



Valley High School

1801 South Greenville Street • Santa Ana, CA 92704-4005 • (714) 241-6410 • Grades 9-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Ana Unified School District

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School Description

Valley High School (VHS) 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 have been designated a "Priority" school, and we will be paired with a "Reward" school which has similar demographics but higher academic performance. We will continue to support collaboration opportunities for teachers, including collaboration between teachers in our school and our Reward school. We will continue to support our teachers' efforts to study each others' strategies by visiting each others' classes. Our "tumbling" bell schedule allows teachers and students to interact at a different time of day Monday through Friday. We are working hard to improve student achievement on the California High School Exit Exam, high school graduation, and completion of the University of California's "A through G" courses, prerequisites for college admission.

All departments have adapted their curricula to reflect the California Standards, and we are 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, World History, US Government, Calculus, and Environmental Science.

Our school's focus is High School Inc., a partnership with the Santa Ana Chamber of Commerce and the High School Inc. Foundation, 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 ready for college and career, prepared to enter post-secondary education programs, and 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:

- Building a school culture where all adults respond positively to high expectations for professional responsibility and accountability
- Supporting students to meet the school's expectations for behavior, conduct and attitudes, and holding them to account regarding these expectations
- Developing effective leadership that guides and manages school wide structures, systems and practices that enable effective learning and teaching
- 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
- Providing the necessary support to ensure teachers are empowered and confident to promote effective learning in all lessons
- Listening to students' ideas and suggestions, and supporting them to plan and implement strategies for our school's continual development and improvement
- Making effective use of review, assessment and evaluation to monitor our progress
- Providing consistent, regular, timely feedback to increase the rigor of development and improvement
- 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
- Working productively with the local community and external partners to enhance learning and teaching

Parent Involvement: Our goal is to create meaningful opportunities for parents to participate in parent leadership institutes, advisory committees, and to serve as volunteers. To accomplish these goals, we welcome parents to VHS as partners in education through:

- A full-time Outreach Consultant and a full-time Community Liaison to support families and students who are in at-risk situations
- Orientation for freshman parents
- Parent handbook
- Parent programs and services, such as childcare, translations services, refreshments, materials, and guest speakers

We involve parents in meaningful ways to develop their understanding of the vital role they play in supporting teaching and learning. We have developed clear and consistent homework and attendance policies, we have scheduled mandatory orientation for freshmen parents. We have increased parent participation in advisory committees, such as our School Site Council and English Learner Advisory Council. which meet monthly to discuss budget and schoolwide action plan issues. The SSC meetings involve staff members, students, parents and occasionally district personnel.

We have offered a variety of mini-workshops for parents on CCSS, study skills, steps to college, and other relevant topics. We offered parent technology workshops to increase access to web-based parent resources. We have trained parent volunteers to assist with online and tutorial programs before, during and after school. We have provided PBIS (Positive Behavioral Intervention and Support) training for parents. We regularly distribute university and school information through postcards, text messages, Edulink, and our electronic marquee.

Our most dedicated parents are our Falcon Parents, who closely connect with the campus and present the parent voice on critical issues . We intend to empower the parents and community members to improve academic achievement, and leverage the support of parents and community members to increase student involvement on our campus.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently serving over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district 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 88.1% enrolled in the Free or Reduced Price Meal program, 47.8% qualifying for English language learner support, and approximately 11.0% 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 programs. In addition, 19 schools have received the Golden Bell Award since 1990.

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (714) 241-6410.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	1.8
Filipino	0.2
Hispanic or Latino	97.1
Native Hawaiian/Pacific Islander	0.2
White	0.4
Two or More Races	0.0
Socioeconomically Disadvantaged	97.3
English Learners	43.1
Students with Disabilities	12.8

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	553
Gr. 10	577
Gr. 11	623
Gr. 12	468
Total	2,221

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Valley High School	12-13	13-14	14-15
Fully Credentialed	111	87	124
Without Full Credential	2	1	2
Teaching Outside Subject Area of Competence	2	1	0
Santa Ana Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	2,528
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley High School	12-13	13-14	14-15
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	99.70	0.30
Districtwide		
All Schools	99.40	0.60
High-Poverty Schools	99.36	0.64
Low-Poverty Schools	100.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 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 14, 2014, 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 14/15-3027 which certifies as required by Education Code §60119 that for the 2014-2015 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		
2010	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>	13
Social Science		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magruder's</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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 7/2/2014. 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 (Most Recent Year)
Year and month in which data were collected: 7/2/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	15--3: Replace broken thermostat s/c: 254614 8--5: Replace broken AC vent s/c: 254614 Bldg 6 South Side: Replace 3 outside water drain pipes that are bent s/c: 254612 Girls Main Locker Rm: Replace old AC control unit by coache's office s/c: 254614
Interior: Interior Surfaces	[]	[]	[X]	11--1: Replace broken ceiling tile around vent s/c: 254617 11--2 Office Door East side: Key insert on door spins around s/c: 254622 13-2: Repair door -can't open door from inside -production set studio doubleddoors s/c: 254622 16-2: Rug torn on North side s/c: 254620 19-5: Linoleum floor needs to be replaced s/c: Rug is torn s/c: 254620 19-7: Rug torn s/c: 254620 19-8: Rug torn s/c: 254620 19-8: Wallpaper peeling off on South & East side/ Replace 2 ceiling tiles s/c: 254617 20-3 South Side: Patch hole on wall s/c: 254624 2--5: Secure wall cabinet inside office s/c: 254617 3--6: Loose wood strip along wall; Ceiling tiles on West and South side s/c: 254617 3--6: Patch holes on wall on North side s/c: 254624 3-7 A: Patch hole by AC vent on East side s/c: 254624 3--8: Replace Linoleum floor by sink on South West corner s/c: 254620 4--1: Patch holes on wall on East side s/c: 254624 4--6: Patch wall on South side s/c: 254624 4--9: Patch wall on North side s/c: 254624 6--5: Patch hole on wall on West side s/c: 254624

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/2/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>6--7: Replace broken floor tile on North side s/c: 254620</p> <p>7--1: Replace vinyl border along wall on West side s/c: 254617</p> <p>7--10: Loose ceiling tiles s/c: 254617</p> <p>7--3: Replace vinyl border along wall on East side s/c: 254617</p> <p>7--7: Loose ceiling tiles on South West corner s/c: 254617</p> <p>7--8: Replace vinyl border on South Side s/c: 254617</p> <p>8--1: Loose ceiling tiles by AC vent and speaker s/c: 254617</p> <p>8--2: Patch holes in wall on North & East side s/c: 254624</p> <p>8-3 Computer Lab: Patch holes on wall on West & East side s/c: 254624</p> <p>8--3: Patch holes waiting rm office on South side wall s/c: 254624</p> <p>8--3: Torn rug on South side duct tape s/c: 254620</p> <p>8--5: Loose ceiling tiles s/c: 254617</p> <p>8--6: Patch holes on wall on South side s/c: 254624</p> <p>Auditorium Restrooms: Replace carved mirrors inside restrooms s/c: 254627</p> <p>Auditorium: Repair 3 broken seats in auditorium s/c: 254616</p> <p>Bldg 17 East Side: Missing linoleum floor tiles along wall s/c: 254620</p> <p>Bldg 17 North Side: Replace broken ceiling tile s/c: 254617</p> <p>Bldg 17 Office East Side: Patch hole on wall s/c: 254624</p> <p>Bldg 17 Office West Side: Wallpaper peeling off of wall s/c: 254617</p> <p>Bldg 17: Repair broken locker s/c: 254616</p> <p>Bldg 18 Boiler: Boiler runs 24/7-Replace with water heater s/c: 254612</p> <p>Bldg 18 North side: Replace broken air dryer vent s/c: 254616</p> <p>Bldg 19 Handicap RR: Hole in the wall South side s/c: 254617</p> <p>Bldg 3 Lockers E221-E229: Metal brackets loose along lockers s/c: 254616</p> <p>Bldg 3 Lockers E417-E433: Metal brackets loose along lockers s/c: 254616</p> <p>Bldg 3: Re-glue all carpet entrances inside double doors s/c: 254620</p> <p>Bldg 4 Lockers D11-D13: Replace metal bracket along lockers s/c: 254616</p> <p>Bldg 4 Lockers D185-D187: Bent lockers s/c: 254616</p> <p>Bldg 4 Lockers D331-D345: Loose metal bracket along lockers s/c: 254616</p> <p>Bldg 4 Lockers D349-D363: Metal brackets loose along lockers s/c: 254616</p> <p>Bldg 4 Lockers D417-D425: Metal brackets loose along lockers s/c: 254616</p> <p>Bldg 4 Lockers D491-D509: Metal brackets loose along lockers s/c: 254616</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/2/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Bldg 4 Lockers D505-D507: Replace metal bracket along lockers s/c: 254616 Bldg 4 Lockers D527-D553: Metal brackets loose along lockers s/c: 254616 Bldg 4 Lockers D545-D551: Loose brackets by lockers s/c: 254616 Bldg 4 Lockers D57-D77: Metal brackets loose along lockers s/c: 254616 Bldg 4 Lockers D9-D13: Replace metal bracket along lockers s/c: 254616 Bldg 4: Re-glue rug entrances in all double doors s/c: 254620 Bldg 6 Girls RR: Paint peeling off the wall s/c: 254624 Bldg 6 Lockers C113-C123: Metal brackets loose along lockers s/c: 254616 Bldg 6 Lockers C137: Metal frame loose along locker s/c: 254616 Bldg 6 Lockers C153-C163: Metal brackets loose along lockers s/c: 254616 Bldg 6 Lockers C227: Repair locker s/c: 254616 Bldg 6 Lockers C233-C217: Loose metal bracket along lockers s/c: 254616 Bldg 6 Lockers C351-377: Loose metal bracket along lockers s/c: 254616 Bldg 6 Lockers C397-C413: Metal brackets loose along lockers s/c: 254616 Bldg 6 Lockers C403: Repair locker s/c: 254616 Bldg 6 Lockers C453-C465: Metal brackets loose along lockers s/c: 254616 Bldg 6 Lockers C485-C493: Metal brackets loose along lockers s/c: 254616 Bldg 6 Lockers C573-C593: Metal brackets loose along lockers s/c: 254616 Bldg 6 Lockers C7-C23: Metal brackets loose along lockers s/c: 254616 Bldg 6: Re-glue rug entrances in all double doors s/c: 254620 Bldg 6: Replace Plexi glass on Bulletin board s/c: 254617 Bldg 7 Lockers B285-B301: Metal brackets loose along lockers s/c: 254616 Bldg 7 Lockers B39-B49: Metal brackets loose along lockers s/c: 254616 Bldg 7 Lockers B407-B417: Metal brackets loose along lockers s/c: 254616 Bldg 7 Lockers B471-B478: Metal brackets loose along lockers s/c: 254616 Bldg 7: Re-glue rug entrances in all double doors s/c: 254620 Bldg 8: Paint walkway breeze way on East side s/c: 254624 Boys Locker RM: Cover hole in ceiling (boys locker by double doors) s/c: 254624 Cafeteria: Replace Linoleum floor strips s/c: 254620 Front Office East Side: Paint outside porch walkway paint is peeling off s/c: 254624 Front Office Entrance: Paint outside metal

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				frame in front of office s/c: 254624 Girls Locker Terry's Office: Holes on restroom wall above sink; Hole in the wall (fridge storage room) s/c: 254624 Girls RR by Terry's Office: 3 holes in the ceiling, damaged corner (door frame-leads to team lockers) s/c: 254624 Girls Team Locker Area: Hole next to the exit & leads to pool area s/c: 254624 Missing plates on wall next to coaches office East next to F/A shows wires s/c: 254626 Girls Team Locker Area: Walls on carpet area of locker rm show water damage at the bottom of wall s/c: 254624 Gym Utility Storage Rm: Paint yellow by Electrical transformer (inside storage room) s/c: 254624 Library: Rug torn center of library s/c: 254620 Portable 25: Wallpaper peeling off of wall on West side/Replace rotted wood on North East and South East corner s/c: 254617 Portable 27: Replace 4 ceiling tiles / Replace rotted wood on South East corner s/c: 254617 Portable 30: Replace 1 ceiling tile/ Replace rotted wood on South side s/c: 254617 Portable 32: Replace 1 ceiling tile s/c: 254617 Portable 35: Patch wall on East side s/c: 254624 Portable 41: Wall paper peeling off of wall;Repair ramp s/c: 254617 Weight Rm: Missing vinyl baseboards along walls s/c: 254617
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	10--2: Replace broken clock on West side s/c: 254619 11--2: Replace broken computer outlet s/c: 254626 15--2: Install phone on wall s/c: 254613 15-3: Light sensor broken s/c: 254626 16-1: Replace ballast; Secure electrical cover panel (hallway by custodial rm) s/c: 254626 16--1: Secure alarm cable by door inside hallway by girls restroom s/c: 254619 20-4 East Side: Replace cracked electrical outlet cover s/c: 254626 2--6: Replace clock on North side s/c: 254619 3--10: Missing plastic cover (electric wires on ceiling) s/c: 254626 3--3: Need cover for wires in ceiling on West side s/c: 254626 3--6: Computer box on wall broken on

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				West side s/c: 254619 3--6: Need cover for wires in ceiling on East side s/c: 254626 3--8: Missing outlet cover on ceiling; Loose light sensor on ceiling s/c: 254626 4--1: Remove or cap electrical wire on South East corner s/c: 254626 4--12: Replace clock s/c: 254619 4--4: Replace ballast s/c: 254626 6--5: Loose phone box east side s/c: 254613 6--8: Remove or cap electrical wire on North West corner s/c: 254626 7--6: Replace ballast s/c: 254626 8--2: Loose internet box along wall east side s/c: 254613 Bldg 11 Electrical Rm: Secure metal plate on concrete on Eas side of Bldg 11 s/c: 254616 Bldg 14 North Side: Missing outside cover outlet box s/c: 254626 Bldg 14: Need light covers for light fixtures (autoshop comp lab) s/c: 254626 Bldg 15 North Side: Screen loose on light fixture on East side s/c: 254626 Bldg 16: Replace outside light on West side s/c: 254626 Bldg 18: Girls coaches office need light covers for light fixtures s/c: 254626 Bldg 4 South Side: Replace broken outlet cover outside building s/c: 254626 Bldg 7 North Side: Check electrical wires by roof top above water heater s/c: 254626 Boys Locker Rm: Remove cover smoke sensor inside coache's restroom s/c: 254619 Cafeteria: Replace clock on West side; Replace broken clock on East side s/c: 254619 Coache's office Boys Locker Rm: Replace clock s/c: 254619 Coache's Office Middle Office: Missing light fixture covers above locker room area s/c: 254626 Electrical wire top of Portables: Electrical wire laying flat top of portables 26 & 30 s/c: 254626 Front Office: Light fixture check ballast only two light bulbs on s/c: 254626 Girls Locker Rm: Wires exposed on West side wall s/c: 254626 Girls Team Locker Area: Hole next to the exit & leads to pool area s/c: 254624 Missing plates on wall next to coaches office East next to F/A shows wires s/c: 254626 Gym Lobby: Replace key switch in gym lobby to single key s/c: 254626 Light Post: Light not working in parking lot by Occidental st s/c: 254626

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	Good	Fair	Poor	
				PE Office Boys Locker: Replace clock on West side s/c: 254619 Pool Area: Cap electrical pole inside pool area on South side s/c: 254626 Portable 21: Phone needs to be mounted on wall s/c: 254613 Portable 22: Cap electrical pole outside door above door on South side s/c: 254626 Portable 22: Phone needs to be mounted on wall s/c: 254613 Portable 24: Phone needs to be mounted on wall s/c: 254613 Portable 34: Phone needs to be mounted on wall s/c: 254613 Portable 47: Two outlet covers need to be replaced on East side s/c: 254626 Serving Area North Side: Missing wall plate s/c: 254626 Walkway by RR South Side: Missing wall plate s/c: 254626 Water Polo Storage: Hole/peeling in ceiling s/c: 254624 Red wires hanging from ceiling s/c: 254626 Cracks in stucco above double doors s/c: 254616
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	7--1: Two leaking sink faucets s/c: 254612 Bldg 19 Boys RR: Install drain inside restroom s/c: 254612 Bldg 19 Girls RR: Toilet water pipe along wall is loose North side s/c: 254612 Bldg 3 Girls RR: Replace broken tiles by drain & handicap toilet s/c: 254620 Bldg 6 Womens Staff RR: Replace broken tiles by door frame s/c: 254631 Boys Portable RR: Two loose sinks along the wall s/c: 254612 Football Locker Rm: Need caulking around sink s/c: 254612 Front Office: Mens restroom exhaust fan loud noise when on s/c: 254626 Girls Portable RR: One loose sink along the wall s/c: 254612 Girls RR (Exit hall-Pool Area): Ceiling next to light fixture is cracked & shows water damage s/c: 254617 Stall next to door is loose & anchor bolt is exposed s/c: 254612 Kitchen: Replace floor drain covers on floor North & South sides/Three leaking sink faucets North side s/c: 254612 Nurse's RR: Need caulking in bottom of toilet s/c: 254612
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	13-1 South Side: Replace broken key insert Fire Extinguisher box s/c: 254622 14--2 South Side: Replace broken key insert Fire Extinguisher box s/c: 254622 14-4 South Side: Replace broken key insert Fire Extinguisher box s/c: 254622 15--1 South Side: Replace broken key

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/2/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				insert Fire Extinguisher box s/c: 254622 15--2 South side: Replace broken key insert Fire Extinguisher box s/c: 254622 15-2 South Side: Replace glass in Fire Extinguisher box s/c: 254616 Auditorium: Replace all broken key inserts on Fire Extinguisher boxes s/c: 254622 Library North & South Side: Both Fire Extinguisher boxes key inserts need to be replaced s/c: 254622
Structural: Structural Damage, Roofs	[]	[X]	[]	10--3: Replace wood strip in ceiling on North side s/c: 254617 19-4: Replace outside wood strip s/c: 254617 19-5: Roof leak in center of room s/c: 254616 3--6: Loose wood strip along wall; Ceiling tiles on West and South side s/c: 254617 3-7A: Roof leak NorthEast corner s/c: 254616 4--5: Loose ceiling wood strip on East side s/c: 254617 6--14: Replace ceiling wood strip along wall on West side s/c: 254617 6--2: Replace ceiling wood strip on South side s/c: 254617 Auditorium Rain Gutters: Clean out rain gutters on East and West side s/c: 254616 Bldg 11 East Side: Replace rotted wood outside bldg s/c: 254617 Bldg 11 North Side: Replace rotted wood on wood beams s/c: 254617 Bldg 11 South Side: Replace broken wood strips outside bldg s/c: 254617 Bldg 11 West Side: Replace broken wood strips outside bldg s/c: 254617 Bldg 13 North Side Wood Mill: Replace rotted wood outside s/c: 254617 Bldg 18 North side: Replace broken air dryer vent s/c: 254616 Bldg 19: Replace rotted wood beams outside bldg on South side s/c: 254617 Bldg 19: Replace rotted wood on West side s/c: 254617 Bldg 4 Electrical Porch: Replace rotted wood on North East corner outside Electrical room porch s/c: 254617 Bldg 4 South Side: Replace rotted wood outside double doors s/c: 254617 Bldg 4 West Side: Replace rotted wood outside double doors s/c: 254617 Bldg 6 North Side: Replace rotted wood outside double doors s/c: 254617 Bldg 7 East Side: Replace rotted wood outside double doors s/c: 254617 Bldg 7 West Side: Replace rotted wood outside double doors s/c: 254617 Bldg 8: Replace rotted wood on North East

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/2/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				corner and West side s/c: 254617 Boys Locker Rm: Replace rotted wood along wall by the stairs coache's office; Handrail loose by stairs by the coache's s/c: 254617 Replace carve mirrors inside rr s/c: 254627 Building 19: Replace rotted wood on South West corner s/c: 254617 Building 19: Replace wood strips outside Bldg 19 on South side s/c: 254617 Garage Doors: Patch stucco outside garage doors s/c: 254616 Girls RR (Exit hall-Pool Area): Ceiling next to light fixture is cracked & shows water damage s/c: 254617 Stall next to door is loose & anchor bolt is exposed s/c: 254612 Library: Replace broken rain gutter on North West corner s/c: 254616 Pool Shed: Replace rotted wood on North side s/c: 254616 Portable 21: Replace ramp; Replace rotted wood around door frame; Replace rotted wood on North side s/c: 254617 Portable 22: Replace rotted wood on North East corner s/c: 254617 Portable 23: Replace rotted wood on North & South side s/c: 254617 Portable 24: Repair ramp; Replace rotted wood on North & East side s/c: 254617 Portable 25: Replace missing vent on West side s/c: 254616 Portable 25: Wallpaper peeling off of wall on West side/Replace rotted wood on North East and South East corner s/c: 254617 Portable 27: Replace 4 ceiling tiles / Replace rotted wood on South East corner s/c: 254617 Portable 28: Replace wood on South West corner s/c: 254617 Portable 30: Replace 1 ceiling tile/ Replace rotted wood on South side s/c: 254617 Portable 34: Replace rotted wood on South side s/c: 254617 Portable 35: Replace rotted wood on South East & South West corner s/c: 254617 Portable 36: Replace vent screen outside portable on East side s/c: 254616 Portable 37: Replace rotted wood on South West corner s/c: 254617 Portable 38: Replace rotted wood on South East corner s/c: 254617 Portable 39: Replace rotted wood on East side s/c: 254617 Portable 40: Repair ramp; Replace rotted wood on West side s/c: 254617 Portable 41: Wall paper peeling off of wall; Repair ramp s/c: 254617 Portable 42: Replace rotted wood on South East corner s/c: 254617

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/2/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Portable 43: Wall paper peeling off of wall on East side; Replace rotted wood on South side s/c: 254617 Portable 44: Replace wood strip on South side s/c: 254617 Portable 45: Repair rain gutters on South West corner s/c: 254616 Portable 45: Replace rotted wood on South East corner s/c: 254617 Portable 46: Repair ramp s/c: 254617 Portable 46: Replace rotted wood on West & South side s/c: 254617 Portable 47: Repair ramp s/c: 254617 Portable 47: Replace rotted wood on West & East side s/c: 254617 Portable 48: Replace rotted wood on West side s/c: 254617 Vending Machine Porch: Wood post rotted on bottom East side Bldg 19 s/c: 254617 Water Polo Storage: Hole/peeling in ceiling s/c: 254624 Red wires hanging from ceiling s/c: 254626 Cracks in stucco above double doors s/c: 254616
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	3--7 B: Replace rotted wood window frame outside window on North side s/c: 254617 3--9: Repair door that leads to kitchen (hard to close) s/c: 254617 3--9: Replace carved windows tinted glass s/c:254627 4--14: Replace carved tinted window outside South side s/c: 254627 4--3: Window frame is loose s/c: 254617 4--8: Door frame needs caulking s/c: 254617 4--9: Replace window film -tinted glass on North side s/c: 254627 7--8: Hard to close door s/c: 254622 8--1: Hard to close outside door on West side s/c: 254622 All school site: Trim all trees in school site s/c: 254629 Auditorium Street Bricks: Loose bricks on ground in front of auditorium on South side s/c: 254616 Bldg 10: Remove old compressor pipe along fence on North side s/c: 254616 Bldg 14 Staff RR: Door cylinder loose in key insert s/c: 254622 Bldg 15 North Side: Put asphalt on dirt area s/c: 254621 Bldg 17 North Side: Replace carved clear window s/c: 254627 Bldg 17 South & East side: Put asphalt on dirt area (no sprinklers dry grass and dirt) s/c: 254621 Bldg 18 Football Locker: Replace broken door closer s/c: 254622 Bldg 3 Custodial Rm: Door slams s/c:

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/2/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				254622 Bldg 3 North Side: Grass dry along Bldg 3 North side s/c: 254628 Bldg 3: Install bird net along outside wall on North side s/c: 254634 Bldg 6 North Side Double Doors: Replace door hinge (cracked) s/c: 254617 Bldg 6: Double doors hard to close on East side s/c: 254622 Bldg 8: Plant bushes along flower bed (bldg 8 North side) s/c: 254628 Buildings Double Doors: Replace carved windows in Buildings 3, 4, 6, & 7 s/c: 254627 Container by Garage: Paint metal containers (forest green) s/c: 254624 Girls RR (Exit hall-Pool Area): Double door frame is rotted on bottom (next to custodial rm) s/c: 254617 Outside Bldg 18 North Side: Stencil paint girls outside doors s/c: 254624 Outside Bldg 18 South Side: Stencil paint boys outside doors s/c: 254624 Parking Lots: Pot holes in different areas in parking lot s/c: 254621 Pool Fence: Replace torn blue mesh along fence on East side s/c: 254616 Portable 22 West side: Put asphalt on dirt area (no sprinklers dry grass and dirt) s/c: 254621 Portable 25: Replace carved window on South side s/c: 254627 Portable 26: Replace carved window on South side s/c: 254627 Portable 27: Replace carved window on South side s/c: 254627 Portable 28: Replace carved window on South side; Replace tinted window film peeling off window on South side s/c: 254627 Portable 29: Replace door closer-door slams s/c: 254622 Portable 34: Replace tinted window film peeling off window on East side; Replace carved window on West side s/c: 254627 Portable 36: Door handle is loose s/c: 254622
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	30	24	22	48	47	47	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	25	29	32	43	45	44	54	56	55
Math	14	20	19	47	48	45	49	50	50
HSS	19	26	27	37	40	41	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	2	2
Similar Schools	5	7	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.1	20.3	13.9

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	47	
All Student at the School	22	
Male	23	
Female	21	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	22	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	22	
English Learners	5	
Students with Disabilities	29	
Students Receiving Migrant Education Services	19	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	21	21	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20	21	1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	24	23	-1
English Learners	17	17	-11
Students with Disabilities	25	44	-25

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

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, 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.

State Priority: School Climate

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

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

School Safety Plan

The 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 2013-2014 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	18.9	7.7	8.0
Expulsions Rate	0.6	0.2	0.4
District	11-12	12-13	13-14
Suspensions Rate	7.0	4.9	4.3
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	
Met Graduation Rate (if applicable)	No	

* On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements. Specifically, a one-year waiver was granted that allowed flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test. The CDE did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts.

2014-15 Federal Intervention Program		
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		54
Percent of Schools Currently in Program Improvement		90.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.												
English	27.5	26	26	21	34	39	40	33	22	34	39	44
Math	28.6	26	25	17	29	31	33	38	26	40	27	40
Science	25.3	28	29	10	11	11	35	26	16	4	22	28
SS	31.7	30	27	6	12	23	12	14	14	29	37	36

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

* Blanks indicate unreported data

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	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	2
Other	4
Average Number of Students per Staff Member	
Academic Counselor	452

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,660	\$41,761
Mid-Range Teacher Salary	\$74,308	\$66,895
Highest Teacher Salary	\$94,284	\$86,565
Average Principal Salary (ES)	\$115,715	\$108,011
Average Principal Salary (MS)	\$118,268	\$113,058
Average Principal Salary (HS)	\$127,729	\$123,217
Superintendent Salary	\$265,000	\$227,183
Percent of District Budget		
Teacher Salaries	39	38
Administrative Salaries	4	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,937	\$2,347	\$4,590	\$72,254
District	♦	♦	\$4,130	\$78,285
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			11.1	-7.7
Percent Difference: School Site/ State			-2.1	2.2

Types of Services Funded at Valley High School

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Common Core State Standards (CCSS)
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project - UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Quality Education Investment Act QEIA
- Special Ed
- Title I, II, III, and IV part B
- Upward Bound

Professional Development provided for Teachers at Valley High School

All curriculum and instructional improvement activities in Santa Ana Unified School District are now aligned with 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.

Professional development activities at Valley center on the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) model. Specific focus is currently on the "C", Collaboration. Various collaborative instructional strategies are modeled and offered through voluntary professional development time on early release Wednesdays. Through SIG (School Improvement Grant) various teachers and departments collaborate on lesson design, data analysis, best-practices sharing, and others. Teachers are encouraged to continue through the District Office in topics that include: Illuminate training, Student Engagement workshops, Effective English Language Learner strategies, instructional technology, etc. Teachers also participate in off-site conferences and workshops geared toward "student outcomes" development. Several teachers and counselors will also be attending the "Educating For Careers Conference".

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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	23	28	36	40	24
All Students at the School	71	18	11	53	35	12
Male	75	14	10	54	34	11
Female	66	21	12	51	36	13
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	71	18	11	53	36	11
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	72	17	11	53	35	12
English Learners	97	2	1	78	19	3
Students with Disabilities	98		2	89	11	
Students Receiving Migrant Education Services	62	29	10	64	32	5

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Valley High School	2011-12	2012-13	2013-14
English-Language Arts	22	31	29
Mathematics	43	42	47
Santa Ana Unified School District	2011-12	2012-13	2013-14
English-Language Arts	48	52	45
Mathematics	58	57	56
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	81.37	89.88	84.56
Black or African American	100.00	95.65	75.90
American Indian or Alaska Native	N/A	80.00	77.82
Asian	66.67	96.15	92.94
Filipino	100.00	88.24	92.20
Hispanic or Latino	81.72	89.17	80.83
Native Hawaiian/Pacific Islander	50.00	66.67	84.06
White	75.00	98.89	90.15
Two or More Races	100.00	96.15	89.03
Socioeconomically Disadvantaged	83.40	90.71	82.58
English Learners	60.37	67.09	53.68
Students with Disabilities	44.29	68.72	60.31

Dropout Rate and Graduation Rate			
Valley High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	23.2	16.4	14.8
Graduation Rate	69.10	75.86	77.56
Santa Ana Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.4	10.4	9.6
Graduation Rate	82.60	85.24	85.93
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	6	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	3	♦
Science	6	♦
Social Science	10	♦
All courses	27	0.6

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	62.14
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	28.43

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1082
% of pupils completing a CTE program and earning a high school diploma	93
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Career Technical Education Programs

Today's cutting-edge, rigorous and relevant Career Technical Education (CTE) courses prepare high school students to be both college and career ready. To meet this goal, students now have the opportunity to take an integrated sequence of CTE courses called a Program of Study that is focused on a specific career pathway over three or four years. We have continued to expand our CTE courses to include a wide range of high-wage, high-skill, high-demand careers in the areas of science, technology, engineering and math (STEM) pathways. CTE courses and pathways are available to all high school students in the Santa Ana Unified School District. The goals of the CTE program are aligned with those of the Carl D. Perkins Career and Technical Education Improvement Act which focuses primarily on the improvement of career and 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 work-based relevance. Courses are aligned to both academic and CTE California State Standards with the main goal of preparing students for the workforce of the 21st century. To prepare students to be both college and career ready, we have updated many of the courses to 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, we offer many work-based learning opportunities to students to apply theories and skills learned in the classroom to an actual job situation, further solidifying a real-world experience.

The CTE advisory committee is comprised of all major stakeholders including CTE staff, high school principals, high school counselors and career technicians, parents, students, and industry representatives.

Prepared by Don Isbell, CTE Director
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