

Valley Vista High School (Continuation)

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Valley Vista High School (Continuation)
Street	9600 Dolphin St.
City, State, Zip	Fountain Valley CA 92708
Phone Number	(714) 964-7766
Principal	Kerry Clitheroe
E-mail Address	kclitheroe@hbuhdsd.edu
Web Site	www.vvhs.info
CDS Code	30665483038551

District Contact Information	
District Name	Huntington Beach Union High School District
Phone Number	(714) 903-7000
Superintendent	Dr. Clint Harwick
E-mail Address	charwick@hbuhds.edu
Web Site	www.hbuhds.edu

School Description and Mission Statement (School Year 2018-19)

The mission of Valley Vista High School is to engage our students in their education while promoting mutual respect and providing ample opportunities for acquiring essential life skills. Our students participate in our Got My ACT Together program that documents their acquisition of 21st century skills that include personal accountability and achievement, effective communication and citizenship, use of technology and preparation for successful transitions throughout adult life as embedded in the curriculum. VvHS promotes opportunities that prepare all students for success as an individual, family and community member and global citizen. Our students will become productive self-directed achievers, effective communicators and collaborators, positive responsible contributors and creative strategic thinkers.

Students who have had difficulties at a comprehensive high school have an opportunity at VvHS to experience success in an alternative school setting. Students learn in small, structured classes and earn credits based upon the successful completion of course work taught by a credentialed teacher. Final grades and variable credits of a minimum of one to a maximum of five per course are earned each quarter. Students have an opportunity to earn 100 credits per year. VvHS offers a program for pregnant and parenting teens, A fully equipped child development center called the NEST provides on-site child care for the infants and toddlers of our students. At the conclusion of four years of high school, students who have not met the graduation requirements are encouraged to transition to adult education to earn a high school diploma or prepare for the GED, enroll in community college or vocational training, or join the armed services and/or enter the workforce.

In elective courses, we offer acting, animation and game design, current events, digital photography, guitar and music production, consumer and family education, foods, physical conditioning and weightlifting, wood shop, art, career exploration, and leadership. In addition, ROP classes offered at various sites are available after school.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 10	1
Grade 11	91
Grade 12	175
Total Enrollment	267

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.7
Asian	3.7
Filipino	0.7
Hispanic or Latino	60.3
Native Hawaiian or Pacific Islander	1.9
White	30.0
Socioeconomically Disadvantaged	63.3
English Learners	22.1
Students with Disabilities	11.6
Foster Youth	1.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	15	15	14	662
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	4	5	4	50

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	4	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Literature - Third Course;Holt, Rinehart, Winston; Adopted Elements of Literature - Fourth Course;Holt, Rinehart, Winston;Adopted 6/24/08 Elements of Literature - World Literature; Holt, Rinehart, Winston; Adopted 6/24/08 Elements of Literature - Essentials of American Literature - Fifth Course; Holt; Adopted 3/8/11 Language of Composition Reading, Writing, Rhetoric; Bedford/St. Martin's; Adopted Literature British 12; Holt; Adopted 11/12/13 Literature and Composition; Beford/ St. Martin's; Adopted Theory of Knowledge - 3rd Edition; Hodder Education; Adopted Literature and Language Arts - 4th Coourse;Holt, Rinehart, Winston;Adopted 6/24/08 Voices of Literature Gold;Heinle & Heinle; 1996 Edge Fundamentals;Cengage/National Geographic School Pub.; Adopted 7/15/14 Edge 2014 Level A; Cengage Learning; Adopted 7/15/14 Edge 2014 Level B; Cengage Learning; Adopted 7/15/14	Yes	0%
Mathematics	The Practice of Statistics for AP* - Fifth Edition; W.H Freeman and Co; Adopted 7/15/14 Fundamentals of Java; Cengage; Adopted 11/12/13 Algebra 2 Common Cored Edition; Pearson, Prentice Hall; Adopted 11/12/13 Math Geometry/Glencoe; McGraw Hill; Adopted 8/9/11 Precalculus: Enhanced with Graphing Utilities - 6th Edition; Pearson; Adopted 8/9/11 Basic Algebra; McDougal/Littel Brown; Adopted 1999 Algebra 1-California Edition; Prentice Hall; 6/29/10 Geometry (CA)-1st Edition; Holt; Adopted 2008 Geometry (Acele); McGraw Hill; Adopted 2012 Trigonometry-6th Edition;Addison Wesley; Adopted 1997 Elementary Statistics - 4th Edition;McGraw-Hill; Adopted 2001 Calculus for AP - 1st Edition;Cengage; Adopted 2017 Calculus with Analytic Geometry-5th Edition; McDougal-Litton/Houghton-Mifflin; Adopted 1994 Mathematics with Business Applications;McGraw-Hill; Adopted 2003	Yes	0%
Science	Marine Science; McGraw-Hill; Adopted 8/14/18 College Physics; A Strategic Approach; Pearson; Adopted 2016 Physics; Houghton Mifflin Harcourt; Adopted 2017	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Chemistry; The Central Science; AP 13th Edition; Adopted 6/24/14 Fundamentals of Anatomy & Physiology; Pearson; Adopted 6/24/14 Environmental Science for AP; W.H. Freeman; Adopted 2013 Biological Science (Fourth Edition); Benjamin Cummings/ Pearson; Adopted 2012 Campbell Biology AP Edition (Ninth Edition); Benjamin Cummings/ Pearson; Adopted 2012 Modern Chemistry; Benjamin Cummings/Pearson; Adopted 2012 Science Spectrum Physical Science (CA); Holt;Adopted 2007 Earth Science (CA) - 1st Edition; Pearson/Prentice Hall; Adopted 2006 Physics: Principles and Problems; Glencoe; Adopted 2005 Conceptual Integrated Science Explorations (Penguin Book) ; Addison Wesley; Adopted 2010 Chemistry in the Community-5th edition; W. H. Freeman; Adopted 2006 Chemistry - 6th edition;Brooks/Cole; Adopted 2003 Physics-Principles with Applications; Pearson; Adopted 2004 Physics for Scientists and Engineers-9th Edition; Brooks/Cole; Adopted 2014 Biology (Macaw);Prentice Hall; Adopted 2010 Biology (CA) Cheetah; Holt, Rinehart and Winston: Adopted 2008 Higher level Physics for the IB Diploma;Pearson; Adopted 2009 Biology IB Diploma HL; Prentice Hall; Adopted 2014		
History-Social Science	Explorations in Economics; B.F. Worth; Adopted 3/8/16 The Cultural Landscape An Introduction to Human AP edition; Pearson;Adopted 3/8/16 Myer Psychology for AP-2nd Edition; Adopted 3/8/16 Psychology Principles in Practice; Houghton Mifflin Harcourt; 3/8/16 Western Civilization Since 1300 - AP Edition; Cengage Learning; Adopted 3/8/16 Give Me Liberty!; An American History;W. W. Norton; Adopted 3/8/16 Krugman's Economics for AP; B.F. Worth Publishing; Adopted 3/8/16 Government in American; Pearson; Adopted 3/8/16 Voyages in World History; Cengage Education; Adopted 8/11/15 Geography Alive! Regions and People;TCI; Adopted 3/8/16 Modern World History-Patterns of Interaction; Houghton-Mifflin-Harcourt; Adopted 3/8/16	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	History Alive! Pursuing American Ideals; TCI; Adopted 3/8/16 United States Government; Our Democracy; McGraw Hill; Adopted 3/8/16 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14 Psychology; 10th Edition; Worth Publishers; Adopted 6/24/14 Cultural Landscape an Introduction to Human Geography 10th edition; Pearson; Adopted 3/8/16 The American Pageant; 13th edition; TCI; Adopted 2013 Social Studies Psychology; HMH; Adopted 2018		
Foreign Language	Autentico 1; Pearson; Adopted 2018 Autentico 2; Pearson; Adopted 2018 Autentico 3; Pearson; Adopted 2018 Avancemos; HMH; Adopted 2018 Temas AP Spanish Language and Culture; Vista Higher Learning; Adopted 2014 Nuevas Vista Curso de Introduccion; Holt, Rinehart, and Winston; Adopted 2004 Abriendo puertas: Antologia de literatura en espanol Tomo 1: 1st Edition; McDougal Littell; Adopted 2003 Abriendo puertas Ampliando Perspectivas; Holt McDougal; Adopted 2013 Bien Dit! Level 1; HMH; Adopted 2018 Bien Dit! Level 2; HMH; Adopted 2018 Bien Dit! Level 3; HMH; Adopted 2018 Bravo! 5th Edition; Thomson Heinle; Adopted 2005 Advance Placement French: Preparing for the Language and Culture Examination; Prentice Hall; Adopted 2012 Allons Au-dela! La Langue Et Les Cultures Du Monde Francophone; Prentice Hall; Adopted 2012 Adventures in Japanese 1; Cheng and Tsui; Adopted 2015 Adventures in Japanese 2 4th edition; Cheng and Tsui; Adopted 2015 Adventures in Japanese 3 4th edition; Cheng and Tsui; Adopted 2016 Adventures in Japanese 4 1st edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 1 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 2 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 2: part 1 3rd edition; Cheng and Tsui; Adopted 2017 Chinese for Tomorrow; Cheng and Tsui; Adopted 2009 Tieng Viet men yeu A; East Side Union School District; 2010	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Tieng Viet men yeu B; East Side Union School District; 2011 Conversational Vietnamese; University of Washington Press; 2003 Tieng Viet men yeu D; East Side Union School District; 2013 Tieng Viet men yeu C; East Side Union School District; 2011 Master ASL Level 1; Sign Media; 2006 El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 1; McGraw Hill; Adopted 2014 El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 2; McGraw Hill; Adopted 2014 Nuevas Vistas Curso Dos Holt Rinehart and Winston		
Health	Health; Prentice Hall; Adopted 2007	Yes	0%
Visual and Performing Arts	Photography 11th edition; Pearson; Adopted 2013 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14	Yes	0%
Science Laboratory Equipment (grades 9-12)	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Valley Vista High School is maintained by one full-time and one part-time School Utility Worker who handle most of the custodial and maintenance tasks. For the district-wide routine maintenance jobs like fertilizing or more complicated and/or large scale jobs, the District Office has a roving mobile maintenance crew and other workers who specialize in certain areas like HVAC. VvHS is very clean and presentable campus and repairs are quickly scheduled and completed. Every summer, the Principal and School Utility Workers review the tasks that need to be completed and establish a timeline for completing them during the vacation as well as other tasks to be completed during the academic year. In addition, as unplanned situations arise during the school year, the Principal meets with the full-time School Utility Worker to determine our course of action and needed level of support from the DO. At this time, the HVAC system, outside lights and security cameras need to be repaired and/or replaced to operate more efficiently.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC system leaks water into classrooms and offices at times. Sewer odors escape in several classrooms at times.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	3 heat exchangers replaced. Marquee repaired
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	5 year fire testing completed
Structural: Structural Damage, Roofs	Good	Storage area roof replaced. Tremco roofing repaired all roofs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/13/2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	23.0	13.0	78.0	72.0	48.0	50.0
Mathematics (grades 3-8 and 11)	2.0	3.0	52.0	50.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	159	143	89.94	12.59
Male	98	87	88.78	11.49
Female	61	56	91.80	14.29
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	101	94	93.07	8.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	34	80.95	20.59
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	110	98	89.09	11.22
English Learners	55	51	92.73	1.96
Students with Disabilities	18	17	94.44	0.00

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	147	90.74	2.72
Male	100	89	89	4.49
Female	62	58	93.55	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	103	96	93.2	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	36	83.72	2.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	112	101	90.18	1.98
English Learners	56	52	92.86	1.92
Students with Disabilities	18	16	88.89	0

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	97
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.4
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Because of the open-entry enrollment throughout the academic year and the lack of proximity of our families to Valley Vista High School, our parent participation can be limited. Tours of the campus for interested parents and students are conducted upon request. All new parents and students attend an orientation to the school that includes A Day in the Life at VvHS video, PowerPoint presentation and our handbook are available in both English and Spanish. In addition, other languages as well as hard of hearing translators can be made available. All forms and other school related materials plus verbal communication both over the phone and in person are readily available in other languages and/or disabilities can be accommodated as needed with pre-planning prior to the actual meeting. The School Site Council, which meets two to three times per year, includes parents, students, staff, and community members. There has been increased parental communication and support through the use of email by the teachers. A recent addition beginning last year are English Learners' family nights that focus on increasing parent's knowledge about VvHS, their students academic status and attendance as well as accessing the student information system. All parents are encouraged to participate in School Site Council and if unable to attend a meeting, then to complete questionnaires pertaining to school policies and procedures. Parents are invited to attend our Golden Eagle Awards assembly held in May and cap and gown graduation ceremony in June.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	18.5	24.8	24.5	2.5	2.3	3.6	10.7	9.7	9.1
Graduation Rate	71.2	64.5	38.7	94.2	94.8	89.2	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	41.1	87.6	88.7
Black or African American	33.3	80.4	82.2
American Indian or Alaska Native	25.0	80.8	82.8
Asian	30.8	91.9	94.9
Filipino	0.0	87.5	93.5
Hispanic or Latino	39.2	80.7	86.5
Native Hawaiian/Pacific Islander	100.0	85.7	88.6
White	48.9	90.9	92.1
Two or More Races	50.0	76.1	91.2
Socioeconomically Disadvantaged	52.8	99.1	88.6
English Learners	44.7	42.0	56.7
Students with Disabilities	28.6	41.5	67.1
Foster Youth	50.0	40.0	74.1

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.3	4.5	10.2	2.1	3.1	2.6	3.7	3.7	3.5
Expulsions	0.0	0.3	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Valley Vista is a closed campus, and the school's open design enables high visibility by principal, teachers, counselors and security staff. Students may only enter through the front entrance. All students are issued photo school I.D's. All visitors are required to check in the office and obtain a name badge to be worn while on campus. Two campus supervisors are on duty to ensure the safety of all students and staff. The site safety plan is updated each year during the Fall semester and may be revised as necessary. The School Safety Plan was presented at School Site Council held this year on December 14, 2016. The main areas addressed in our plan are the emergency preparedness procedures, disaster drills, crime reporting student discipline and forms and maps. Evacuations routes are posted in every room and in the central quad bulletin board. In addition, the evacuation map is available in the school handbook distributed to every family upon enrollment both for new and continuing students. Radio checks are monthly that include all district schools and the District Office. Earthquake and fire drills are scheduled two times a year, reinforcing evacuation procedures. Some of these drills may involve communication with district, local fire and police personnel.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	6	7		18.0	10	5		8.0	27		
Mathematics	5.0	49			5.0	42			7.0	35	1	
Science	15.0	6	2		21.0	2	4		14.0	5	4	
Social Science	11.0	18	6		12.0	17	4		10.0	23	1	

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.8	267
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15,292	\$3,029	\$12,263	\$90,376
District	N/A	N/A	\$8,092	\$91,486
Percent Difference: School Site and District	N/A	N/A	41.0	-1.2
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	53.0	5.2

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

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

Types of Services Funded (Fiscal Year 2017-18)

LCFF funds, Title I, Title II, and Title V are utilized to increase student achievement and provide a supportive environment. Services provided include, but are not limited to, increased access to psychological and student support, teacher training to meet “highly qualified” status, and standards-based curriculum development and alignment.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,808	\$50,747
Mid-Range Teacher Salary	\$93,347	\$86,127
Highest Teacher Salary	\$116,237	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$159,032	\$150,286
Superintendent Salary	\$302,000	\$238,058
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The HBUHSD is recognized statewide for the quality of its curriculum, which is developed and continually updated by teachers in coordination with a staff of curriculum specialists who are experts in their fields. The resulting curriculum reflects CCSS goals, State Frameworks, teacher recommendations, community input, and the needs of all students as they pursue post-secondary goals.

In addition to on campus professional development activities which are attended by all instructional staff, the majority of VvHS teachers participate in off campus training programs or workshops. The teachers and other certificated staff attend specific workshops related to their position, technology applications, curriculum development, counseling and in-service training for identified at-risk student issues such as effective classroom management, reduction of truancy and meeting needs of students with an IEP or 504 Plan. Staff mentor one another by sharing information with their colleagues one to one, in department meetings and at general staff meetings. The Principal meets regularly with all staff to review pertinent student data, effective teaching strategies for at-risk students and California curricular goals. The HBUHSD also promotes staff development through partnerships with UC Irvine, CSU Long Beach and Fullerton, the community colleges, and a teacher training consortium in Huntington Beach. HBUHSD has developed an extensive professional development in-service training for all staff that may occur during summer, the contracted day or after school at the District Office or school sites or at the County Office of Education. The emphasis is on best practices and innovative instruction to support all students in acquiring college and career readiness skills that will assist them in reaching their greatest potential and becoming responsible citizens.

All new teachers participate in the New Teacher Induction Program. Veteran VvHS teachers serve as service providers. The new teachers and their service providers meet with the Principal to review and discuss progress related to the activities for Year 1 and Year 2.