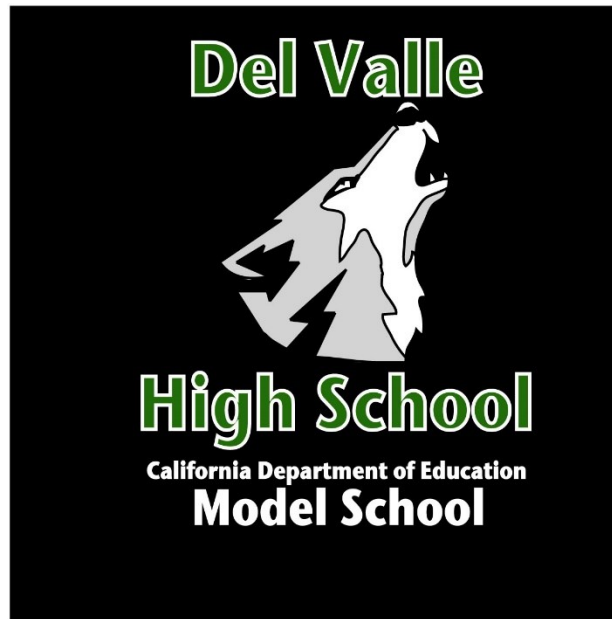# Del Valle High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).

California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Del Valle High School
Street	2253 Fifth Street
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4709
Principal	Tammy Rankin
Email Address	trankin@lvjusd.org
School Website	https://www.livermoreschools.org/delvalle
County-District-School (CDS) Code	01-61200-01-32670

2023-24 District Contact Information

District Name	Livermore Valley Joint Unified School District
Phone Number	(925) 606-3200
Superintendent	Chris Van Schaack
Email Address	cvanschaack@lvjusd.org
District Website	www.livermoreschools.org

2023-24 School Description and Mission Statement

Principal's Message
At Del Valle High School, we are committed to preparing students to transition to successful postsecondary lives. We support students to develop academic and job-related skills, increase resiliency and problem-solving behaviors, improve their self-image, and set and meet personal goals. Whether it is credit recovery or graduating with their class, we work individually with students and their families to achieve their goals.

School Mission Statement
Every student will graduate with the skills needed to thrive in a challenging and changing world.

School Vision Statement
Del Valle High School is a safe place for learning where all students are nurtured, valued, and included. In our growth-mindset environment, students are challenged to reach their highest potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	3
Grade 11	48
Grade 12	84
Total Enrollment	135

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.2%
Male	57.8%
American Indian or Alaska Native	0.7%
Asian	0.7%
Black or African American	3%
Hispanic or Latino	66.7%
Two or More Races	3%
White	25.9%
English Learners	29.6%
Homeless	8.9%
Migrant	0.7%
Socioeconomically Disadvantaged	65.2%
Students with Disabilities	23%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.10	79.94	546.10	87.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.20	1.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	20.40	3.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	19.96	21.10	3.37	12115.80	4.41
Unknown	0.00	0.00	30.10	4.80	18854.30	6.86
Total Teaching Positions	10.10	100.00	627.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.60	85.01	548.80	86.43	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.50	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	32.50	5.12	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	14.90	10.70	1.69	11953.10	4.28
Unknown	0.00	0.00	33.30	5.25	15831.90	5.67
Total Teaching Positions	11.30	100.00	635.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.00	1.60
Total Out-of-Field Teachers	2.00	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The LVJUSD has adopted the Next Generation Science Standards and the California State Standards in the following content areas: English/language arts and literacy in history/social science, science and technical subjects, and mathematics. Our district has also adopted the State content standards for history/social science, English language development (ELD), physical education, visual and performing arts, and career technical education. Our district adheres to State curricular guidelines for health and foreign language. The LVJUSD Board of Education has approved and adopted instructional materials in all content areas, aligned to State and district-adopted standards.

Our district reviews and adopts textbooks based on State and district standards. Our district instructional materials are selected and adopted in accordance with board policy and Board Regulation 6161.1 for Selection and Evaluation of Instructional Materials. Supplementary materials, including core literature and state-approved intervention materials are selected and used to increase access to standards-based instruction.

Our district's selection process includes a committee of teachers, along with parent input. The committee develops evaluation criteria, pilots materials, makes recommendations appropriate to each adoption cycle.

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, elementary science in 2022, grades 6 - 8 science in 2021, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

By the eighth week of school each year, the LVJUSD Board of Education passes a resolution certifying, "Sufficient Standards-aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics, science, history/social science, and English/language arts, including the ELD component of an adopted program." Foreign language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available for science laboratory courses offered in grades 9-12, inclusive.

In accordance with the terms of the Williams case settlement and Education Code 35186, a uniform complaint process has been developed, and guidelines are posted in every classroom. "Each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign language and health classes, and is applicable to science laboratory equipment for science laboratory courses offered in grades 9-12 inclusive." No complaints have been filed relative to "sufficiency" of instructional materials in our district.

Year and month in which the data were collected	10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync, McGraw-Hill 2019	Yes	0
Mathematics	Algebra Readiness, California Edition; Prentice Hall Mathematics 2008 Big Ideas Algebra I, Big Ideas Learning 2016 Big Ideas Geometry, Big Ideas Learning 2019 Big Ideas Math Algebra 2, Big Ideas Learning 2019 Discovering Advanced Algebra, Key Curriculum Press 2008 Precalculus: Graphical, Numerical, Algebraic; Prentice Hall 2008 Calculus, 8th Edition; Houghton-Mifflin 2008 Statistics and Probability with Applications 3rd Edition, Bedford, Freeman & Worth, 2021 The Practice of Statistics, Bedford, Freeman & Worth 2021	Yes	0

	Mathematics with Business Applications, 6th Edition McGraw-Hill/Glencoe 2016		
Science	Inspire Science: Earth Science, McGraw Hill, 2020 Life Science: Biology; Holt, Rinehart and Winston 2007 Conceptual Physics, Pearson/Prentice Hall 2007 Biology, Pearson/Prentice Hall 2007 Biology AP Edition, 11th Edition, Pearson Education 2019 Living by Chemistry, WH Freeman and Co. 2015 Chemistry AP Edition, McGraw-Hill Education 2020 Exploring Environmental Science for AP, Cengage/National Geographic Learning 2020 Physics: Principles and Problems, Glencoe/McGraw-Hill 2007 Explorations: An Introduction to Astronomy, McGraw-Hill 2007 Animal Anatomy and Physiology: Applied Animal Reproduction; Scientific Farm Animal Production; Prentice Hall 2007 Chemistry: An Introduction to General, Organic, and Biological Chemistry; Pearson, 2021	Yes	0
History-Social Science	World Geography, McDougal Littell 2006 Modern World History, McDougal Littell 2006 World Civilizations: The Global Experience, Pearson Longman 2006 The American Vision: Modern Times, Glencoe/McGraw-Hill 2006 Magruder's American Government, Prentice Hall 2006 Economics: New Ways of Thinking, EMC Publishing 2006 American Government, McDougal Littell 2006 American Government: Stories of a Nation: For the AP Course, 2020 College Catalog Economics, McDougal Littell 2006 Understanding Psychology, Glencoe 2006 Myers' Psychology for AP, Worth Publishers 2006 American History: Connecting with the Past Vol. 2, McGraw-Hill Higher Education 2016 Women's America: Refocusing the Past, Oxford University Press 2018 Western Civilization Since 1300, Cengage Learning, 2019	Yes	0
Foreign Language	Imaginez, Vista Higher Learning, 2016 D'Accord!, Vista High Learning, 2021 Komm mit! Level 1, 2, 3, Holt, Rinehart and Winston 2003; Latin for the New Millenium Level 1-3, Bolchazy-Carducci Publishers 2008 A Toda Vela, EMC Publishing, Herrera 2011 Imagina Espanol Sin Barreras (Spanish 4), Vista Higher Learning 2019 Senderos 1, 2, 3 Spanish for a Connected World, Vista Higher Learning 2018 Nuevas Vistas Level, Holt, Rinehard and Winston 2008	Yes	0
Health	Health Education 9 Lifetime Health, Holt, Rinehart and Winston, 2017	Yes	0
Visual and Performing Arts	Theatre: Art in Action,Contemporary Publishing Group 2020;	Yes	0

	Artforms: An Introduction to the Visual Arts, Harper & Row 2020 Television Production & Broadcast Journalism, Goodheart-Wilcox Co. 2014; Elementary Harmony & Workbook, Prentice Hall, 2014		

School Facility Conditions and Planned Improvements

Del Valle High School is housed in a beautiful historic building that was originally built in 1876 and rebuilt in 1922. In 2005, the wiring and electrical delivery were upgraded so that our rooms have appropriate heating and air-conditioning. We installed energy-efficient windows throughout the school in the summer of 2007. We also resurfaced the walls in the multipurpose room in 2007. The building has 12 classrooms, a multipurpose room/cafeteria, library, multiple offices, and a kitchen that is used by the culinary program. Our fenced grounds include basketball courts, tennis courts, and softball fields that are shared with the community and the teams from Livermore High School.

Supervision of students is the responsibility of all staff and begins before the school day starts with the administrative team and a full-time campus supervisor; they supervise students outside the building. During passing times and breaks, all staff members supervise students in the hallways and on campus. After school, the administrative team is again outside the building, ensuring all students safely leave the area. We have a closed campus, and any visitors must sign in at the office and have official business in order to be permitted onto our campus. Loitering is not permitted on or near school grounds by students or others.

Facilities are maintained through the diligent efforts of the District maintenance staff. Our Board of Education has adopted cleaning standards for all schools in our District. The principal works with the District maintenance staff to develop cleaning schedules to maintain clean and safe schools. They also perform the repairs necessary to keep the school in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report	7/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None observed
Interior: Interior Surfaces	X			None observed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None observed
Electrical	X			Boys R/R Needs TP dispenser last stall - work order submitted for repair
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None observed
Safety: Fire Safety, Hazardous Materials	X			None observed
Structural: Structural Damage, Roofs	X			None observed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None observed

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	16	17	60	62	47	46
Mathematics (grades 3-8 and 11)	0	3	47	50	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	89	82	92.13	7.87	16.67
Female	37	36	97.30	2.70	23.08
Male	51	45	88.24	11.76	10.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	17.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	26	81.25	18.75	10.00
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	52	96.30	3.70	16.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	20	80.00	20.00	21.43

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	89	80	89.89	10.11	2.94
Female	37	34	91.89	8.11	3.70
Male	51	45	88.24	11.76	2.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	48	96.00	4.00	2.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	26	81.25	18.75	4.55
English Learners	22	21	95.45	4.55	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	50	92.59	7.41	2.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	19	76.00	24.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.80	4.39	44.31	45.77	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	145	123	84.83	15.17	4.39
Female	55	50	90.91	9.09	6.52
Male	89	72	80.90	19.10	2.99
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	82	88.17	11.83	5.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	33	82.50	17.50	3.45
English Learners	37	31	83.78	16.22	0.00
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	83	88.30	11.70	5.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	28	77.78	22.22	8.70

2022-23 Career Technical Education Programs

The Del Valle Culinary Program is designed for students to meet the guidelines of a career pathway. Del Valle also has classes that introduce students to other career possibilities. Those classes include the bicycle transportation course as well as our photography class. Many Del Valle students are working as well as attending school.

We have a counselor who provides students information and resources. Our culinary program is designed to provide students entry-level food-service skills as well as the food handlers' certification. The sequence of courses includes Foods 1, Foods 2, and Hospitality.

Del Valle students can access career and technical education classes as concurrently enrolled students in the Tri-Valley Regional Occupation Program (TVROP) and Livermore High School Agriculture Program.

Del Valle is involved with the Tri-Valley Educational Collaborative, which connects students to vocational programs, Las Positas College, and TVROP offerings. Our students' participation in local TVROP offerings is not large, but has been increasing over the last several years—particularly with programs that are offered on the comprehensive high school campuses.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	91
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	18.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	88.15
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	--	--	--	--	--

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states:
"The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home."

Educational research suggests that highly effective schools have a number of features in common, including high levels of parent and community involvement. When parents take an active role in their children's education, students perform at high levels and have more well-rounded educational experiences. LVJUSD parents are welcome partners in our school community. There is a range of opportunities for parents to engage with schools, including Parent-Teacher Associations (PTAs), Parent Faculty Associations (PFAs), sports and activity booster clubs, and other supporter groups. On a monthly basis, the Superintendent of Schools meets with a representative of each school's parent organization at the Parent Communication and Information Council (PCIC). This gathering provides an opportunity for parent groups to collaborate with each other and representatives of our district regarding events, opportunities, and activities for students and families. This is also a time district representatives share new initiatives and current information with parent leaders. In addition, parents have the opportunity to share general concerns and ask questions directly to the Superintendent. Each school also has formal advisory groups including School Site Council (SSC) and English Learner Advisory Committee (ELAC) who represent other parents at the site and are critical in the development and monitoring of the School Plan for Student Achievement (SPSA). A representative from each SSC serves on our district Local Control and Accountability Plan (LCAP) Advisory Committee and a member of each ELAC serves on the District English Learner Advisory Council (DELAC), which also serves as the LCAP English Learner Advisory Committee. Through these two-way systems of parent support and engagement, parents, district, and school staff have open lines of communication and opportunities to engage in meaningful ways with the school community.

Del Valle Continuation High School encourages parental involvement. A significant component of the educational program we offer at Del Valle is the regular sharing of progress with our parents. We email, call, and meet with parents on a regular basis to

2023-24 Opportunities for Parental Involvement

ensure clear communication from home to school and school to home. This helps students stay engaged and accountable for their education. Parents are also encouraged to be involved in their student's education by participating in the School Site Council (SSC) and English Learner Advisory Committee (ELAC).

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	9.8	1.5	3.3	1.9	1	1	9.4	7.8	8.2
Graduation Rate	71.4	90.8	87.8	94	96.8	96.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	90	79	87.8
Female	35	34	97.1
Male	55	45	81.8
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	62	57	91.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	19	16	84.2
English Learners	28	25	89.3
Foster Youth	--	--	--
Homeless	11	10	90.9
Socioeconomically Disadvantaged	69	61	88.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	24	21	87.5

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	209	202	156	77.2
Female	84	81	65	80.2
Male	124	120	91	75.8
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	5	5	5	100.0
Black or African American	4	4	4	100.0
Filipino	1	1	1	100.0
Hispanic or Latino	134	128	100	78.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	4	50.0
White	56	55	41	74.5
English Learners	57	56	46	82.1
Foster Youth	0	0	0	0.0
Homeless	19	19	18	94.7
Socioeconomically Disadvantaged	128	124	98	79.0
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	60	57	50	87.7

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.13	9.57	0.05	2.64	3.19	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.57	0
Female	5.95	0
Male	12.1	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	10.45	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.14	0
English Learners	15.79	0
Foster Youth	0	0
Homeless	5.26	0
Socioeconomically Disadvantaged	10.94	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.67	0

2023-24 School Safety Plan

The school safety plan is reviewed and updated yearly. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2023. All staff members have a copy in their staff binder, and a copy is available for parents or the community to view in the main office.

The health, safety, and welfare of all members of the Del Valle community are on the top of our priority list. With this in mind, the school safety plan addresses the school's response to earthquakes, fire, and intruders. Key elements of the school safety plan are safety supervision, crisis intervention plan, and our suspension and expulsion policy.

At weekly staff meetings, staff members discuss key elements of the school plan and the emergency standard- operating procedures of LVJUSD.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	22		
Mathematics	11	5		
Science	12	8		
Social Science	10	12		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	18		
Mathematics	10	4		
Science	10	8		
Social Science	10	16		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	16	0	0
Mathematics	11	4	0	0
Science	12	8	0	0
Social Science	11	16	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	135

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$26,150.32	$6,185.34	$19,964.98	$84,650.67
District	N/A	N/A	$7,103	$90,590
Percent Difference - School Site and District	N/A	N/A	95.0	-4.3
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	100.7	-4.3

Fiscal Year 2022-23 Types of Services Funded

Categorical funds support a wide range of districtwide and site services to assist all students, including underperforming students, in meeting and exceeding standards. At the district level, categorical funds are used to provide program specialists and staff to monitor, implement, and oversee Migrant Education, Native American Education, Special Education, intervention; summer school; Tri-Valley Teacher Induction Project (TV/TIP) and new teacher support; professional development; and the English learner (EL) program.

District-level advisory committees such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), Career Technical Education (CTE) Advisory Committee, Technology Committee, Elementary Math Leads, Algebra Task Force, and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our District is implementing the LVJUSD Framework for Success. The framework includes Multi-Tiered Systems of Support (MTSS) for students' academic, behavioral, and social-emotional needs.

The following categorical programs provide the following services.
Categorical Program Funding Sources and Services:
- After School Education and Safety (ASES) funds support the Livermore ASES (BELIEVES) program at Marylin Avenue Elementary and Junction Avenue K-8 Schools by providing enrichment opportunities, homework support, and an emotionally and physically safe environment for students.
- Carl D. Perkins Career and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
- Special education funds provide staffing, including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.
- State Assessment Apportionments are used to administer state-mandated assessments.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development, and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training, and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education, professional development, supplemental instructional materials, and support staff to ensure quality programs for English Learner students.
- Title IV: Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- Title VI: American Indian funds are used for staffing to support parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$47,147	$55,550
Mid-Range Teacher Salary	$86,841	$84,645
Highest Teacher Salary	$110,722	$111,284
Average Principal Salary (Elementary)	$151,877	$139,860
Average Principal Salary (Middle)	$158,346	$146,440
Average Principal Salary (High)	$164,927	$158,447
Superintendent Salary	$308,001	$278,268
Percent of Budget for Teacher Salaries	34.79%	32.21%
Percent of Budget for Administrative Salaries	6.07%	4.89%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Our district recognizes that each employee—classified, certificated, and management—influences the opportunities for students to achieve at the highest levels. In line with our District Professional Development Plan, we offer and support ongoing growth opportunities that allow every teacher, administrator, and staff member to further develop the appropriate knowledge, skills, and practices required to create learning environments that allow all students to demonstrate high levels of achievement. Our Board of Education and our district administration recognize that all staff members of the LVJUSD must be provided time and support to acquire, improve, and enhance professional knowledge, practices, and skills.

Professional Development

During the 2023-2024 school year, relevant and timely professional development will be available and delivered to employees. Three designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

As part of the process used in annually updating our District Professional Development Plan, staff reviewed student academic and Social-Emotional Learning data; as well as reviewed feedback/input from staff from the previous years' PD opportunities. Professional development will primarily focus on effective Tier-I instruction; Tier-II support programs; Positive Behavioral Interventions and Supports (PBIS), student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, International Baccalaureate, Advancement Via Individual Determination (AVID), and Advanced Placement programs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3