Valley High (Continuation)

6901 York Dr. • Dublin, CA 94568 • (925) 829-4322 • Grades 9-12
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

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 is 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 eleven teachers (two are part-time), a full-time counselor, five 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 several elective courses. We have high academic expectations and an effective support system 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.

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 10	2
Grade 11	20
Grade 12	34
Total Enrollment	56

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	25
American Indian or Alaska Native	0
Asian	8.9
Filipino	3.6
Hispanic or Latino	32.1
Native Hawaiian or Pacific Islander	0
White	26.8
Two or More Races	3.6
Socioeconomically Disadvantaged	25
English Learners	3.6
Students with Disabilities	8.9
Foster Youth	1.8

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 (Continuation)	14-15	15-16	16-17
With Full Credential	10	9	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Dublin Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	522
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley High (Continuation)	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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	100.0	0.0
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	98.2	1.8

* 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)

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: October 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	The Language of Literature (McDougal) Adopted 2003 Holt Literature & Language Arts Sixth Course Adopted 2003 Holt Literature & Language Arts Fifth Course Adopted 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Algebra 1 (McDougal) Adopted 2008 Geometry: Glencoe McGraw Hill, Concepts, Skills & Problem Solving Adopted 2009 Algebra I (Calif Ed), Prentice Hall Adopted 2000 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Biology (California Edition - Glencoe 2007) Adopted 2007 Earth Science, Holt Rinehart Winston 2007 Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	American Anthem (US History) Adopted 2006 Modern World History (McDougall Littel 2006) Adopted 2006 US Government Democracy in Action (Civics) Adopted 2006 Economics: Principals & Practices (Glenco 2005) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Health	Guide to Good Food (Bence/Lazok 2002) Adopted 2005 Glencoe Health (McGraw Hill 2007) Adopted 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	**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)

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 SMART boards in two classrooms.

The main office building and library are five years old. All together there are 14 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: 09/30/2016				
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			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/30/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Once classroom was found to be without an emergency protocol flip chart, the chart has since been added to B5.
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

2015-16 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	32	67	77	78	44	48
Math	0	4	69	73	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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	9	--	36	83	87	83	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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	17	14	82.4	35.7
Female	12	10	83.3	50.0

* 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					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	32	27	84.4	66.7
Male	11	24	20	83.3	60.0
White	11	11	7	63.6	71.4

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	32	27	84.4	3.9
Male	11	24	20	83.3	5.3
White	11	11	7	63.6	16.7

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)
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 SARC 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 School Climate State Priority (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 October 5, 2016 and approved by the School Site Council on October 25, 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	10.2	9.4	1.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.5	1.9	1.9
Expulsions Rate	0.0	0.0	0.0
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		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3

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)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.2
Psychologist	0.2
Social Worker	0
Nurse	0.15
Speech/Language/Hearing Specialist	0
Resource Specialist	0.6
Other	7
Average Number of Students per Staff Member	
Academic Counselor	80

* 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)												
	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	9	7	7	9	11	9						
Mathematics	9	9	9	6	5	5						
Science	9	7	6	4	5	5						
Social Science	12	10	7	7	7	10						

* 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

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, math CCSS (Common Core State Standards) implementation and AVID strategies across subject areas. 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, annotation/ critical reading, as well as the continuous improvement of the overall school program. Teachers provided input into the Collaboration time topics and have shared in the presentation of information. The TOSA (Teacher on Special Assignment) for Intervention has lead conversations regarding intervention. Instructional coaches have provided targeted support for annotation implementation as well as support to new teachers.

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$58,490	$43,821
Mid-Range Teacher Salary	$84,565	$69,131
Highest Teacher Salary	$100,349	$89,259
Average Principal Salary (ES)	$122,773	$108,566
Average Principal Salary (MS)	$127,949	$115,375
Average Principal Salary (HS)	$141,815	$125,650
Superintendent Salary	$231,942	$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

* 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	$20,525	$2,237	$18,288	$95,906
District	♦	♦	$8,720	$80,132
State	♦	♦	$5,677	$71,517
Percent Difference: School Site/District			109.7	19.7
Percent Difference: School Site/ State			222.1	34.1

* Cells with ♦ do not require data.

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. Additionally, Title 1 funds (district budget) provide a math Instructional Assistant in the Algebra 1 classes and during the intervention period to provide additional small group instruction. A small SLIP fund provides supplemental materials. Other funds come through individual teacher grants. 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.

The Intervention and remediation funds are used for targeted instruction in Math and English for our students who need help in passing graduation requirements.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Valley High (Continuation)	2011-12	2013-14	2014-15
Dropout Rate	1.60	3.50	1.20
Graduation Rate	95.55	92.86	96.18
Dublin Unified School District	2011-12	2013-14	2014-15
Dropout Rate	1.60	3.50	1.20
Graduation Rate	95.55	92.86	96.18
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	8
% of pupils completing a CTE program and earning a high school diploma	3%
% 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**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	27.14
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	100	98	86
Black or African American	100	100	78
American Indian or Alaska Native	0	100	78
Asian	60	100	93
Filipino	0	100	93
Hispanic or Latino	100	94	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	99	91
Two or More Races	100	56	89
Socioeconomically Disadvantaged	100	80	66
English Learners	100	100	54
Students with Disabilities	100	100	78

Career Technical Education Programs

To develop marketable skills necessary for employment after graduation, we encourage students to enroll in the 26 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 over the last three years. With the small size of the school, CTE courses are not offered on site. The district is developing a Cisco Academy to be available to VHS on site starting in the 2016-17 school year.

Valley students develop career readiness skills throughout the VHS program of study. 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 counselor can coordinate job shadowing, internships, and explorer placements for our students in their field of interest. 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 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.