

Valley High

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

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.

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.

2023-24 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

2023-24 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	www.sausd.us

2023-24 School Description and Mission Statement

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 8 Counselors and one Higher Education Coordinator. We are finishing construction on a state of the art automotive and culinary facility and auditorium/theater. 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, Project Kinship, 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 Anteatery 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, Spanish Literature, US History, World History, US Government, Macro Economics, French, Environmental Sciences, Calculus AB and BC, Psychology, Physics, Biology, Computer Science, Statistics 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.

2023-24 School Description and Mission Statement

Mission
Valley High School provides a positive, student-centered climate with the support of academies and community partnerships to inspire and equip students with the academic, creative, and life skills to meet the challenges of an ever-changing global society.

Vision
Valley High School students are architects of their well-being and learning while persisting towards their life's goals and achieving their full potential as future-ready, global citizens.

Valley High School graduates will be:

STRONG

We are Architects of our life and learning who demonstrate:

- Confidence
- Growth mindset
- Goal Setting
- Social-Emotional Awareness
- Problem Solving
- Critical Thinking
- Resilience

CONNECTED

We are Global Citizens and show:

- Respect
- Empathy
- Kindness
- Acceptance
- Compassion
- Collaboration
- Leadership

LIFE LONG LEARNERS

We are Future-ready and value:

- Time Management
- Communication
- Self-Discipline
- Positive Technology Usage
- Collaboration
- Financial Awareness
- Self-Advocacy

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	527
Grade 10	561
Grade 11	557
Grade 12	552
Total Enrollment	2,197

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.7%
American Indian or Alaska Native	0.2%
Asian	1.9%
Black or African American	0%
Filipino	0.1%
Hispanic or Latino	97%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.1%
White	0.4%
English Learners	41.1%
Foster Youth	0.4%
Homeless	26.8%
Migrant	1.8%
Socioeconomically Disadvantaged	87.6%
Students with Disabilities	15.8%

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

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)	69.00	69.59	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.60	5.66	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	1.26	17.70	0.91	12115.80	4.41
Unknown	23.20	23.47	177.80	9.16	18854.30	6.86
Total Teaching Positions	99.10	100.00	1942.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	77.10	74.55	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	1.20	1.22	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.70	4.56	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	1.20	23.50	1.15	11953.10	4.28
Unknown	19.10	18.46	127.30	6.20	15831.90	5.67
Total Teaching Positions	103.50	100.00	2053.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.10
Misassignments	5.60	4.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.60	4.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.20	1.20
Total Out-of-Field Teachers	1.20	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.2	4.3
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	0.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 26, 2023, 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. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 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 26, 2023
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Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability & Statistics</i>	9-12
2017	CPM, <i>Core Connections</i>	9-12
2017	CPM, <i>Precalculus</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
2018	CPM, <i>Statistics</i>	9-12
Language Arts		
2017	Pearson, <i>ILit ELL</i>	9-12
2018	McGraw Hill, <i>StudySync</i>	9-12
2022	Bedford Freeman Worth, <i>Ideas in Argument</i>	11
2023	Bedford Freeman Worth, <i>Literature and Composition</i>	12
Science(s)		
2001	Pearson, <i>College Physics</i>	9-12
2007	Holt, <i>Earth Science</i>	9-12
2007	Glencoe, <i>Biology</i>	9-12
2007	Prentice Hall, <i>Chemistry</i>	9-12
2007	Prentice Hall, <i>Essentials of Human Anatomy & Physiology</i>	9-12
2007	Prentice Hall, <i>Conceptual Physics</i>	9-12
2010	W.H. Freeman & Co, <i>Principles of Life</i>	9-12
2010	Pearson, <i>Chemistry: The Central Science</i>	9-12
2015	National Geographic Learning, <i>Oceanography</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
2022	Pearson, <i>Forensic Science: An Introduction</i>	9-12
Social Science		
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	Pearson, <i>World Geography</i>	9-12
2020	HMH, <i>Psychology</i>	9-12
2020	HMH, <i>Sociology</i>	9-12
2020	McGraw Hill, <i>World History, Culture and Geography: The Modern World</i>	10
2020	McGraw Hill, <i>United States History and Geography: Continuity & Change</i>	11
2023	Norton, <i>Give Me Liberty!</i>	11

2020	Pearson, <i>Magruder's American Government</i>	12
2020	Pearson, <i>Economics</i>	12
2022	Bedford Freeman Worth, <i>Presidential Election Update American Government: Stories of a Nation</i>	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

6/8/2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
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).

College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	31	26	31	32	47	46
Mathematics (grades 3-8 and 11)	10	8	19	20	33	34

2022-23 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	530	507	95.66	4.34	26.48
Female	270	262	97.04	2.96	34.10
Male	259	244	94.21	5.79	18.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	515	492	95.53	4.47	26.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	212	191	90.09	9.91	3.14
Foster Youth	--	--	--	--	--
Homeless	157	157	100.00	0.00	25.48
Military	38	38	100.00	0.00	28.95
Socioeconomically Disadvantaged	469	452	96.38	3.62	25.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	82	100.00	0.00	1.22

2022-23 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	530	522	98.49	1.51	8.24
Female	270	266	98.52	1.48	7.52
Male	259	255	98.46	1.54	9.02
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	515	507	98.45	1.55	7.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	212	208	98.11	1.89	1.92
Foster Youth	--	--	--	--	--
Homeless	157	156	99.36	0.64	8.33
Military	38	38	100.00	0.00	7.89
Socioeconomically Disadvantaged	469	462	98.51	1.49	7.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	81	98.78	1.22	0.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.48	10.36	15.30	16.00	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1074	1064	99.07	0.93	10.53
Female	521	516	99.04	0.96	8.14
Male	551	546	99.09	0.91	12.64
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	21.05
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1044	1034	99.04	0.96	10.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	406	400	98.52	1.48	1.00
Foster Youth	--	--	--	--	--
Homeless	295	295	100.00	0.00	9.49
Military	66	66	100.00	0.00	13.64
Socioeconomically Disadvantaged	950	941	99.05	0.95	9.46
Students Receiving Migrant Education Services	18	18	100.00	0.00	5.56
Students with Disabilities	153	151	98.69	1.31	3.97

2022-23 Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers innovative and challenging courses with equitable access to prepare all students for college and career readiness. Students participate in courses within the regular instructional day, during after-school expanded learning programs, and through virtual learning programs. CTE classes are vertically aligned from TK-12 starting with career awareness in TK-5th grades, career exploration in 6th-8th grades, while culminating with work-based learning experiences in high school.

Students complete an integrated CTE sequence of courses referred to as a career 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 help students build industry skills and leadership skills through participation in career technical student organizations (CTSO). SAUSD CTE continues to focus on expanding relevant industry recommended certifications and with providing students work-based learning opportunities at partner businesses within our community through internships, field trips, and guest speakers.

SAUSD CTE courses combine real-world relevance with academic rigor and are aligned to meet both academic and California State CTE Standards. CTE courses also meet "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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1412
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	19.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.63
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	38.17

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	75.1	76.1	75.0	76.5	74.2

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.

2023-24 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 chaperone field trips. Our Wellness Center, provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts.

Our goal is 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. Opportunities for parent involvement include:

- Monthly Cafecito 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:

- Family and Community Engagement Liaison who runs the Valley Wellness Center, provides parent classes, and organizes parent engagement activities.
- A full-time Outreach Consultant to assist parents with students exhibiting attendance problems, and support families in engaging in their child's education

2023-24 Opportunities for Parental Involvement

- Orientation for freshman parents
- Parent handbook
- Parent programs and services, translations services, resources, training with Disciplina Positiva, 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 (SSC) 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3	5.2	7.6	4.7	3.7	8.4	9.4	7.8	8.2
Graduation Rate	91.5	89.2	89.9	88.4	92.4	89.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	543	488	89.9
Female	243	223	91.8
Male	299	265	88.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	529	476	90.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	220	177	80.5
Foster Youth	--	--	--
Homeless	178	160	89.9
Socioeconomically Disadvantaged	515	467	90.7
Students Receiving Migrant Education Services	15	14	93.3
Students with Disabilities	75	55	73.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2343	2308	643	27.9
Female	1091	1072	340	31.7
Male	1249	1233	302	24.5
American Indian or Alaska Native	5	4	1	25.0
Asian	44	44	6	13.6
Black or African American	1	1	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	2272	2240	630	28.1
Native Hawaiian or Pacific Islander	5	4	0	0.0
Two or More Races	3	3	1	33.3
White	10	9	4	44.4
English Learners	990	974	306	31.4
Foster Youth	12	12	6	50.0
Homeless	647	637	203	31.9
Socioeconomically Disadvantaged	2080	2051	588	28.7
Students Receiving Migrant Education Services	45	45	12	26.7
Students with Disabilities	365	362	117	32.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.16	6.66	0.02	3.55	4.33	0.20	3.17	3.60
Expulsions	0.00	0.04	0.00	0.00	0.03	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.66	0
Female	3.39	0
Male	9.53	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.82	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	8.08	0
Foster Youth	8.33	0
Homeless	6.96	0
Socioeconomically Disadvantaged	6.83	0
Students Receiving Migrant Education Services	8.89	0
Students with Disabilities	10.68	0

2023-24 School Safety Plan

Safety Plan Approval Date: Mar. 1, 2023

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).

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	17	100	36	14
Mathematics	18	64	29	22
Science	16	56	25	10
Social Science	17	74	17	30

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17	80	33	24
Mathematics	17	67	27	20
Science	19	38	22	13
Social Science	18	63	26	27

2022-23 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	274.63

2022-23 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)	8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$9,790	\$2,683	\$7,107	\$96,567
District	N/A	N/A	\$8,610	\$98,288
Percent Difference - School Site and District	N/A	N/A	-19.1	-1.8
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-6.1	9.4

Fiscal Year 2022-23 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
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- 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
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty UCI
- 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
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education
- Supplementary Prgs-Specialized Secondary
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$63,168	\$55,550
Mid-Range Teacher Salary	\$94,508	\$80,703
Highest Teacher Salary	\$122,396	\$109,418
Average Principal Salary (Elementary)	\$155,452	\$137,703
Average Principal Salary (Middle)	\$152,508	\$143,760
Average Principal Salary (High)	\$167,818	\$159,021
Superintendent Salary	\$350,000	\$319,443
Percent of Budget for Teacher Salaries	34.87%	30.35%
Percent of Budget for Administrative Salaries	4.04%	4.87%

2022-23 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
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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	9
Fine and Performing Arts	0
Foreign Language	7
Mathematics	4
Science	7
Social Science	23
Total AP Courses Offered Where there are student course enrollments of at least one student.	50

Professional Development

All curriculum and instructional improvement activities are driven by our School Site Plan, Western Association of Schools and Colleges Action Plan, and Local Control and Accountability Plan (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 Valley's Falcon Four (Live the Vision, Know your Students, Build Relationships and Make Learning Visible). 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: data and curriculum software 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 CAFE, AVID, CTE and ASCA 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. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	10	18