



# Valley High (Continuation)

6901 York Dr. • Dublin, CA 94568 • (925) 829-4322 • Grades 9-12

Mario Hurtado, Principal

[hurtadomario@dublinusd.org](mailto:hurtadomario@dublinusd.org)

<http://www.dublinusd.org/Domain/469>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

**DUBLIN  
UNIFIED**



**School District**

### Dublin Unified School District

7471 Larkdale Avenue  
Dublin, CA 94568  
(925) 828-2551  
[www.dublinusd.org](http://www.dublinusd.org)

#### District Governing Board

Dan Cherrier  
**President**

Megan Rouse  
**Vice-President**

Amy Miller  
**Trustee**

Gabrielle Blackman  
**Trustee**

Catherine Kuo  
**Trustee**

Tinni Mukherjee  
**Student Representative**

Sowri Athi  
**Student Representative**

#### District Administration

Dr. Dave Marken  
**Superintendent**

Joe Sorriera  
**Assistant Superintendent  
Business Services**

Matt Campbell  
**Assistant Superintendent  
Educational Services**

Mark McCoy  
**Assistant Superintendent  
Human Resources**

#### School Description

Students come to Valley High School (VHS) for a chance to turn their academic and personal lives around. Students apply to Valley when they decide that they need a smaller, more focused academic and social environment, or when they have fallen behind at a comprehensive high school and are lacking credits and potentially in danger of not graduating from high school. Also on the VHS campus houses the district transition program, for young adults who receive services through an Individualized Education Plan or IEP.

VHS staff is a team of professionals, teachers and support staff, who are dedicated to giving each student the individual attention, academic support, social guidance and personal support that will help them to succeed in their goal to earn a high school diploma or a GED. Our team includes nine teachers (two are part-time), a part-time counselor, three instructional assistants serving the transition program, resource program and math support, a campus supervisor, an office manager/principal's secretary and part time school secretary.

Valley's academic and elective courses focus on State Standards and use State and District adopted, standards-based text books and support materials. Classroom instruction is specialized to meet the needs of a wide range of students, including those who need an active, hands-on classroom experience. Valley offers all academic courses required for graduation and five elective courses. We have high academic expectations and support systems in place to support both academic and social/emotional growth.

During 2010-11, Valley was again named a California Model Continuation High School. In Spring of 2014 we received a full 6 year term of accreditation from WASC with a mid-term review. Our Academic Performance Index has been among the highest in Alameda County Continuation schools.

#### Career Technical Education Programs

To develop marketable skills necessary for employment after graduation, we encourage students to enroll in our Tri-Valley ROP career-technical classes, 18 of which are articulated with our local community college for credit by examination. Through student and parent outreach, we have increased the number of students accessing these important classes. With the small size of the school, CTE courses are not offered on site. Valley students develop career readiness skills throughout the VHS program of study and also through work experience. Courses focus on soft and hard skills which will assist them to be successful in college and the world of work through the implementation of 21st Century Skills and CCSS. The senior English classes focus on developing a career portfolio, including resumes, cover letters, letters of inquiry, business letters, and complaint letters. Seniors participate in mock interviewing with members of the Dublin business community, parents and district administrators. DPIE, our educational foundation in Dublin supports these efforts by providing volunteer speakers and mock interviewers. Students may participate in a Gear Up program, offered in partnership with DPIE, after school on site, bringing in industry representatives, interview preparation, paid internship placement and assistance with clothing and transportation. Our new counselor can coordinate job shadowing and internships. Valley students apply for an internship through the District Attorney, which provides paid educational seminars and summer internships with offices connected with the Justice System and the City of Dublin.

#### DataQuest

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

#### Internet Access

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

## About 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	27
Grade 12	31
<b>Total Enrollment</b>	<b>60</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	20
Asian	10
Filipino	1.7
Hispanic or Latino	30
White	28.3
Two or More Races	10
Socioeconomically Disadvantaged	36.7
English Learners	8.3
Students with Disabilities	3.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Valley High	17-18	18-19	19-20
With Full Credential	9	9	9
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dublin Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	558
Without Full Credential	◆	◆	24
Teaching Outside Subject Area of Competence	◆	◆	0

## Teacher Misassignments and Vacant Teacher Positions at Valley High (Continuation)

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
<b>Total Teacher Misassignments*</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>1</b>	<b>0</b>

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	<b>2</b>	<b>2</b>	<b>2</b>

Our teachers attend three days of staff development spread throughout the school year. Generally, staff development sessions include aligning our curriculum to Common Core State Standards and learning about Smarter Balanced Assessments. For the current year, the professional development focus district wide is on Visible Learning. Increased attention is on NGSS (Next Generation Science Standards) implementation and math CCSS (Common Core State Standards). Previous years have focused has been on RTI (Response to Intervention) practices at two or three day workshops off site. The PLC and RTI trainings are consistent with the district strategic plan, and focus on a cyclical process of teaching, assessment, detailed review of student achievement results and implementing targeted interventions and support based on those results. Staff was also trained in Capturing Kids Hearts as part of the district wide character education program.

At the site level, during scheduled Collaboration time, the staff are focused on a number of topics including student engagement, alignment of all courses to CCSS and 21st Century Skills, the review of testing data such as that of star renaissance testing, as well as the continuous improvement of the overall school program. Teachers provided input in the Collaboration time topics and have shared in the presentation of information.

Teacher representatives participate on the district curriculum councils including K-12 Math, K-12 Literacy, and K-12 VAPA. Additionally, teachers may attend conferences specific to their content area as available. Student data is made available to teachers and summary data such as SBAC results are presented to staff during collaboration or staff meetings.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We choose our textbooks from lists that have already been approved by the state education officials. At the state level, panels of scholars decide what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the test we give are based on these content standards, and we expect our teachers to be firmly focused on them. We have begun the process of transitioning to the New Common Core Standards and Smarter Balanced Assessments.

All students have access to textbooks to use in class or at home.

#### Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	The Language of Literature (McDougal) Adopted 2003  Holt Literature & Language Arts Sixth Course Adopted 2003  Holt Literature & Language Arts Fifth Course Adopted 2003  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Algebra 1: Big Ideas (Houghton Mifflin) Adopted 2016  California Geometry (McGraw Hill) Adopted 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Biology (California Edition - Glencoe 2007) Adopted 2007  Earth Science, Holt Rinehart Winston 2007 Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	American Anthem (US History) Adopted 2006  Modern World History (McDougal Littel 2006) Adopted 2006  US Government Democracy in Action (Civics) Adopted 2006  Economics: Principals & Practices (Glenco 2005)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Guide to Good Food (Bence/Lazok 2002) Adopted 2005  Glencoe Health (McGraw Hill 2007) Adopted 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

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

The renovation of the Valley campus as part of the Measure C bond from the City of Dublin was completed during 2008-09. All classes now meet in classrooms that are fully equipped with appropriate classroom furniture and educational technology such as light-stream amplification systems, projectors mounted on the ceilings, integrated DVD and VCR machines, and flat screen TVs to use for projecting.

The main office building and library are six years old. All together there are 12 classrooms available for student use at Valley. Our gymnasium (built in partnership with the City of Dublin) is 20 years old and chronic problems with roof leakage in the winter have now been resolved and the heating system has been repaired. One older building on campus houses the adult education classrooms. The heating and cooling systems in these buildings and portables were renovated in 2003.

Dublin Unified uses the Team Clean model, whereby a team of specially trained custodians come to the school nightly to perform appropriate cleaning operations on a regular schedule. In addition, Valley is maintained by a 4- hour per day custodian who cleans half of the campus, while Team Clean cleans the other half. District maintenance removes graffiti when needed and maintains landscaping on a regular weekly schedule.

Our library/meeting room is located in the center of our main classroom and office building. We have stocked the shelves with fiction and nonfiction titles as well as reference materials that were donated by parents and community members. In 2008-09 construction was completed on four new specialty classrooms (science, art/fabrications, music and culinary). Installation of a grassy quad area completed the new area of campus beautifully.

The classrooms have been equipped with Chromebooks for every student. Additionally, the school has a laptop cart if additional devices are needed. There are currently more devices than students on the VHS campus. Our teachers use computers to keep attendance, track grades, and design materials for their students. All teachers maintain teacher webpages. Some have posted curriculum and syllabi where students can check on due dates for homework and keep track of upcoming tests. All teachers use email to communicate with students, parents, and colleagues. Students and parents now have access to the Parent Portal through the new data system, Infinite Campus. Anyone with a computer and password can check their own or their student's attendance, current grades, and missing assignments in real-time. This feature has increased parent access to important information and has increased student academic accountability.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/18/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Unisex bathroom, Girl's rest room, Boy's rest room: Exhaust fan not working.
<b>Interior:</b> Interior Surfaces	Fair	Lounge/Cafeteria, Media Center, B5, R1, R2, R3, 1: Ceiling tiles have water stains. B2/Office: Ceiling tile is broken. R3, P5: Ceiling tile has a hole. P3: Carpet is stained.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	R1, P4: Unsecured items are stored too high. Storage: Flooring is extremely dirty.
<b>Electrical:</b> Electrical	Poor	Admin: Outlet cover is broken. Unisex Bathroom: Light is very dim. Media Center: Two light panels are out. Outlet cover is broken. R3: One light diffuser is loose. P5: Two electrical covers are missing. P4: Electrical cover is missing. P3: Electrical cover is missing. One light diffuser is missing. Storage: Light diffuser missing. Commons: One light panel is out. 1: Multiple light bulbs are out. 2, 3: Electrical cover is missing. 5, 6: Multiple light bulbs are out.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Boy's Rest Room: Faucet is loose at base. Gym: One drinking fountain is missing.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Admin, 1, 2, 3, 4, 5, 6, B5, B6, B8, B9, R1, R2, R3, R4, P2, P3, P4, P5, Kitchen, Adult Ed. Admin, Commons: Fire extinguisher tag is outdated (November 3, 2018).
<b>Structural:</b> Structural Damage, Roofs	Good	Weight Room: Crack in wall.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	41	78	78	50	50
Math	9	0	74	73	38	39

Note: 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	32	94.12	40.63
Male	21	20	95.24	35.00
Female	13	12	92.31	50.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	11	84.62	45.45
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	32	94.12	0.00
Male	21	20	95.24	0.00
Female	13	12	92.31	0.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	11	84.62	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

We have many ways for parents to participate in the life of our school, and we depend on their support. Parents/guardians join our School Site Council and volunteer at the school. We ask all parents to attend the mandatory new student/parent orientation and intake meetings, Back-to-School Night in the fall, Open House in the spring, and student study team meetings for attendance support and academic progress meetings when needed. Parents/guardians are encouraged to contact the school at any time to speak with the principal or counselor about their child. All Parents/guardians are urged to register for Parent Portal access so that they can log into our student data system and monitor student attendance and academic progress directly.

### State Priority: School Climate

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

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

### School Safety Plan

The principal and campus supervisor monitor the grounds before school, during school, and after dismissal. Two resource officers visit our campus throughout the week. They are available when needed and respond to phone calls. Visitors must sign in at the office and wear an identifying badge or sticker. We have a closed campus; students have food available on campus throughout the day.

The School Safety Plan is reviewed and revised annually by the faculty and staff, as well as the School Site Council. The plan includes procedures for all types of emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during a school wide staff meeting and review and revise it as needed throughout the year. We train students and practice fire, intruder, and earthquake drills 6-8 times a year. We hold training's for staff on emergency preparedness as needed, and participate in district and county-wide drills at least annually. Emergency radios are on site, provided by the district, are capable of connecting the school site to the district command center in the event of an emergency. The School Safety Plan was last reviewed, updated, and discussed with the school faculty on November 28, 2018 and approved by the School Site Council.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	20.2	15.2	20.2
Expulsions Rate	0.0	1.3	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.2	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	9	9			8	8			9	9		
Mathematics	10	5			5	5			11	4		
Science	8	4			8	4			7	4		
Social Science	9	8			10	6			10	7		

\* 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.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$62,065	\$51,374
Mid-Range Teacher Salary	\$89,732	\$80,151
Highest Teacher Salary	\$106,480	\$100,143
Average Principal Salary (ES)	\$139,700	\$126,896
Average Principal Salary (MS)	\$141,863	\$133,668
Average Principal Salary (HS)	\$154,046	\$143,746
Superintendent Salary	\$290,700	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	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/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$28,473	\$12,140	\$40,614	\$91,331
District	N/A	N/A	\$6,923	\$85,965.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	141.7	18.6
School Site/ State	100.6	11.7

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

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

**Types of Services Funded**

Federal Title I funds for low-income students help pay for our remedial language arts and math programs for students whose skills are below grade level, and for an online reading assessment system which we use to assess all incoming students for correct placement in ELA and support classes. A small SLIP fund provides supplemental materials. Other funds come through individual teacher grants and donations. We are fortunate to have a local organization, Dublin Partners in Education (DPIE), which provides grants for many of our teachers. All of these grants have been used to improve our programs at VHS and provide extra needed classroom equipment and supplies.



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

Rate for Valley High (Continuation)	2015-16	2016-17	2017-18
Dropout Rate	9.8	9.1	33.3
Graduation Rate	85.4	75	63.9

Rate for Dublin Unified School District	2015-16	2016-17	2017-18
Dropout Rate	0.8	0.7	2.7
Graduation Rate	97.5	95.6	95.1

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	3
% of pupils completing a CTE program and earning a high school diploma	4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	38.33
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

#### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

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