



# Valley High School

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

Hector Galicia, Ed.D., Principal

hector.galicia@sausd.us

http://www.sausd.us/valley

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Santa Ana Unified School District

1601 East Chestnut Avenue

Santa Ana, CA 92701-6322

714-558-5501

www.sausd.us

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### School Description

Valley High School (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 we are celebrating its 60th anniversary this year. 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 Anteatr 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; Health; Automotive; New Media; 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 our CTE academies, High School Inc., leave Valley High School ready for college and career, prepared to enter post-secondary education programs, and enter the workforce 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.

### 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 Profile**

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, 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 84% enrolled in the Free or Reduced Price Meal program, 34% qualifying for English language learner support, and approximately 13% 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**2018-19 Student Enrollment by Grade Level**

Grade Level	Number of Students
Grade 9	582
Grade 10	551
Grade 11	551
Grade 12	466
<b>Total Enrollment</b>	<b>2,150</b>

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.1
Asian	1.8
Filipino	0.2
Hispanic or Latino	97.3
Native Hawaiian or Pacific Islander	0
White	0.4
Two or More Races	0.1
Socioeconomically Disadvantaged	92.7
English Learners	29.2
Students with Disabilities	12.6
Foster Youth	0.7
Homeless	18.9

## 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 for Valley High School	17-18	18-19	19-20
With Full Credential	91	85	81
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	1946
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Valley High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

\* Note: "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 2019-20)

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 10, 2019, 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. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 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: September 10, 2019

Year Adopted	High School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	CPM, <i>Math</i>	9-12
2018	Pearson, <i>Precalculus: Graphical, Numerical, Algebraic Common Core with MyMathLab</i>	9-12
2018	Pearson, <i>Calculus: Graphical, Numerical, Algebraic with MyMathLab</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
2018	CPM, <i>AP Stats</i>	9-12
<b>Language Arts</b>		
2018	McGraw Hill, <i>StudySync</i>	9-12
2017	Pearson, <i>ILit ELL</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
2016	National Geographic Learning, <i>Environmental Science: Sustaining Your World</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

### 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: 11/18/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	BUILDING 22: Rug mat carpet lifting by elevator -W/O #43378 BUILDING 8 STORAGE ROOM: Need to install a cover for water shut off valve on ceiling -W/O #43377 BUILDINGS 3, 4, 6, 7: Need to replace all double doors floor rug mats lifting -W/O #43378 CAFETERIA: Linoleum floor lifting in various locations repair -W/O #43378
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	AUDITORIUM: Need to replace broken roll up door on stage -W/O #48530
<b>Structural:</b> Structural Damage, Roofs	Good	BUILDING 17: Need to patch holes on wall east & north side -W/O #50777 BUILDING 18: Need to patch holes on wall west side -W/O #50777 BUILDING 8: Roof wood north & west side rotten -W/O #43378
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	29	32	35	50	50
Math	13	14	26	28	38	39

Note: 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.

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	15.5	14.6	12.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	480	469	97.71	28.63
Male	227	220	96.92	23.29
Female	253	249	98.42	33.33
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.00	33.33
Filipino	--	--	--	--
Hispanic or Latino	460	449	97.61	28.35
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	438	428	97.72	29.27
English Learners	192	187	97.40	4.84
Students with Disabilities	49	47	95.92	4.35
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	89	88	98.88	1.12

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 2018-19 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	480	462	96.25	14.29
Male	227	217	95.59	13.82
Female	253	245	96.84	14.69
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.00	46.67
Filipino	--	--	--	--
Hispanic or Latino	460	442	96.09	12.67
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	438	424	96.80	14.62
English Learners	192	183	95.31	4.37
Students with Disabilities	49	44	89.80	2.27
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	89	88	98.88	1.12

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 school site

#### Opportunities for Parental Involvement (School Year 2019-20)

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. Our Wellness Center, formally known as the Parent Center, 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;



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, and support families in engaging in their child's education
- 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, Parentlink, the school website, and our electronic marquee. School-to-home communication is provided in both English and Spanish. Through parent letters, Blackboard Automated Phone Messaging System, 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 (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.6	4.2	5.2
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	430.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0
Other	

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	27	36	31	41	28	23	16	46	27	30	19	43
Mathematics	26	22	31	31	28	20	17	36	29	21	13	38
Science	29	11	28	21	31	8	16	24	28	16	13	25
Social Science	26	23	21	29	29	17	11	37	31	15	2	43

\* 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**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

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. 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. For the past couple of years with SIG Funds, teachers participated on Lesson Study sessions in all academic subjects. A Literacy Coach was contracted using SIG Funds to work with teachers on how to implement literacy and writing across the curriculum. Teachers also participate in off-site conferences and workshops geared toward "student outcomes" development such as ASCD, AVID, and ISTE Conferences among others. 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 electronic device implementation. We are training two of our Small Learning Communities (SLCs) on PBL with a goal of creating multiple projects by the end of the year. Student work samples will be reviewed, analyzed, and discuss for revision of task. Our goal is to continue this training with the rest of the staff for the next several years until the entire staff is trained. This year, our main focus is literacy in all subject areas. We have an instructional coach who works directly with administration to plan and coordinate release time for teachers to collaborate on instructional practices related to literacy. During our Staff Meetings, teachers share student work samples connected to reading and writing strategies. Nearly all faculty meetings are built around professional development instead of delivering housekeeping information. Literacy is the primary subject matter for most professional development training.

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.

Administration also participates in professional development provided by district office. Once a month, all principals meet to discuss pertinent information about district initiatives. In addition, district office prepares professional development on various topics relevant to administration. Currently, the VHS Principal and one Assistant Principal are participating in the ACSA Curriculum & Instruction Academy. This allows the administration to stay abreast with current practices and collaborate with administrators outside the district.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$48,612
Mid-Range Teacher Salary	\$88,515	\$74,676
Highest Teacher Salary	\$112,309	\$99,791
Average Principal Salary (ES)	\$134,678	\$125,830
Average Principal Salary (MS)	\$134,945	\$131,167
Average Principal Salary (HS)	\$148,184	\$144,822
Superintendent Salary	\$327,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
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/).

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9085	2844	6241	88242
District	N/A	N/A	\$6,936	\$94,982.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.6	-12.9
School Site/ State	-24.5	1.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

#### Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Safe Haven
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program

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

Rate for Valley High School	2015-16	2016-17	2017-18
Dropout Rate	6.2	4.7	8
Graduation Rate	88.9	90.4	85.7

Rate for Santa Ana Unified School	2015-16	2016-17	2017-18
Dropout Rate	4.3	4.3	5.5
Graduation Rate	91.6	91.5	89

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1202
% of pupils completing a CTE program and earning a high school diploma	88%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	83%

### Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers innovative and challenging courses with equitable access to prepare all students to be college and career ready. Students have the opportunity to take an integrated sequence of CTE courses called a CTE Pathway that focuses on an industry-specific program of study over a two to four-year period. SAUSD's CTE courses include a wide range of high-wage, high-skill, and high-demand career choices in the areas of science, technology, engineering, arts, and math (STEAM) pathways. We continue to focus on adding pertinent industry certifications and provide students the opportunity to work as interns for businesses within our community.

CTE Pathways in Santa Ana are designed to combine real-world and work-based relevance with academic rigor. 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 college and career ready, courses have been updated to satisfy the rigorous "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our high school CTE courses offer either articulated or dual enrollment credit with local colleges that allow students to earn credit for both high school and college classes.

### DataQuest

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

### 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.

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.19
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	45.89

\* Where there are student course enrollments.

### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	9	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	5	N/A
Science	2	N/A
Social Science	17	N/A
All courses	35	30.5

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

\*Where there are student course enrollments of at least one student.