



# Valley High School

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

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Santa Ana Unified School District

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#### District Governing Board

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Carolyn Torres, Vice President  
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Administrative Services**  
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School Performance and Culture**  
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**Assistant Superintendent, Business  
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Orin Williams  
**Assistant Superintendent, Facilities  
& Governmental Relations**  
Chief Anastasia Smith  
**School Police Department**

### 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 as the second high school to serve the city. 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 one Higher Education Coordinator. We enjoy established partnerships with Santa Ana College, California State University, Fullerton, and the University of California, Irvine. Additionally, our students and families benefit from many other collaborative relationships with entities such as the Orange County Department of Education, 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 Human Geography.

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 eleventh largest district in the state, currently serving nearly 45,576 students in grades K-12, residing in the city of Santa Ana. As of 2019-20, SAUSD operates 36 elementary schools, 8 intermediate schools, 7 high schools, 4 educational options-secondary schools, and 1 dependent charter school. The student population is comprised of 81% enrolled in the Free or Reduced Price Meal program, 38% 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

#### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	623
Grade 10	621
Grade 11	529
Grade 12	479
<b>Total Enrollment</b>	<b>2,252</b>

## 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.2
Asian	2.2
Filipino	0.2
Hispanic or Latino	96.7
Native Hawaiian or Pacific Islander	0.2
White	0.3
Two or More Races	0.1
Socioeconomically Disadvantaged	94
English Learners	34.2
Students with Disabilities	14
Foster Youth	0.4
Homeless	16.4

## 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 for Valley High School	18-19	19-20	20-21
With Full Credential	85	81	87
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	1918
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	0

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

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

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 2020-21)

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 22, 2020, 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. 20/21-3370 which certifies as required by Education Code §60119 that for the 2020-2021 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 22, 2020

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
2018	McGraw Hill, <i>Environmental Science: A Global Concern</i>	9-12
2015	National Geographic Learning, <i>Oceanography</i>	9-12
2010	W.H. Freeman & Co, <i>Principles of Life</i>	9-12
2010	Pearson, <i>Chemistry: The Central Science</i>	9-12
2001	Pearson, <i>College Physics</i>	9-12
<b>Social Science</b>		
2020	Pearson, <i>World Geography</i>	9-12
2020	HMH, <i>Psychology</i>	9-12
2020	HMH, <i>Sociology</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12
2017	Wadsworth, <i>Voyages in World History</i>	9-12
2017	Prentice Hall, <i>Cultural Landscape</i>	9-12

2017	Cengage, <i>Western Civilization Since 1300</i>	9-12
2020	McGraw Hill, <i>World History, Culture and Geography: The Modern World</i>	10
2017	Glencoe, <i>American History: Connecting with the Past</i>	11
2020	McGraw Hill, <i>United States History and Geography: Continuity &amp; Change</i>	11
2006	Pearson, <i>Government in America</i>	12
2020	Pearson, <i>Magruder's American Government</i>	12
2020	Pearson, <i>Economics</i>	12

◆ means data is not required. The fields are intentionally not provided.

### 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 7/7/2020**

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	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	ROOM 6-8: Light fixture caps need to be anchored to ceiling -W/O #57976
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	FRONT OFFICE: Men's mirror carved with graffiti needs to be replaced -W/O #57973 FRONT OFFICE: Women's toilet loose on the bottom -W/O #57972
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	AUDITORIUM: Need to clean out all rain gutters -W/O #57973 BUILDING 22 DOWNSTAIRS: Rug mat carpet lifting -W/O #43378 CAFETERIA: Linoleum floor lifting in various locations repair -W/O #43378 ROOM 20-3: Patch wall south side -W/O #57974 ROOM 6-7: Check door hard to close -W/O #57975
<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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	29	N/A	35	N/A	50	N/A
Math	14	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	10	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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.
- School Site Council
- 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, ParentSquare, the school website, and our electronic marquee. School-to-home communication is provided in both English and Spanish. Through parent letters, ParentSquare 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 (School Year 2020-2021)**

2019-20 CSSP Approval Date: 2/26/2020

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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.2	5.2	3.1	3.2	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.7	2.3	
Expulsions	0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## 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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	450.4

\*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

\*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	28	23	16	46	27	30	19	43	28	24	19	43
Mathematics	28	20	17	36	29	21	13	38	30	19	12	40
Science	31	8	16	24	28	16	13	25	28	16	6	32
Social Science	29	17	11	37	31	15	2	43	30	17	8	38

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	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. 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. 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 administrators 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 Principals for Improvement and Equity training through CORE.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$50,029
Mid-Range Teacher Salary	\$88,515	\$77,680
Highest Teacher Salary	\$112,309	\$102,143
Average Principal Salary (ES)	\$137,206	\$128,526
Average Principal Salary (MS)	\$137,844	\$133,574
Average Principal Salary (HS)	\$151,578	\$147,006
Superintendent Salary	\$327,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	4.0	5.0

\* 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

- 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
- ESSA: CSI LEA funding
- 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
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality
- Title IV, Part A, Student Support and Academic Enrichment Grant Program

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8112	1756	6357	88494
District	N/A	N/A	\$7,554	\$94,411
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-17.2	-6.5
School Site/ State	-19.7	6.3

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

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Valley High School	2016-17	2017-18	2018-19
Dropout Rate	4.7	8	5.5
Graduation Rate	90.4	85.7	89.5

Rate for Santa Ana Unified School	2016-17	2017-18	2018-19
Dropout Rate	4.3	5.5	5.3
Graduation Rate	91.5	89	88.8

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1504
% of pupils completing a CTE program and earning a high school diploma	40.7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	42.1

#### 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 through on-site, after-school, and virtual learning. Students take an integrated CTE course sequence 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). CTE regional, county, and state competitions build industry skills and leadership through CTE student organizations. We continue to focus on adding pertinent industry recommended certifications and providing students the chance to work with businesses in our community through internships, field trips, and guest speaker opportunities.

CTE courses in Santa Ana combine real-world and work-based relevance with academic rigor and are aligned to meet both academic and California State CTE Standards. CTE courses also meet 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.05
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	47.22

#### 2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		N/A
English	8	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	4	N/A
Science	2	N/A
Social Science	17	N/A
All courses	35	28.4

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