



Valley High School

1801 South Greenville Street • Santa Ana, CA 92704-4005 • (714) 241-6410 • Grades 9-12
Patrick D. Yrarrázaval-Correa (Mr. Patrick), Principal
patrick.yrarrazaval@sausd.us

2011-12 School Accountability Report Card Published During the 2012-13 School Year



Santa Ana Unified School District

1601 East Chestnut Avenue
Santa Ana, CA 92701-6322
(714) 558-5501
www.sausd.us

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School Description

Valley High School is a large comprehensive high school situated in the city of Santa Ana and is a part of the Santa Ana Unified School District. Valley High School opened its doors in 1959 and celebrated its 50th anniversary in 2009. We intend to serve as a launching pad for the future endeavors of our students, as we prepare them for careers and college.

The school is comprised of over 100 classrooms located on 55 acres. Facilities include a beautifully refurbished cafeteria nicknamed Club 59, a 1,500 seat auditorium, a magnificent Aquatic Center and a Higher Education Center that houses 5 Counselors and a Higher Education Coordinator. We enjoy established partnerships with Santa Ana College, California State University, Fullerton, and the University of California, Irvine. Additionally, our students and families benefit from many other collaborative relationships with entities such as the Orange County Department of Education, THINK Together, KidWorks, Americorps, the Nicholas Academic Center, the Corbin Family Resource Center, Healthy Options and others. Our Freshman Village allows for all 9th grade students to be housed in the same geographic area and to be taught by the same group of teachers.

Valley has been identified as a persistently low achieving school by the State of California. As a result, we applied for and received a School Improvement Grant. This money has been used to increase learning opportunities for students, and collaboration opportunities for teachers, and we have contracted with an external partner to guide our school improvement process. In addition, we have a "tumbling" bell schedule which allows teachers and students to interact at a different time of day Monday through Friday. We are working hard to improve student achievement in what we call the "Big 4" - the California Standards Tests, the California High School Exit Exam, high school graduation, and completion of the University of California's "A through G" courses, requisites for college admission.

All departments have adapted their curricula to reflect the California Standards, and we are working toward integrating the new Common Core State Standards into our curriculum and instruction. VHS offers a variety of curricular programs to meet the needs of students, including the AVID program. We offer a variety of Honors courses, and Advanced Placement courses are offered in English Language and English Literature, Spanish Language, US History, European History, US Government, Calculus, and Environmental Science.

Our school's focus is High School Inc., a partnership with the Santa Ana Chamber of Commerce, in which over 150 local businesses collaborate to support six Academies at Valley High School: Culinary Arts and Hospitality; Health; Automotive, Transportation and Logistics; New Media; Global Business; and Engineering, Manufacturing, Construction. The aim of High School Inc. is to enable business partners to work closely with the career academies to create curriculum that aligns rigorous academic courses with relevant career and technical education and activities that will allow students to learn more about different careers. Our students in High School Inc. leave Valley High School prepared to enter post-secondary education programs, or enter the world of work with a strong skill set already mastered.

Valley High School Vision:

Students graduate with the necessary knowledge and skills to enable their successful transition to chosen college and career paths. They are empowered to become productive members of the local and global community.

Valley High School Mission:

In order to realize the vision of Valley High School, we commit to:

1. Building a school culture where all adults respond positively to high expectations for professional responsibility and accountability
2. Supporting students to meet the school's expectations for behavior, conduct and attitudes, and holding them to account regarding these expectations
3. Developing effective leadership that guides and manages school wide structures, systems and practices that enable effective learning and teaching.
4. Developing highly functional small learning communities where well designed curriculum is fully responsive to students' needs and interests, capitalizing on the opportunities provided through the High School Inc. Academies
5. Providing the necessary support to ensure teachers are empowered and confident to promote effective learning in all lessons
6. Listening to students' ideas and suggestions, and supporting them to plan and implement strategies for our school's continual development and improvement
7. Making effective use of review, assessment and evaluation to monitor our progress
8. Providing consistent, regular, timely feedback to increase the rigor of development and improvement
9. Involving parents in meaningful ways that develop their understanding of the vital role they play in supporting teaching and learning, and help them to be advocates for their children
10. Working productively with the local community and external partners to enhance learning and teaching.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently servicing over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district currently operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of approximately 77.8% enrolled in the Free or Reduced Price Meal program, 51.3% qualifying for English language learner support, and approximately 9.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding school programs. Over 25 schools have received the Golden Bell Award.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (714) 241-6410.

Opportunities for Parental Involvement

Parents are encouraged to get involved in Valley High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school encourages assistance from parents in the classroom and library. Parents are always welcome to visit classrooms, observe the lunch area, and chaperon field trips. Valley High School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. Opportunities for parent involvement include:

- Falcon Parents, our parent leadership group who organize events, and support other parents
- Monthly parent meetings in English and Spanish, held at 10:00 A.M. and 6:00 P.M., with refreshments and childcare provided, and ending with an opportunity to meet one-on-one with the principal
- School Site Council, where decisions are made with input from staff, students and parents regarding academic achievement at Valley High School
- English Learners Advisory Committee
- Back to School Night
- Open House
- Student performances
- Sports events
- Parent education workshops

Parents seeking more information about becoming an active member in the school community, please contact our Community Liaison, Mrs. Lizbeth Padilla, at (714) 241-6410.

School-to-home communication is provided in both English and Spanish. Through parent letters, automated phone messages, the school website, and the school marquee, parents are kept informed of school news and student activities. In addition, parents can access student grades and attendance on-line through our Aeries Parent Portal.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	645
Gr. 10	644
Gr. 11	572
Gr. 12	471
Total	2,332

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2011-2012 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.1
Asian	1.5
Filipino	0.2
Hispanic or Latino	96.7
Native Hawaiian/Pacific Islander	0.3
White	0.6
Two or More Races	0.2
Socioeconomically Disadvantaged	88.6
English Learners	51.7
Students with Disabilities	10.8

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	27.55	27.5	27.5	67	28	21	91	24	40	87	35	34
Math	26.51	26.1	28.6	64	28	17	67	22	33	69	35	40
Science	22.24	27	25.3	77	11	10	73	30	35	24	14	4
SS	23.23	29.1	31.7	63	14	6	51	13	12	41	26	29

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	15.38	17.47	45.10
Expulsions Rate	0.93	1.04	0.95
District	09-10	10-11	11-12
Suspensions Rate	12.11	10.14	14.5
Expulsions Rate	0.34	0.25	0.51

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 07/17/12

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at Valley High School took place on 07/17/12. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	Electrical repair in building 7 boys restroom. Service Call # 202137.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Sink handle replaced in building 18 boys locker room. Service Call # 202143.

School Facility Good Repair Status

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

Teacher Credentials

School	09-10	10-11	11-12
Fully Credentialed	97	99	103
Without Full Credential	0	4	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	2,013
Without Full Credential	♦	♦	81

Teacher Misassignments and Vacant Teacher Positions at this School

School	10-11	11-12	12-13
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned with the California State Content Standards and Frameworks, with a growing focus on the Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, teacher input, state content standards, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student engagement. During the 2011-2012 school year, staff training topics at Valley High School included: Data Director training, Student Engagement workshops, Effective English Language Learner strategies, Thinking Maps, and the establishment of a schoolwide writing program.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2011-2012 school year, district training opportunities focused on the following:

At the secondary level –

- Language Arts
- SDAIE Training (Specially Designed Academic Instruction In English)
- AVID Training (Advancement Via Individual Determination)
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping

New teachers are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the BTSA Induction Program is available at <http://www.sausd.us/14431028114350867/site/default.asp>

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR). Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	98.7	1.3
Districtwide		
All Schools	99.72	0.28
High-Poverty Schools	99.72	0.28
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Social/Behavioral or Career Development Counselor	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	4
Average Number of Students per Staff Member	
Academic Counselor	480

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general fund state funding, Santa Ana Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the District received approximately \$3,769 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Bilingual Education
- Beginning Teacher & Support (BTSA)
- California Child Nutrition Education
- Carl Perkins
- Class Size Reduction
- Comprehensive School Reform
- Drug Free Schools
- Even Start Family Literacy
- Gifted & Talented Education
- Head Start
- Instructional Materials
- Migrant Education
- Peer Assistance & Review
- Regional Occupational Program
- Safe Schools and Healthy Students
- Special Education
- Title I, II, III, IV, & VII
- Vocational Education
- Reading First

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,766	\$2,294	\$4,473	\$73,431
District	♦	♦	\$4,101	\$80,860
State	♦	♦	\$5,455	\$68,835
Percent Difference: School Site/District			9.1%	-9.2%
Percent Difference: School Site/ State			-18.0%	6.7%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,660	\$41,455
Mid-Range Teacher Salary	\$74,308	\$66,043
Highest Teacher Salary	\$94,284	\$85,397
Average Principal Salary (ES)	\$112,475	\$106,714
Average Principal Salary (MS)	\$112,695	\$111,101
Average Principal Salary (HS)	\$124,829	\$121,754
Superintendent Salary	\$241,718	\$223,357
Percent of District Budget		
Teacher Salaries	41%	39%
Administrative Salaries	4%	5%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 9, 2012

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 9, 2012, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 12/13-2940 which certifies as required by Education Code §60119 that for the 2012-2013 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2008	Pearson/Prentice Hall, <i>Algebra Readiness</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 1</i>	9-12
2008	Holt, Rinehart, Winston, <i>Geometry</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 2</i>	9-12
2008	McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>	9-12
2008	McDougal Littell, <i>Calculus of a Single Variable</i>	9-12
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability & Statistics</i>	9-12
Language Arts		
2009	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2002	Holt, Rinehart, Winston <i>Literature & Language Arts</i>	9-12
Science(s)		
2007	Holt <i>Earth Science</i>	9-12
2007	Glencoe <i>Biology</i>	9-12
2007	Prentice Hall <i>Chemistry</i>	9-12
2007	Prentice Hall <i>Essentials of Human Anatomy & Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
2007	Holt-Mcdougal, <i>Physics Honor – Algebra/Trig</i>	12
Social Science		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magraders</i>	9-12
2006	Prentice Hall <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	9-12
2006	Glencoe/McGraw-Hill, <i>Psychology – Understanding Psychology</i>	9-12
2006	Holt. <i>Sociology – The Study of Human Relationships</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	25	25	29	40	43	45	52	54	56
Math	14	14	20	43	47	48	48	50	51
Science	17	28	28	40	44	48	54	57	60
H-SS	17	19	26	34	37	40	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	45	48	48	40
All Student at the School	29	20	28	26
Male	29	20	33	33
Female	29	19	23	18
Black or African American				
American Indian or Alaska Native				
Asian	48	52	50	33
Filipino				
Hispanic or Latino	28	19	28	25
Native Hawaiian/Pacific Islander				
White	38	33		42
Two or More Races				
Socioeconomically Disadvantaged	29	19	28	26
English Learners	10	12	12	10
Students with Disabilities	25	20		5
Students Receiving Migrant Education Services	21	12	8	11

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.7	19.4	15.5

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	49	21	22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	49	20	22
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	44	24	23
English Learners	49	17	17
Students with Disabilities	15	25	44

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	1	1	1
Similar Schools	4	5	5

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	41	
Percent of Schools Currently in Program Improvement	68.3	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	1,609	38,884	4,664,264
	API-G	656	754	788
Black or African American	Students	7	158	313,201
	API-G		803	710
American Indian or Alaska Native	Students	1	29	31,606
	API-G		755	742
Asian	Students	25	936	404,670
	API-G	786	902	905
Filipino	Students	5	86	124,824
	API-G		867	869
Hispanic or Latino	Students	1,555	37,095	2,425,230
	API-G	653	748	740
Native Hawaiian/Pacific Islander	Students	6	40	26,563
	API-G		767	775
White	Students	8	421	1,221,860
	API-G		855	853
Two or More Races	Students	2	111	88,428
	API-G		850	849
Socioeconomically Disadvantaged	Students	1,522	36,094	2,779,680
	API-G	656	748	737
English Learners	Students	1,224	29,055	1,530,297
	API-G	611	719	716
Students with Disabilities	Students	181	3,982	530,935
	API-G	487	604	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	80%	85%	---
Black or African American	*	74%	---
American Indian or Alaska Native	*	*	---
Asian	*	94%	---
Filipino		*	---
Hispanic or Latino	80%	85%	---
Native Hawaiian/Pacific Islander	*	*	---
White	*	87%	---
Two or More Races			---
Socioeconomically Disadvantaged	82%	86%	---
English Learners	65%	62%	---
Students with Disabilities	38%	53%	---

Dropout Rate and Graduation Rate

Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	5.3	22.9	23
Graduation Rate	73.74	69.32	69.24
District			
Dropout Rate (1-year)	3.5	12.5	13.1
Graduation Rate	83.63	84.15	82.73
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2009-10	2010-11	2011-12
English-Language Arts	26	37	22
Mathematics	36	44	43
District			
English-Language Arts	45	54	48
Mathematics	51	56	58
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	5	---
Fine and Performing Arts	0	---
Foreign Language	2	---
Mathematics	1	---
Science	3	---
Social Science	8	---
All courses	19	4.7

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52	24	25	42	39	19
All Students at the School	78	14	9	57	32	11
Male	78	13	9	55	32	12
Female	77	14	8	59	32	10
Black or African American						
American Indian or Alaska Native						
Asian	64	0	36	36	27	36
Filipino						
Hispanic or Latino	78	14	8	57	32	10
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	78	14	8	56	33	11
English Learners	96	4	0	72	23	5
Students with Disabilities	95	5	0	85	13	2
Students Receiving Migrant Education Services	90	10	0	63	37	0

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1,140
Percent of pupils completing a CTE program and earning a high school diploma	82%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	81%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	65.3
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	17.8

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Career Technical Education (CTE) is available to all high school students in the Santa Ana Unified School District. The CTE programs and classes offered are specifically focused on career preparation with the main goal of preparing students for the workforce of the 21st century. CTE includes district-sponsored CTE courses as well as Regional Occupational Program (ROP) courses that are aligned to state-adopted academic standards. The goals of the program are aligned with those of the Carl D. Perkins Career and Technical Education Improvement Act which focuses primarily on the improvement of career technical education programs, the integration and sequencing of courses, and most importantly serving special populations. CTE programs of study combine academic rigor and real world relevance. Some courses satisfy the A-G entrance requirements for the University of California (UC) and California State University (CSU) systems. Additionally, courses are articulated with colleges to establish a process for achieving dual credit as students attend high school courses and receive college credit at articulated schools. Furthermore, work-based learning opportunities are available for students to apply theories and skills learned in the classroom to an actual job situation further enhancing a real world experience. Our school’s focus is High School Inc., a partnership with the Santa Ana Chamber of Commerce, in which over 150 local businesses collaborate to support six Academies at Valley High School: Culinary Arts and Hospitality; Health; Automotive, Transportation and Logistics; New Media; Global Business; and Engineering, Manufacturing, Construction. The aim of High School Inc. is to enable business partners to work closely with the career academies to create curriculum that aligns rigorous academic courses with relevant career and technical education and activities that will allow students to learn more about different careers. Our students in High School Inc. leave Valley High School prepared to enter post-secondary education programs, or enter the world of work with a strong skill set already mastered.