



# Valley High School

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

David Richey, Principal

david.richey@sausd.us

http://www.sausd.us/valley

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



**Santa Ana Unified School District**  
1601 East Chestnut Avenue  
Santa Ana, CA 92701-6322  
714-558-5501  
www.sausd.us

### District Governing Board

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Rigo Rodriguez, Ph.D. – Vice  
President

Alfonso Alvarez, Ed.D. – Clerk

Cecilia “Ceci” Iglesias – Member

John Palacio – Member

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Edmond Heatley, Ed.D.

**Deputy Superintendent,  
Administrative Services**

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and Learning**

Mayra Helguera

**Assistant Superintendent, Support  
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Sonia R. Llamas, Ed.D., L.C.S.W.

**Assistant Superintendent, K-12  
School Performance and Culture**

Orin Williams

**Assistant Superintendent,  
Facilities/Governmental Relations**

Deidra Powell

**Chief Communications Officer**

### **School Description**

Santa Ana 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, a Sports Complex that consists of a football stadium and practice field, two baseball diamonds, two softball diamonds, recently modified tennis courts, and a new all-weather track, and lastly a Higher Education Center that houses 5 Counselors and two Higher Education Coordinators. 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, the Nicholas Academic Center, the Corbin Family Resource Center, Healthy Options and others.

All departments have adapted their curricula to reflect the Common Core State Standards into our curriculum and instruction. VHS offers a variety of curricular programs to meet the needs of students, including the High School Inc Academies, AVID program and the Anteatler Academy (for students committed to taking a minimum of 4 honors or AP courses in their yearly schedule). We offer a variety of Honors and Advanced Placement courses in English Language and English Literature, Spanish Language, US History, World History, US Government, Macro Economics, Calculus AB and BC, Statistics, Psychology, Physics, Biology 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 and Performing Arts; Global Business; and Engineering. 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.

### **Mission**

Valley High School is a supportive community which inspires and equips students with the skills to meet the career and academic challenges of the 21st century global society utilizing academies and industry partnerships.

### **Vision**

Valley High School students graduate as strong, connected, lifelong learners with the necessary knowledge, skills, and character to enable their successful transition to post-secondary education and careers.

School wide Learner Outcomes (SLOs) (formerly ESLRs)

Valley High School graduates will be

#### Connected

Listen, interpret and respond appropriately and critically to verbal and nonverbal communication.  
Articulate ideas using a variety of media responding to varying demands of audience, task and purpose.  
Demonstrate respect and tolerance for individual differences, cultures and beliefs.  
Learn from and work collaboratively with others.  
Take responsibility for individual actions and affect positive change in the community.

#### Lifelong Learners

Write in a coherent, focused manner to convey a well-defined and supported point of view.  
Use technology as a tool to research, organize, evaluate and communicate information.  
Read, analyze and comprehend complex material.  
Evaluate evidence, arguments, and claims and draw conclusions based on informed analysis.  
Apply learning to real life situations.

#### Strong

Reflect critically on learning experiences and processes.  
Creatively generate original ideas.  
Evaluate priorities, set goals, and create a plan for achievement in high school, post secondary education and a career.  
Exhibit productive study habits and behaviors that facilitate success.  
Demonstrate self-motivation and self-discipline.

#### **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.

#### **District Profile**

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 54,000 students in grades K-12, residing in the city of Santa Ana. As of 2016-17, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 87% enrolled in the Free or Reduced Price Meal program, 40% qualifying for English language learner support, and approximately 11% 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, 20 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parent, 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.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2016-17 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 9                                   | 606                |
| Grade 10                                  | 614                |
| Grade 11                                  | 513                |
| Grade 12                                  | 471                |
| <b>Total Enrollment</b>                   | <b>2,204</b>       |

| 2016-17 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 0.2                         |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 1.9                         |
| Filipino                            | 0.1                         |
| Hispanic or Latino                  | 97                          |
| Native Hawaiian or Pacific Islander | 0.1                         |
| White                               | 0.5                         |
| Two or More Races                   | 0.1                         |
| Socioeconomically Disadvantaged     | 96.1                        |
| English Learners                    | 32.8                        |
| Students with Disabilities          | 12.3                        |
| Foster Youth                        | 0.4                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Valley High School                          | 15-16 | 16-17 | 17-18 |
| With Full Credential                        | 111   | 91    | 91    |
| Without Full Credential                     | 2     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 2     | 0     | 0     |
| Santa Ana Unified School District           | 15-16 | 16-17 | 17-18 |
| With Full Credential                        | ♦     | ♦     | 2139  |
| Without Full Credential                     | ♦     | ♦     | 0     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 10    |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Valley High School   | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 September 12, 2017, 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. 17/18-3200 which certifies as required by Education Code §60119 that for the 2017-2018 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 including those 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.

#### Textbooks and Instructional Materials Year and month in which data were collected: August 25th, 2017

| Year Adopted          | High School Textbook Publisher   | Grades |
|-----------------------|--|--------|
| <b>Mathematics</b>    |  |        |
| 2017                  | CPM Math   | 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 &amp; Statistics</i>   | 9-12   |
| <b>Language Arts</b>  |  |        |
| 2010                  | Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>  | 9      |
| 2003                  | Holt, Rinehart, <i>Winston Literature &amp; Language Arts</i>  | 9-12   |
| <b>Science(s)</b>     |  |        |
| 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 &amp; Physiology</i>                                    | 9-12   |
| 2007                  | Prentice Hall <i>Conceptual Physics</i>  | 9-12   |
| 2007                  | Holt-Mcdougal, <i>Physics Honor – Algebra/Trig</i>   | 12     |
| <b>Social Science</b> |  |        |
| 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   |

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

### 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.

| School Facility Good Repair Status (Most Recent Year)                |               |      |      |  |
|--|---------------|------|------|--|
| Year and month in which data were collected: 6/27/2017               |               |      |      |  |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|  | Good          | Fair | Poor |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | X             |      |      |  |
| <b>Interior:</b><br>Interior Surfaces                                | X             |      |      | BUNGALOW 29: Wall paper is torn:<br>WOID#6384<br>BUNGALOW 41: Wall paper is torn:<br>WOID#6384<br>ROOM 14-1: Ceiling tiles are buckling:<br>WOID#8400<br>ROOM 14-2: Patch and paint wall:<br>WOID#6384<br>ROOM 15-2: Ceiling tiles are buckling:<br>WOID#8400<br>ROOM 20-3: Patch and paint wall:<br>WOID#6384<br>ROOM 4-1: Patch and paint wall:<br>WOID#6384<br>ROOM 7-5: Patch and paint wall:<br>WOID#6384 |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | X             |      |      |  |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 6/27/2017**

| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned   |
|--|------------------|-------------|-------------|---|
|  | Good             | Fair        | Poor        |   |
| <b>Electrical:</b><br>Electrical   |                  | X           |             | BUILDING 11 EASTSIDE: Missing blank electrical cover: WOID#6379<br>BUILDING 3 EASTSIDE: Broken exit sign: WOID#6379<br>CAFETERIA: Missing floor electrical covers: WOID#6379<br>FRONT OFFICE: Missing blank electrical cover: WOID#6379<br>PRINCIPAL'S OFFICE: Missing blank electrical cover: WOID#6379<br>ROOM 11-1: Missing internet cover plate: WOID#6400<br>ROOM 13-1: Missing blank electrical cover: WOID#6379<br>ROOM 19-5: Missing blank electrical cover: WOID#6379<br>ROOM 2-1: Missing blank electrical cover: WOID#6379<br>ROOM 3-10: Missing electrical cover: WOID#6379<br>ROOM 4-10: Broken electrical cover: WOID#6379<br>ROOM 4-13: Missing blank electrical cover: WOID#6379<br>ROOM 6-12: Missing electrical cover: WOID#6379<br>ROOM 6-2: Missing electrical cover: WOID#6379<br>ROOM 7-10: Missing electrical cover: WOID#6379<br>ROOM 8-3: Missing round blank electrical cover from ceiling: WOID#6379 |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X                |             |             | BOYS LOCKER ROOM: Urinal handle leaking: WOID#6398<br>BUNGALOW GIRLS RESTROOM: Loose sink faucet: WOID#6398<br>GIRLS LOCKER ROOM: Sink faucet is leaking: WOID#6398<br>ROOM 7-7: Leaking faucet: WOID#6398  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X                |             |             |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             | ROOM 3-1: Stucco needs patching: WOID#6382  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             |   |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>   |
|  |                  | X           |             |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2016-17 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 15-16  | 16-17 | 15-16    | 16-17 | 15-16 | 16-17 |
| ELA                                     | 34   | 30    | 31       | 31    | 48    | 48    |
| Math                                    | 11   | 11    | 25       | 25    | 36    | 37    |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 14-15  | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| Science   | 23   | 21    | 40       | 41    | 60    | 56    |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 9           | 16.9  | 19.4   | 18.4   |

\* 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.

| 2015-16 CAASPP Results by Student Group<br>Science (grades 5, 8, and 10) |                    |                   |                     |                        |
|--|--------------------|-------------------|---------------------|------------------------|
| Group  | Number of Students |                   | Percent of Students |                        |
|  | Enrolled           | with Valid Scores | w/ Valid Scores     | Proficient or Advanced |
| All Students   | 554                | 532               | 96.0                | 21.2                   |
| Male   | 322                | 311               | 96.6                | 22.8                   |
| Female   | 232                | 221               | 95.3                | 19.0                   |
| Hispanic or Latino   | 541                | 519               | 95.9                | 20.0                   |
| Socioeconomically Disadvantaged  | 538                | 516               | 95.9                | 21.5                   |
| English Learners   | 265                | 247               | 93.2                | 6.1                    |
| Students with Disabilities   | 81                 | 76                | 93.8                | 18.4                   |
| Students Receiving Migrant Education Services                            | 13                 | 11                | 84.6                | 9.1                    |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 427              | 410           | 96.02          | 30                      |
| Male  | 232              | 222           | 95.69          | 24.77                   |
| Female  | 195              | 188           | 96.41          | 36.17                   |
| Black or African American                     | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 418              | 401           | 95.93          | 29.43                   |
| White   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 413              | 397           | 96.13          | 29.97                   |
| English Learners                              | 222              | 213           | 95.95          | 10.33                   |
| Students with Disabilities                    | 64               | 60            | 93.75          | 5                       |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 433              | 422           | 97.46          | 10.9                    |
| Male  | 237              | 231           | 97.47          | 8.66                    |
| Female  | 196              | 191           | 97.45          | 13.61                   |
| Black or African American                     | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 424              | 413           | 97.41          | 10.41                   |
| White   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 418              | 408           | 97.61          | 11.03                   |
| English Learners                              | 223              | 217           | 97.31          | 2.3                     |
| Students with Disabilities                    | 64               | 63            | 98.44          | 4.76                    |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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, front office, guidance department and library. Parents are always welcome to visit classrooms, observe the lunch area, and chaperone 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:

- 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. Falcon Parents meet once a week with our Parent and Community Liaison and once a month with the principal.
- 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; Consultant provided education through organizations such as Padres Promotores, Padres Unidos and Disciplina Positiva; ESL and GED courses; Family Literacy courses offered through Valley and community partnerships;

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

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 to assist parents with students exhibiting attendance problems, a full-time Family and Community Liaison to support families in engaging in their child's education and an Intensive Case Manager that assists with student behavior modification and parent engagement and support.
- Orientation for freshman parents
- Parent handbook
- Parent programs and services, such as childcare, translations services, refreshments, materials, ESL classes, GED classes, training by the consultant group Padres Unidos, a partnership with Padres Promotores, many other workshops, 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 increased parent participation in advisory committees, such as our School Site Council and English Learner Advisory Council, which meet monthly to discuss budget and school wide action plan issues. The SSC meetings involve staff members, students, parents and occasionally district personnel. We have provided PBIS (Positive Behavioral Intervention and Support) training for parents. We regularly distribute university and school information through postcards, text messages, Parent Link, the school website, and our electronic marquee. 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 State priority: School Climate (Priority 6):

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

### School Safety Plan

The 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 2016-2017 school year. Schools are required to forward updated safety plans after review to the District Office annually.

### Suspensions and Expulsions

| School           | 2014-15 | 2015-16 | 2016-17 |
|------------------|---------|---------|---------|
| Suspensions Rate | 7.38    | 6.09    | 6.55    |
| Expulsions Rate  | 0.16    | 0       | 0       |
| District         | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.46    | 2.98    | 3.13    |
| Expulsions Rate  | 0.06    | 0.05    | 0.05    |
| State            | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.79    | 3.65    | 3.65    |
| Expulsions Rate  | 0.09    | 0.09    | 0.09    |

### 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.

| 2017-18 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  | 53        |           |
| Percent of Schools Currently in Program Improvement | 88.3      |           |

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 5   |
| Counselor (Social/Behavioral or Career Development)        | 5   |
| Library Media Teacher (Librarian)                          | 1   |
| Library Media Services Staff (Paraprofessional)            | .75 |
| Psychologist   | 1.5 |
| Social Worker  | 2   |
| Nurse  | 1   |
| Speech/Language/Hearing Specialist                         | 1   |
| Resource Specialist  | 0   |
| Other  | 0   |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   | 436 |

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

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

| Subject        | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|----------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|                |                    |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
|                | 2014-15            | 2015-16 | 2016-17 | 2014-15               | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English        | 27                 | 27      | 26      | 29                    | 29      | 30      | 41      | 41      | 48      | 33      | 33      | 26      |
| Mathematics    | 28                 | 28      | 30      | 21                    | 21      | 16      | 22      | 22      | 20      | 40      | 40      | 37      |
| Science        | 31                 | 31      | 29      | 5                     | 5       | 10      | 19      | 19      | 19      | 29      | 29      | 25      |
| Social Science | 30                 | 30      | 29      | 11                    | 11      | 15      | 20      | 20      | 16      | 31      | 31      | 35      |

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

### Professional Development provided for Teachers

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, LCAP 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. Various collaborative instructional strategies are modeled and offered through voluntary professional development time. Through SIG (School Improvement Grant) various teachers and departments collaborate on lesson design, data analysis, best-practices sharing, and others. Teachers are encouraged to attend Professional Development 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 such as ASCD, AVID, and ISTE Conferences among others. Several teachers, administrators and counselors annually attend the "Educating For Careers Conference". A specific focus centered on improving student literacy skills continues to be a focus (most professional development has been focused on literacy embedded into the lesson design). Instructional technology is another significant focus area for Valley especially with the 1 to 1 device implementation.

Nearly all faculty meetings are built around professional development instead of delivering housekeeping information. Literacy is the primary subject matter for most professional development.

New teachers are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) 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 TIPS Induction Program is available at [www.sausdtips.org](http://www.sausdtips.org).

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.

| FY 2015-16 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$56,263        | \$47,808                                     |
| Mid-Range Teacher Salary                       | \$85,920        | \$73,555                                     |
| Highest Teacher Salary                         | \$109,017       | \$95,850                                     |
| Average Principal Salary (ES)                  | \$129,866       | \$120,448                                    |
| Average Principal Salary (MS)                  | \$131,985       | \$125,592                                    |
| Average Principal Salary (HS)                  | \$147,384       | \$138,175                                    |
| Superintendent Salary                          | \$330,743       | \$264,457                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 37%             | 35%  |
| Administrative Salaries                        | 4%              | 5%   |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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
- Irvine Mathematics Project – UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor’s CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Options
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Special Education
- Title I, II, III, and IV part B

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$8,290                | \$2,324    | \$5,966      | \$81,457               |
| District   | ◆                      | ◆          | \$6,674      | \$90,751               |
| State  | ◆                      | ◆          | \$6,574      | \$79,228               |
| Percent Difference: School Site/District                           |                        |            | -10.6        | -10.2                  |
| Percent Difference: School Site/ State                             |                        |            | -9.2         | 2.8                    |

\* Cells with ◆ do not require data.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) |         |         |         |
|--|---------|---------|---------|
| Valley High School                                       | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate   | 10.6    | 7.4     | 6.2     |
| Graduation Rate  | 81.5    | 84.69   | 88.86   |
| Santa Ana Unified School District                        | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate   | 8.2     | 6.2     | 4.3     |
| Graduation Rate  | 87.37   | 88.88   | 91.62   |
| California   | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate   | 11.5    | 10.7    | 9.7     |
| Graduation Rate  | 80.95   | 82.27   | 83.77   |

| Career Technical Education Participation   |                           |
|--|---------------------------|
| Measure  | CTE Program Participation |
| Number of pupils participating in CTE  | 1195                      |
| % of pupils completing a CTE program and earning a high school diploma                                   | 60%                       |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 55%                       |

| Courses for University of California (UC) and/or California State University (CSU) Admission |         |
|--|---------|
| UC/CSU Course Measure  | Percent |
| 2016-17 Students Enrolled in Courses Required for UC/CSU Admission                           | 98.55   |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission                    | 42.18   |

\* Where there are student course enrollments.

| 2016-17 Advanced Placement Courses |                               |                                   |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject                            | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science                   | 1                             | ♦                                 |
| English                            | 2                             | ♦                                 |
| Fine and Performing Arts           |                               | ♦                                 |
| Foreign Language                   | 1                             | ♦                                 |
| Mathematics                        | 3                             | ♦                                 |
| Science                            | 1                             | ♦                                 |
| Social Science                     | 4                             | ♦                                 |
| All courses                        | 12                            | 25.9                              |

| Completion of High School Graduation Requirements |                          |          |       |
|---|--------------------------|----------|-------|
| Group   | Graduating Class of 2016 |          |       |
|   | School                   | District | State |
| All Students                                      | 88.84                    | 93.33    | 87.11 |
| Black or African American                         | 100                      | 80.95    | 79.19 |
| American Indian or Alaska Native                  | 0                        | 100      | 80.17 |
| Asian   | 100                      | 98.33    | 94.42 |
| Filipino  | 0                        | 100      | 93.76 |
| Hispanic or Latino                                | 88.45                    | 92.89    | 84.58 |
| Native Hawaiian/Pacific Islander                  | 100                      | 100      | 86.57 |
| White   | 100                      | 97.73    | 90.99 |
| Two or More Races                                 | 100                      | 97.37    | 90.59 |
| Socioeconomically Disadvantaged                   | 75.34                    | 80.34    | 63.9  |
| English Learners                                  | 63.79                    | 65.24    | 55.44 |
| Students with Disabilities                        | 88.17                    | 92.9     | 85.45 |
| Foster Youth                                      | 66.67                    | 88.89    | 68.19 |

### Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers cutting-edge, rigorous and relevant courses to prepare all high school students to be both college and career ready. To meet this goal, students have the opportunity to take an integrated sequence of CTE courses called a CTE Pathway that is focused on an industry-specific program of study over a two to four year period. SAUSD has continued to expand CTE courses to include a wide range of high-wage, high-skill, and high-demand careers in the areas of science, technology, engineering, arts, and math (STEAM) pathways. We continue to focus on adding industry certifications and internship opportunities to many of our pathways. CTE courses and pathways are available to all high school students in the Santa Ana Unified School District.

CTE Pathways in Santa Ana 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 all students to be both college and career ready, we have updated almost all courses to satisfy the "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our CTE courses offer articulated credit with local colleges that allows students to receive both high school and college credit for the course. Most recently, we have focused on offering dual enrollment community college courses in our pathways. Furthermore, we offer industry internships to students to apply theories and skills acquired in the classroom to an actual job situation, further solidifying a real-world experience.

Prepared by Don Isbell, CTE Director  
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### DataQuest

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

### Internet Access

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