Valley High School

1927 Randolph St. • Delano, CA 93215 • (661) 720-4181 • Grades 9-12
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Delano Joint Union High School District
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School Description

At the beginning of the 2016-2017 school year, Valley High School enrolled 149 students in grades 9-12. Throughout the year, enrollment typically fluctuates simply due to the temporary nature of the program. Student enrollment includes 4.7% receiving special education services, 58% qualifying for English learner support, 87% qualify for the Free and Reduced-Price Meal program, and 4.0% qualifying for migrant education services.

Valley High School's instructional program is organized into seven periods. In lieu of a typical quarter/semester system, Valley High School's grading periods are organized into approximately ten 18-day cycles. This structure allows students to earn zero to seven or more units of credit in each cycle, therefore accelerating the credit recovery/accumulation process. Valley High School offers a comprehensive standards-based curriculum for students seeking an alternative solution to earning their diploma. Most students who experience difficulty in a traditional comprehensive high school setting often find success in an alternative program. Referrals to the continuation school may be initiated by students, parents, teachers, counselors, administrators, and the Juvenile Probation Board.

Valley High School recognizes the need to provide a modified curriculum for students struggling with traditional programs or experiencing challenging situations. A variety of programs are offered through Valley High School that utilize standards-based resources and innovative strategies to promote academic success and personal growth:

*Achieve Academy
*KEYS Academy (Keeping Education Your Solution)
*Independent Studies
*STAND (Students Transforming Attitudes and Negative Decisions)

SCHOOL MISSION

The mission of Valley High School is to empower students to become productive citizens by developing the skills necessary to promote self-worth and independence, knowledge, and creativity in order to adapt to a world of accelerating change within a safe, supportive, and secure school environment. Our Vision Statement has been changed to reflect the mission of the school.

E - EMPOWERING STUDENTS TO ACADEMIC AND BEHAVIORAL OWNERSHIP
A - ACHIEVING ACADEMIC SUCCESS TOWARD GRADUATION, COLLEGE, AND CAREER READINESS
G - GENERATING TECHNOLOGY COMPETENCY
L - LEARNING TO COMMUNICATE CRITICALLY AND BE A LIFE LONG LEARNER
E - ENCOURAGE DIVERSITY, COOPERATION, AND GLOBAL RESPONSIBILITY

PRINCIPAL'S MESSAGE

I would like to welcome you to Valley High School's annual School Accountability Report Card. This document provides valuable information about the school's instructional programs, academic achievements, materials, facilities, and staff. Parents and the community play a vital role in our schools' success. Understanding our educational program, student achievement, and curriculum development, can assist both our school and community in reaching our goals.

We have made a commitment to providing the best educational programs possible for our students. The excellent quality of our programs is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming and stimulating environment where students are actively involved in learning academics, as well as, positive values. Together, through our hard work and dedication, students will be challenged to reach their maximum potential.

The small size of Valley High School allows our staff to get to know each student on an individual basis. Each staff member works to nurture a positive relationship and promote self-esteem into the students at Valley High School. Student incentive programs are held throughout each semester to reward and motivate student progress.

Our goal in presenting you with this information is to keep our community, parents, and the public well informed about our great school. In reflection of our goals, we desire to keep the lines of communication open and we welcome any suggestions, comments, or questions you may have. Thank you for supporting Valley High School as we continue to strive for our goal of providing students with the education and motivation to become productive and successful citizens.

Sincerely,
Chris Juarez, Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	9
Grade 10	34
Grade 11	42
Grade 12	64
Total Enrollment	149

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.3
American Indian or Alaska Native	0
Asian	0
Filipino	3.4
Hispanic or Latino	93.3
Native Hawaiian or Pacific Islander	0
White	1.3
Two or More Races	0.7
Socioeconomically Disadvantaged	87.2
English Learners	58.4
Students with Disabilities	6
Foster Youth	0

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 Credentials			
Valley High School	**14-15**	**15-16**	**16-17**
With Full Credential	9	9	
Without Full Credential	2	2	
Teaching Outside Subject Area of Competence	0	0	
Delano Joint Union High School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley High School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	11	11	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	59.6	40.4
Districtwide		
All Schools	88.0	12.0
High-Poverty Schools	88.0	12.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All textbooks used in the core curriculum throughout Delano Joint Union High School District are aligned to the California Content Standards and Frameworks. Instructional materials for core content areas are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

With the implementation of the new Common Core State Standards, the NGSS, and the future Social Studies Standards, the district has decided not to purchase and adopt any new textbooks until publishers catch up to the new standards. Some publishers have created what they call common core aligned textbooks but because many educators, publishers, and students, have not seen the types of questions the state will be asking, their books may be obsolete in the next year or two. The vast majority of publishers are waiting until more information becomes available so they won't have to reprint textbooks within two years. The Delano Joint Union High School District will wait to see which direction Common Core will take and then decide on which books to purchase and adopt.

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Holt, Rinehart & Winston: Literature and Language Arts **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	AGS; Math for the World of Work Coordination Group Publications Inc.; Algebra I Workbook Coordination Group Publications; CAHSEE Workbooks and Study Guides Globe Fearon; Basic Mathematics Globe Fearon; Pre-Algebra McDougal Littell: California Math Concepts and Skills Course 1 & 2 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Holt, Rinehart & Winston; California Earth Science Holt, Rinehart & Winston; California Biology **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Globe Fearon; U.S. History Prentice Hall: Economics: Principles in Action Congressional Quarterly; United States Government McDougal Littell: The Americans: California Edition McDougal Littell: World History: Patterns of Interaction **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Glencoe McGraw Hill; Buen Viaje! **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)
Facilities Profile
Valley High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school building were constructed in 1967. Daily inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

2015-2016 Campus Improvements
*Addition of new school marquee
*Installation of new security cameras
*Plant trees throughout the campus
*Add more technology in the classrooms

2016-2017 Planned Campus Improvements
*Add gravel pathway to back of campus for evacuation purposes
*Installation of additional security cameras
*Additional technology improvements in the classrooms
*Installation of multimedia equipment in the multipurpose room

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/18/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

	CAASPP Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	23	17	12	66	56	49	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

	2015-16 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	4	11	60	65	44	48
Math	0		28	32	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
	Number of Students		Percent of Students	
Group	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	52	42	80.8	11.9
Male	30	25	83.3	20.0
Female	22	17	77.3	
Hispanic or Latino	47	37	78.7	10.8
Socioeconomically Disadvantaged	47	38	80.9	10.5
English Learners	27	21	77.8	14.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	74	58	78.4	10.5
Male	11	45	36	80.0	5.6
Female	11	29	22	75.9	19.1

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	--	--	--	--
Hispanic or Latino	11	69	53	76.8	11.5
White	11	--	--	--	--
Socioeconomically Disadvantaged	11	68	53	77.9	7.7
English Learners	11	33	24	72.7	
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	74	58	78.4	
Male	11	45	36	80.0	
Female	11	29	22	75.9	
Filipino	11	--	--	--	--
Hispanic or Latino	11	69	53	76.8	
White	11	--	--	--	--
Socioeconomically Disadvantaged	11	68	53	77.9	
English Learners	11	33	24	72.7	
Students with Disabilities	11	--	--	--	--
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

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 2016-17)
Parents are encouraged to get involved in Valley High School's learning community by volunteering their time, attending school events, or by sharing in the decision making process.

Volunteer Opportunities
*Fundraising
*Chaperone activities and field trips

School Advisory Groups
*District English Learner Advisory Council
*English Learner Advisory Council
*School Site Council
*Safe School Committee
*WASC Committee
*Parent-Teacher Conferences

Each of these advisory groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the principal's secretary at (661) 720-4181.

Valley High School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

*Back to School Night
*Career Day
*College Night
*Graduation Activities
*Jazz Band Performances
*Student Recognition Activities
*Student Awards Night

School News
All school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

*Blackboard Connect (mass communication telephone system)
*Cycle Reports (letters and progress reports)
*District newsletter/Superintendent's message at www.djuhsd.org
*School website
*Parent Information Packet (provided upon enrollment and at the beginning of the school year)

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.

School Safety Plan
Supervision and Safety
All staff share in the supervision of students throughout the day. As students arrive on campus in the morning and depart in the afternoon, teachers, student affairs specialist, counselor, and administration, are assigned to monitor student activity. During lunch and passing periods, administration, counseling, the student affairs specialist, and campus security, are strategically located throughout the campus to monitor behavior. A school resource officer is also on campus frequently and is shared with Delano High School. All parents and visitors are required to check in at the main office upon arrival and departure.

School Site Safety Plan
The Comprehensive School Safety Plan (CSSP) was developed for Valley High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The review, update, and discussion of the school safety plan is an ongoing process throughout the year.

Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. Bullying and harassment are not tolerated. The district has employed policies, staff training programs, procedures, and practices to reduce and eliminate bullying and harassment as well as the means to address such incidents when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Maintenance
School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Most of Valley High School's repairs and maintenance projects are performed by the district's maintenance crew. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. School safety and cleanliness are the custodian's highest priority and strongly emphasized as a component of their daily routines.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	12.2	14.4	10.3
Expulsions Rate	3.4	2.1	1.7
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	5.0	4.2	2.8
Expulsions Rate	0.3	0.3	0.2
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	As needed
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	149

* 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.

Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**33+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
K		12	12		6	6						

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	14	18	18	9	8	8	1	4	4			
Mathematics	18	19	19	5	8	8	1	2	2			
Science	12	12	12	4	5	5						
Social Science	13	16	16	4	4	4						

* 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.

Professional Development provided for Teachers

All curriculum and instructional improvement activities at Delano Joint Union High School District are aligned to the California State Content Standards and Frameworks, the National Common Core Standards for Math and English, and the Next Generation Science Standards for California. District administration, school administrators, and learning directors, work as a collaborative unit to identify and select staff development programs based upon results of:

*Analysis of student performance on state standardized tests, GAPS, and the CAHSEE exam
*WASC teacher surveys
*District and school plans
*Collaboration of teachers and site administration

For the 2015-2016 school year, teacher training concentrations were devoted to strengthening alignment of core subjects to essential state standards, common core standards, next generation science standards and providing Explicit Direct Instruction training for teachers in all subject areas. Teachers worked throughout the year to align their curriculum to the new standards and to work on local assessments for tracking student academic growth.

Professional development activities take place after school and on minimum days. In-service topics include WASC standards alignment, GAP Assessments, Explicit Direct Instruction (EDI), Prosper Assessment training, and alignment of curriculum and assessments to the various state standards enacted by the government. Consultants and district personnel provide specialized in-service training sessions which are aimed at improving instruction and the general atmosphere on school campuses.

Supplemental District Support
Delano Joint Union High School District offers supplemental training and support for new and ongoing program implementation. Selected and targeted staff development opportunities are made available for core subjects. When teachers are sent to third party sponsors for training, topics are closely focused on instructional improvement and enhancement. Teachers training activities take place throughout the school year to support districtwide concentrations and programs.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff developments. Teachers new to the district participate in the New Teacher Orientation Program. Participating teachers meet frequently with school administrators and fellow teachers to gain support with classroom teaching techniques, classroom management strategies, and school procedures.

The Beginning Teacher Support and Assessment program offers comprehensive support and training for new teachers with a preliminary credential. After successful completion of the two-year BTSA training, teachers may apply for their clear teaching credential. All program participants are assigned to a Support Provider (mentor teacher) for individualized support and guidance.

Professional staff are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Instructional aides may receive district and site-level training based upon instructional support and program needs. Classified support staff may receive additional job-related training from district administrators.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$35,372	$46,184
Mid-Range Teacher Salary	$62,255	$75,179
Highest Teacher Salary	$90,535	$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		$124,243
Average Principal Salary (HS)	$126,830	$137,939
Superintendent Salary	$165,242	$217,637
Percent of District Budget		
Teacher Salaries	30%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$15,398	$3,409	$11,989	$80,365
District	♦	♦	$4,065	$63,052
State	♦	♦	$5,677	$77,824
Percent Difference: School Site/District			194.9	33.1
Percent Difference: School Site/ State			124.2	7.3

* Cells with ♦ do not require data.

Types of Services Funded

Valley High School funds several programs to help support academic success amongst the student body.

*A+ Credit Recovery
*Concurrent Enrollment in Community College
*Concurrent Enrollment in Adult Education
*Counseling
*Extended Day Tutorial
*Home Visits
*Parent Notifications
*Parent Trainings
*Student Success Team Process
*Targeted Intervention Class
*Tutoring

Incentives:
*Cycle Trips
*Site-based motivational activities
*Student recognition awards assemblies

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Valley High School	2011-12	2013-14	2014-15
Dropout Rate	4.20	3.00	2.80
Graduation Rate	92.86	93.54	96.17
Delano Joint Union High School District	2011-12	2013-14	2014-15
Dropout Rate	4.20	3.00	2.80
Graduation Rate	92.86	93.54	96.17
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	59.12
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2015**		
	School	**District**	**State**
All Students	87	99	86
Black or African American	0	80	78
American Indian or Alaska Native	0	0	78
Asian	0	100	93
Filipino	0	99	93
Hispanic or Latino	87	99	83
Native Hawaiian/Pacific Islander	0	0	85
White	0	100	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	83	91	66
English Learners	94	32	54
Students with Disabilities	88	98	78

Career Technical Education Programs

Valley High School does not currently have CTE pathways in place, however, Valley does offer a few classes that can help supplement a particular class for a certain pathway offered at a comprehensive site. The following classes are offered at Valley High School:

*Auto Body/NKVTC
*Careers/Life Skills
*Computer Literacy
*Construction/NKVTC
*Entrepreneurship
*Jazz Band
*Parent Lab
*Parent Skills
*Personal Finance
*Web Design
*Welding/NKVTC

Valley High School is currently working on developing partnerships with local businesses for the sole purpose of giving our students the job skills necessary to compete in the 21st century job market. The goal is for our students to be trained by these businesses in hope of obtaining employment under them.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.