Valley High
2020-2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.
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.

2021-22 School Contact Information

School Name	Valley High
Street	1801 South Greenville Street
City, State, Zip	Santa Ana, CA 92704-4005
Phone Number	(714) 241-6410
Principal	Katherine Berger
Email Address	Katherine.Berger@sausd.us
School Website	sausd.us/valley
County-District-School (CDS) Code	30-66670-3036456

2021-22 District Contact Information

District Name	Santa Ana Unified School District
Phone Number	714-558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
District Website Address	www.sausd.us

2021-22 School Overview

Valley High (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 Anteater 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 partners with 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.

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	606
Grade 10	595
Grade 11	570
Grade 12	456
Total Enrollment	2,227

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	1.9
Black or African American	0.1
Filipino	0.1
Hispanic or Latino	96.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.1
White	0.3
English Learners	36.3
Foster Youth	0.4
Homeless	20.3
Socioeconomically Disadvantaged	94.1
Students with Disabilities	15.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	69.0	69.6	1683.4	86.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	7.3	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.6	5.7	56.1	2.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	1.3	17.7	0.9	12115.8	4.4
Unknown	23.2	23.5	177.8	9.2	18854.3	6.9
Total Teaching Positions	99.1	100.0	1942.6	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	5.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	5.6

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.2
Total Out-of-Field Teachers	1.2

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.1

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 14, 2021, 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. 21/22-3421, which certifies as required by Education Code §60119 that for the 2021-2022 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.

Year and month in which the data were collected	September 14, 2021

Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2017	CPM, *Core Connections*	9-12
2018	Pearson, *Precalculus: Graphical, Numerical, Algebraic Common Core with MyMathLab*	9-12
2018	Pearson, *Calculus: Graphical, Numerical, Algebraic with MyMathLab*	9-12
2008	Addison Wesley, *College Algebra-Elementary and Intermediate Algebra Concepts and Applications*	9-12
2008	Prentice Hall, *Probability & Statistics*	9-12
2018	CPM, *Statistics*	9-12
2017	CPM, *Precalculus*	9-12
Language Arts		
2018	McGraw Hill, *StudySync*	9-12
2017	Pearson, *ILit ELL*	9-12
Science(s)		
2007	Holt, *Earth Science*	9-12
2007	Glencoe, *Biology*	9-12
2007	Prentice Hall, *Chemistry*	9-12
2007	Prentice Hall, *Essentials of Human Anatomy & Physiology*	9-12
2007	Prentice Hall, *Conceptual Physics*	9-12
2016	National Geographic Learning, *Environmental Science: Sustaining Your World*	9-12
2018	McGraw Hill, *Environmental Science: A Global Concern*	9-12
2015	National Geographic Learning, *Oceanography*	9-12
2010	W.H. Freeman & Co, *Principles of Life*	9-12
2010	Pearson, *Chemistry: The Central Science*	9-12
2001	Pearson, *College Physics*	9-12
Social Science		
2020	Pearson, World Geography	9-12
2020	HMH, Psychology	9-12

2020	HMH, Sociology	9-12
2006	Oxford University, *Mexican American Studies – The course of Mexican History*	9-12
2017	Wadsworth, *Voyages in World History*	9-12
2017	Prentice Hall, *Cultural Landscape*	9-12
2017	Cengage, *Western Civilization Since 1300*	9-12
2020	McGraw Hill, *World History, Culture and Geography: The Modern World*	10
2017	Glencoe, *American History: Connecting with the Past*	11
2020	McGraw Hill, *United States History and Geography: Continuity & Change*	11
2006	Pearson, *Government in America*	12
2020	Pearson, *Magruder's American Government*	12
2020	Pearson, *Economics*	12

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	6/15/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			ROOM 3-9: Need to replace damage floor tile north east corner -W/O #70103 ROOM 4-1: Need to replace damage floor tile inside small office -W/O #70103
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			WRESTLING RM: Need to replace damage floor tiles north & east side wall -W/O #71172
Electrical	X			GYM: Need to replace led light fixture not working -W/O #70885

School Facility Conditions and Planned Improvements

			ROOM 15-1: Need to replace ballast on light fixture -W/O #71289 ROOM 15-3: Need to replace ballast on light fixture -W/O #71289 ROOM 3-1: Need to replace (2) ballast in the light fixtures. WO #70884 ROOM 4-9: Need to replace ballast in light fixture. -W/O #70885
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	517	298	57.64	42.36	37.99
Female	253	166	65.61	34.39	41.94
Male	264	132	50	50	33.06
American Indian or Alaska Native	0	0	0	0	0
Asian	11	8	72.73	27.27	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	501	286	57.09	42.91	36.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	179	90	50.28	49.72	7.32
Foster Youth	--	--	--	--	--
Homeless	146	72	49.32	50.68	44.12
Military	0	0	0	0	0
Socioeconomically Disadvantaged	479	276	57.62	42.38	37.74
Students Receiving Migrant Education Services	13	10	76.92	23.08	--
Students with Disabilities	80	37	46.25	53.75	2.94

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	517	328	63.44	36.56	15.31
Female	253	170	67.19	32.81	16.07
Male	264	158	59.85	40.15	14.47
American Indian or Alaska Native	0	0	0	0	0
Asian	11	10	90.91	9.09	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	501	315	62.87	37.13	14.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	179	96	53.63	46.37	6.45
Foster Youth	--	--	--	--	--
Homeless	146	84	57.53	42.47	21.95
Military	0	0	0	0	0
Socioeconomically Disadvantaged	479	300	62.63	37.37	15.41
Students Receiving Migrant Education Services	13	10	76.92	23.08	--
Students with Disabilities	80	35	43.75	56.25	2.94

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Two or More Races	N/A	N/A	N/A	N/A	N/A

English Learners	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	5.79	N/A	16.34	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	931	323	34.69	65.31	5.79
Female	486	167	34.36		
Male	445	156	35.06		
American Indian or Alaska Native	0	0	0	0	0
Asian	18	6	33.33	66.67	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	903	315	34.88	65.12	4.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	277	94	33.94	66.06	1.12
Foster Youth	--	--	--	--	--
Homeless	256	84	32.81	67.19	2.56
Military	0	0	0	0	0
Socioeconomically Disadvantaged	868	298	34.33	65.67	5.90
Students Receiving Migrant Education Services	19	10	52.63	47.37	--
Students with Disabilities	126	37	29.37	70.63	0.00

2020-21 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,635
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	54.8

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.16
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	48.52

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are encouraged to get involved in Valley High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school encourages assistance from parents in the classroom, front office, guidance department and library. Parents are always welcome to visit classrooms, observe the lunch area, and

2021-22 Opportunities for Parental Involvement

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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	5.5	3.3	3.0	5.3	2.6	4.7	9.0	8.9	9.4
Graduation Rate	89.5	89.1	91.5	88.8	91.4	88.4	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	437	400	91.5
Female	242	228	94.2
Male	195	172	88.2
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	424	388	91.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	134	110	82.1
Foster Youth	--	--	--
Homeless	66	61	92.4
Socioeconomically Disadvantaged	418	385	92.1
Students Receiving Migrant Education Services	12	10	83.3
Students with Disabilities	64	48	75.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2315	2273	269	11.8
Female	1128	1111	128	11.5
Male	1185	1160	141	12.2
American Indian or Alaska Native	5	5	0	0.0
Asian	44	44	2	4.5
Black or African American	3	3	1	33.3
Filipino	3	3	0	0.0
Hispanic or Latino	2243	2201	260	11.8
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	2	2	0	0.0
White	6	6	2	33.3
English Learners	883	853	130	15.2
Foster Youth	11	11	2	18.2
Homeless	474	466	59	12.7
Socioeconomically Disadvantaged	2099	2069	247	11.9
Students Receiving Migrant Education Services	47	45	7	15.6
Students with Disabilities	346	340	61	17.9

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.20	0.00	3.17	0.02	3.47	0.20
Expulsions	0.04	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.73	2.24	2.45
Expulsions	0.04	0.04	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

CSSPs were waived due to closure during COVID from March 2020 to August 2021

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).

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	30	19	43
Mathematics	29	21	13	38
Science	28	16	13	25
Social Science	31	15	2	43

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	24	19	43
Mathematics	30	19	12	40
Science	28	16	6	32
Social Science	30	17	8	38

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	62	32	25
Mathematics	27	27	19	36
Science	23	26	17	19
Social Science	27	28	25	28

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	445.4

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	3.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,822.90	$1,664.84	$6,158.06	$89,518.02
District	N/A	N/A	$109,175	$96,823
Percent Difference - School Site and District	N/A	N/A	-178.6	-7.8
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-31.3	5.6

2020-21 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- AVID-OCDE Destination Graduation
- California Clean Energy Jobs Act
- California Partnership Academies
- California Student Author Program
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CAPP Leadership Network at SAHS
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- Classified School Employee Professional Development Block Grant
- Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners
- COPS Office School Violence Prevention Program
- Coronavirus Relief Fund
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Governor's Emergency Education Relief Fund
- Head Start
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Migrant Education
- Oasis Center Int'l (OCI)
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- Prop 98 Learning Loss Mitigation Funds
- SB117 COVID-19 LEA Response Funds
- Special Education
- SUMS Grant (Scaling up Multi-Tiered System of Support)
- 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,122	$50,897
Mid-Range Teacher Salary	$90,285	$78,461
Highest Teacher Salary	$114,555	$104,322
Average Principal Salary (Elementary)	$145,937	$131,863
Average Principal Salary (Middle)	$140,916	$137,086
Average Principal Salary (High)	$163,317	$151,143
Superintendent Salary	$350,000	$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	29.6

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	0
Foreign Language	5
Mathematics	5
Science	3
Social Science	19
Total AP Courses Offered	40

Professional Development

All curriculum and instructional improvement activities are driven by our School Site Plan, WASC Action Plan, and LCAP Goals. 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 and language development 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 with remote learning being a focus during the pandemic. This year, our main focus is restorative practices, data-driven instruction, language and literacy. Nearly all faculty meetings are built around professional development instead of delivering housekeeping information.

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.   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.

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, and a site team is participating in BTSC (Breakthrough Success Community).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4