0.00	0.20	0
Total Out-of-Field Teachers	1.90	1.20	1.1

### Class Assignments

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00%	4.2%	0.9%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.20%	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 2024 - 2025)

Year and month in which data were collected: September 3, 2024

Subject		Textbooks and Instructional Materials   Year of Adoption (Translation of textbook names available on request)	
Reading/Language Arts	All English/Language Arts books K-12 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>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, © 2017 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 2017	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:	9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017  10th Honors - <i>Advanced Language &amp; Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	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 &amp; 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.	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>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 Statistics & Probability with Applications 3e Bedford Freeman & Worth © 2016; PreCalculus with Limits 4e Cengage © 2018 Adopted EGUSD 2018 Reveal IM Math 1-3 McGraw Hill © 2020 Adopted EGUSD 2024	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: Calculus: Graphical, Numerical, Pearson 2016; Practice of Statistics, 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016  Calculus 11th edition, Cengage © 2018 Adopted EGUSD 2018	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: Calculus: Graphical, Numerical, Pearson © 2016 Adopted EGUSD 2016  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	Yes	0
<b>Science</b>	<b>All 2-12 Science books are provided one per student.</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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 Essentials of Anatomy & Physiology © 2021, McGraw Hill; Visualizing Environmental Science, McGraw Hill © 2017; Adopted EGUSD 2022	Yes	0



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</i> , <i>Higher Level Biology 3e</i> , <i>Standard Level Chemistry 3e</i> , <i>Higher Level Chemistry 3e</i> , Pearson © 2023 Adopted EGUSD 2024	Yes	0
<b>History-Social Science</b>	<b>All 1-12 History-Social Science books are provided one per student.</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<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 &amp; 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 &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020  <i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022	Yes	0
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  <i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022	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
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><i>Adventures in Japanese 1 &amp; 2</i>, Cheng &amp; Tsui © 2016; <i>Dekiru!</i>, Cheng &amp; Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCultures 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 &amp; Tsui, © 2018; Adopted EGUSD 2023</p>	Yes	0
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: <i>Dekiru!</i>, Cheng &amp; 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>	Yes	0
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>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 &amp; Tsui Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng &amp; Tsui, © 2018; Adopted EGUSD 2023</p>	Yes	0

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All 7th - 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
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 2024 - 2025)

Valley High School opened in August 1977. Our school has ninety-two classrooms, four computer-lab classrooms, student services and administration buildings, a multipurpose room, small and main gymnasiums, a new maker-space building for Project Lead the Way and our entrepreneurship academies to collaborate and a library. We have added a new Fire Science building completed in the Spring of the 2020-2021 school year. Our newest addition is the Health Tech Clinic which opened in the summer of 2023. All sports are played at Valley High School with the exception of home football games which are played in the stadium at Cosumnes River College. This year our soccer boys and girls will be playing on our new turf field, which was funded by Measure M funds.

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 : 7/1/2024

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

### Overall Facility

Year and month of the most recent FIT report: 7/1/2024

#### Overall Rating

Exemplary	Good	Fair	Poor
X			

The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. Our site and district maintenance/custodial personal take immediate actions to sanitize and disinfect all areas each night. Custodians work as a team to develop a daily cleaning process and schedule. Restrooms are inspected and cleaned throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

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.

The first district-wide infusion of Measure M funds went to replace our roofs; an all-weather turf field and the modernization of our D-wing to a makerspace. Thereby, transforming the teaching and learning environment at Valley with 21st century classrooms designed with a suite of new digital tools and engineering equipment that are geared to create an engaging and personalized learning setting. In the spring of 2021, our new Fire Science Building was completed giving our scholars an opportunity to experience first-hand how firefighters train. Work on our tennis courts was completed in the Spring of 2023. Site administration frequently communicates with maintenance and operations as well as facilities to monitor and prioritize the needs of the site.

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 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
English Language Arts/Literacy (grades 3-8 and 11)	47%	38%	51%	51%	46%	47%
Mathematics (grades 3-8 and 11)	19%	15%	40%	41%	34%	35%

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 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	367	346	94.28	5.72	38.44
Female	169	162	95.86	4.14	41.98
Male	198	184	92.93	7.07	35.33
American Indian or Alaska Native	0	0	0	0	0
Asian	99	94	94.95	5.05	41.49
Black or African American	34	29	85.29	14.71	20.69
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	189	182	96.30	3.70	37.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	10	71.43	28.57	--
English Learners	87	76	87.36	12.64	5.26
Foster Youth	--	--	--	--	--
Homeless	19	12	63.16	36.84	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	305	285	93.44	6.56	39.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	48	87.27	12.73	10.42

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 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	366	353	96.45	3.55	14.77
Female	168	166	98.81	1.19	12.05
Male	198	187	94.44	5.56	17.20
American Indian or Alaska Native	0	0	0	0	0
Asian	99	97	97.98	2.02	22.68
Black or African American	33	30	90.91	9.09	6.90
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	189	183	96.83	3.17	11.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	8.33
English Learners	87	82	94.25	5.75	0.00
Foster Youth	--	--	--	--	--
Homeless	19	12	63.16	36.84	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	304	292	96.05	3.95	16.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	48	88.89	11.11	2.08

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 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
Science (grades 5, 8, and high school)	18.68	19.61	36.18	36.00	30.29	30.73

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 2023 - 2024)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	759	742	97.76	2.24	19.68
Female	350	344	98.29	1.71	19.19
Male	408	397	97.30	2.70	20.15
American Indian or Alaska Native	--	--	--	--	--
Asian	209	208	99.52	0.48	26.44
Black or African American	67	61	91.04	8.96	8.20
Filipino	28	28	100.00	0.00	46.43
Hispanic or Latino	381	373	97.90	2.10	16.09
Native Hawaiian or Pacific Islander	18	18	100.00	0.00	22.22
Two or More Races	25	25	100.00	0.00	8.00
White	27	25	92.59	7.41	24.00
English Learners	170	165	97.06	2.94	1.21
Foster Youth	--	--	--	--	--
Homeless	45	37	82.22	17.78	10.81
Military	0	0	0	0	0
Socioeconomically Disadvantaged	630	614	97.46	2.54	19.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	128	119	92.97	7.03	5.04

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 2023 - 2024)

Career Technical Education (CTE) provides opportunities for VHS students to prepare for college, career and life. CTE offers a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Guidance and career counselors offer additional support focused on achieving the outcomes described in the EGUSD Graduate Profile. These services focus on the following: transcript review, college readiness, A-G completion, course selection, Academy applications, college admissions, post-secondary school opportunities, and how to access resources within the school and surrounding community. Each student creates a 10-year plan that focuses on college, career, and beyond. VHS offers the following CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA), High Quality Career Pathways (HQCP), and Explore CTE Programs (ECTE). CPAs feature cohort scheduling in CTE and academic core classes, integrated projects, and work-based learning opportunities. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. Explore CTE programs, open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. CTE programs at VHS also allow students to meet graduation requirements and complete A-G requirements. Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios and defense of learning, experience in internships or externships, and other means. Our CTE programs are evaluated through multiple measures, including CTE pathway completion, graduation rates, A-G completion rates, GPA, and attendance. Our CTE teams complete a rigorous self-reflection process, followed by district certification. The district collects data regarding continued education and employment from students one year after graduation.

### Career Technical Education Participation (School Year 2023 - 2024)

Measure	CTE Program Participation
Number of pupils participating in CTE	1185
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.40%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	89.50%

### Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023 - 2024 Pupils Enrolled in Courses Required for UC/CSU Admission	97.73%
2022 - 2023 Graduates Who Completed All Courses Required for UC/CSU Admission	51.29%

**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 \(School Year 2023 - 2024\)](#)

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	75%	79%	85%	82%	82%

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 \(School Year 2024 - 2025\)](#)

Achieving our school's vision involves a strong partnership between school, home, and the community. Parents are encouraged to take an active role in their child's education by visiting the school, regularly communicating with teachers, and monitoring their child's academic progress. Parents/Guardians are encouraged to join Valley High School's parent organizations including School Site Council, English Language Advisory Committee, and our Parent Engagement Team. For more information, contact 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 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Dropout Rate	5.5%	4.6%	4.8%	4.3%	5.2%	4.7%	7.8%	8.2%	8.9%
Graduation Rate	91.3%	88.9%	87%	91.1%	88.9%	90%	87%	86.2%	86.4%

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 2023 - 2024)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	392	341	87.0
Female	180	159	88.3
Male	212	182	85.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	113	100	88.5
Black or African American	37	29	78.4
Filipino	17	17	100.0
Hispanic or Latino	192	164	85.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	11	100.0
White	11	10	90.9
English Learners	118	87	73.7
Foster Youth	--	--	--
Homeless	43	30	69.8
Socioeconomically Disadvantaged	369	320	86.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	89	55	61.8

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 2023 - 2024)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1807	1745	478	27.4%
Female	852	818	231	28.2%
Male	955	927	247	26.6%
Non-Binary	--	--	--	--%
American Indian or Alaska Native	--	--	--	--%
Asian	454	439	69	15.7%
Black or African American	218	207	98	47.3%
Filipino	64	62	15	24.2%
Hispanic or Latino	865	835	236	28.3%
Native Hawaiian or Pacific Islander	51	50	13	26.0%
Two or More Races	72	70	20	28.6%
White	74	73	23	31.5%
English Learners	475	448	126	28.1%
Foster Youth	15	15	8	53.3%
Homeless	127	115	69	60.0%
Socioeconomically Disadvantaged	1512	1458	411	28.2%
Students Receiving Migrant Education Services	13	13	6	46.2%
Students with Disabilities	347	338	128	37.9%

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 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Suspensions	8.11%	7.13%	10.18%	4.22%	3.81%	4.04%	3.17%	3.60%	3.28%
Expulsions	0.0%	0.1%	0.2%	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 2023 - 2024)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.18%	0.17%
Female	6.69%	0.00%
Male	13.30%	0.31%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	5.07%	0.00%
Black or African American	27.98%	0.92%
Filipino	6.25%	0.00%
Hispanic or Latino	8.67%	0.12%
Native Hawaiian or Pacific Islander	7.84%	0.00%
Two or More Races	12.50%	0.00%
White	9.46%	0.00%
English Learners	9.05%	0.00%
Foster Youth	20.00%	0.00%
Homeless	21.26%	0.00%
Socioeconomically Disadvantaged	10.65%	0.13%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	14.99%	0.00%

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 2024 - 2025)

Valley High School provides a safe, positive learning environment for all scholars. The School Safety Plan was reviewed by all stakeholders in October 2024. An Emergency Handbook, outlining a plan of action for earthquakes, fires, floods, and chemical spills, is kept in every classroom and the main office and lockdown/fire drills are conducted annually. Security staff and administrators monitor our scholars throughout campus from 7 a.m. - 6 p.m. In addition, the Sacramento Sheriff's Department provides a full-time Regional Sheriff Deputy to support our scholars' supervision and safety. Furthermore, all outside visitors are required to check-in through the main office. Valley High school has a School Safety Team which includes classified staff, certificated staff, students, and parents. This team meets monthly to evaluate and discuss the safety needs of the school.



## 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 2021 - 2022)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	24	34	24	33
Mathematics	25	19	28	16
Science	28	8	27	19
Social Science	26	24	16	31

\* 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 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.

### Ratio of Pupils to Academic Counselors (School Year 2023 - 2024)

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 2023 - 2024)

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**	2.8

\* 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 2022 - 2023)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$12,220	\$3,320	\$8,900	\$93,385
District	N/A	N/A	\$10,705	\$93,310
Percent Difference - School Site and District	N/A	N/A	-18.41%	0.08%
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-19.02%	-1.32%

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

### Types of Services Funded (Fiscal Year 2023 - 2024)

All of the specialized programs at Valley High School are designed to meet the district's bold goal of 100% of Viking scholars being college and/or career ready. We offer the following academies and pathways: The Health TECH Academy, Project Lead the Way, AVID, Entrepreneurship and Fire Science. Our English Learner Multilingual Advocate Partnership offers a model program for English Learners. Honors and Advanced Placement courses are open to all interested scholars, and provide the rigor and college preparatory skills needed for all scholars. Academic intervention courses in math and English are provided to Viking scholars in need of additional support. Additionally, our before and after school program in conjunction with our Summer Intersession, provide remediation, enrichment, and support opportunities for hundreds of scholars.

### Teacher and Administrative Salaries (Fiscal Year 2022 - 2023)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,010	\$56,573
Mid-Range Teacher Salary	\$77,387	\$87,186
Highest Teacher Salary	\$112,313	\$119,665
Average Principal Salary (Elementary)	\$142,835	\$148,486
Average Principal Salary (Middle)	\$140,870	\$154,835
Average Principal Salary (High)	\$157,333	\$170,008
Superintendent Salary	\$441,092	\$338,699
Percent of Budget for Teacher Salaries	33.00%	31.41%
Percent of Budget for Administrative Salaries	4.00%	4.86%

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 2023 - 2024)

Percent of Students in AP Courses: 27.4%

Subject	Number of AP Courses Offered*
Computer Science	0
English	5
Fine and Performing Arts	1
Foreign Language	3
Mathematics	1
Science	5
Social Science	11
Total AP Courses Offered*	26

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

### Professional Development

EGUSD offers a variety of professional learning opportunities for all staff members. Teachers collaborate each week during Late Start Wednesday's and assigned PLC time on Wednesday afternoons. Special Education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities through district workshops throughout the year. EGUSD supports the Positive Behavior Interventions and Supports (PBIS) program at school sites. Valley created a Wellness Center that supports our Tier 2 and 3 scholars with mental health counseling referrals. Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may participate in classes that relate to their work

	2022 - 2023	2023 - 2024	2024 - 2025
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	8