



# Valencia High School

27801 N. Dickason Drive • Valencia, CA 91355 • (661) 294-1188 • Grades 9-12

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### William S. Hart Union High School District

21380 Centre Pointe Parkway  
Santa Clarita, CA 91350  
(661) 259-0033  
www.hartdistrict.org

#### District Governing Board

Robert P. Hall

Joseph V. Messina

Steven M. Sturgeon

Robert N. Jensen Jr.

Linda H. Storli

Will Jones, Student Board Member

#### District Administration

Vicki Engbrecht  
Superintendent

Michael Vierra

Assistant Superintendent, Human  
Resources

Mike Kuhlman  
Assistant Superintendent,  
Educational Services

### Principal's Message

Valencia High School, in close partnership with families and our community, strives to provide an inclusive and supportive learning environment. Our highly dedicated staff engages students through rigorous academic and co-curricular programs. By forming strong relationships and by having high expectations of students and staff, Valencia High School continues to produce lifelong learners; ready to adapt and lead in an ever changing world.

#### School Vision and Mission:

We prepare students to meet the challenges of the future and to become responsible citizens through relevant learning opportunities, community involvement, innovative technology, and teamwork. Each student will develop the knowledge, skills, and character necessary to succeed. Valencia High School will prepare its graduates to be (SLOs):

#### Effective Communicators who:

- Express themselves competently in written and oral form.
- Utilize technology for communication.
- Demonstrate listening skills.

#### Responsible Citizens who:

- Are culturally aware and understand the importance of arts in society.
- Behave in a manner that demonstrates respect for cultural diversity and individual differences.
- Behave in ways that demonstrate an understanding of the character values that underlie society.
- Participate in community service.
- Demonstrate responsibility for the immediate environment.

#### Healthy Individuals who:

- Are physically fit.
- Are aware of balanced nutrition and the correlation between an active lifestyle and good health.
- Have positive social skills.

#### Critical and Creative Thinkers who:

- Demonstrate sound decision making skills.
- Use higher order thinking skills to analyze and interpret information and solve problems.
- Access, evaluate, analyze, and use information from a variety of resources to meet personal and curricular needs.
- Are able to use reading strategies and techniques to improve their comprehension of content materials.
- Are able to use mathematical concepts to solve both hypothetical and real-life situations.

#### Self-Directed Learners who:

- Create short and long term educational goals.
- Function effectively with technology.
- Can work alone or in groups to achieve common goals.
- Demonstrate learning in challenging subject matter.
- Demonstrate achievement in reading, writing, and mathematics across the curriculum.
- Participate in school-to-career activities.

## School Profile:

Valencia High School is one of six established, comprehensive high schools in the William S. Hart Union High School District. The school is located in Valencia, a community in the continuously growing city of Santa Clarita. Valencia serves students in grades nine through twelve from the city of Santa Clarita and from the Castaic community, an unincorporated area of the county of Los Angeles. With a population of 213,231 in December 2014, Santa Clarita is the third largest city in Los Angeles County and the 18th largest city in the State of California. At VHS, less than ten percent of our students qualify for free or reduced-price meal subsidy.

Valencia opened in 1994 with ninth and tenth graders only. Enrollment climbed to a high of 3503 students in the 2003-04 school year, then decreased the following two years as a result of the opening of the 5th and 6th high schools in the district. Enrollment has begun to increase again as students from the Castaic community return to Valencia High School as their designated school. Enrollment at Valencia High School is expected to continue to fluctuate until a high school is built in the Castaic community.

Valencia's students mirror the ethnicity of the surrounding community with white students as the largest ethnic group (47%), followed by Hispanic (25%), Asian / Pacific Islander (12%), and African American (4%) subgroups. At VHS, 98 percent of students are considered to be proficient in English.

Valencia's Resource Specialist Program and Special Day Class programs meet the needs of students with varying degrees of intellectual and/or physical disabilities, including emotionally disturbed, autistic, and severely physically challenged students.

Valencia's curriculum includes numerous AP and Honors classes as well as the REACH program, which provides students with rigorous coursework to prepare them for post-secondary education. Each student's four-year academic plan is revisited each year when students register for the next year's classes. All students also follow a school-to-career four-year plan directed towards helping students discover career goals for the future. All students participate in School-to-Career activities at every grade level. Of the 809 students graduating in 2015, 526 completed the UC/CSU a-g requirements.

Valencia High School enjoys a very high rate of attendance, a low number of expulsions, and a low number of students participating in the Free and Reduced lunch program.

Staff at Valencia High School has fluctuated with the student enrollment, with a high of 138 teachers in 2003-04 to a current total of 122. Ninety-three percent of teachers are fully-credentialed and have an average of 16 years of teaching experience. Five percent of the teachers currently hold an internship credential, primarily in the area of special education. The school's certificated staff is complemented by an excellent classified staff and other support personnel.

Valencia High School has a Parent Advisory Committee as well as booster clubs for almost all athletic and fine arts programs. Valencia, in conjunction with the Valley Industrial Association and Junior Achievement has developed a School-to-Career program that serves as a model for school districts across the country. All seniors are required to complete a semester-long Career Exploration class that culminates with a presentation to staff and community members.

The parents of 91 percent of the students at VHS have attended college and 62 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 74 percent of our students provided this information.

Valencia High School places a high priority on student safety and has developed an in-depth Safe School Ambassador program involving administrators, students, and faculty. A text-a-tip hotline was instituted during the Spring of 2014.

Valencia High School is 20 years old. The school grew from 800 students in 1994 to 3,500 students in 2003. For the 2015-16 school year, we currently have 3,155 students. The rapid growth put a great strain on the facility and school maintenance. Our head custodian and his staff are working hard to improve our facilities. Three new portable classrooms were added to our facility this Fall. During the most recent summer, a limited summer school was held on campus to allow for much need cleaning and maintenance.

The school day at Valencia High School runs from 8:01 am to 3:01 pm. Valencia High School also offers a number of 7:00 am classes for 11th and 12th grade students. There are a total of 157 regular days and 20 minimum days. Minimum days are scheduled for final exams, staff development, Back-to-School Night, Open House, and career project presentations.

John M. Costanzo, Principal

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 at (661) 294-1188 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	806
Grade 10	831
Grade 11	734
Grade 12	806
<b>Total Enrollment</b>	<b>3,177</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.1
Asian	9.2
Filipino	6.4
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0.2
White	48.5
Two or More Races	5.1
Socioeconomically Disadvantaged	9.7
English Learners	3.8
Students with Disabilities	13.2
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Valencia High School	13-14	14-15	15-16
With Full Credential	118	121	122
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	888
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Valencia High School	13-14	14-15	15-16
Teachers of English Learners	25	22	19
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.6	3.4
Districtwide		
All Schools	69.6	30.4
High-Poverty Schools	48.3	51.7
Low-Poverty Schools	95.3	4.7

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Grade 9 - Timeless Voices, Timeless Themes (Gold) – Prentice Hall Adopted 2002</p> <p>Grade 10 - Timeless Voices, Timeless Themes (Platinum) – Prentice Hall Adopted 2002</p> <p>Grade 11 - Timeless Voices, Timeless Themes (The American Experience) – Prentice Hall Adopted 2002</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Algebra - SpringBoard Adopted 2014</p> <p>Geometry - SpringBoard Adopted 2014</p> <p>Algebra 2 - SpringBoard Adopted 2014</p> <p>Trigonometry - Houghton Mifflin Adopted 2004</p> <p>Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006</p> <p>AP Calculus - Calculus, Early Transcendentals - W.H. Freeman Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>Physics - Holt Adopted 2002</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006</p> <p>Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006</p> <p>Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007</p> <p>Grade 12 - Magruder’s American Government - Prentice Hall Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: December 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b>	Spanish 1 - Navegando 1 - EMC Paradigm Adopted 2006  Spanish 2 - Navegando 2 - EMC Paradigm Adopted 2006  Spanish 3 - Navegando 3 - EMC Paradigm Adopted 2006  French 1 - Bon Voyage 1 - Glencoe Adopted 2001  French 2 - Bon Voyage 2 - Glencoe Adopted 2001  French 3 - Discovering French Rouge - McDougal Littell Adopted 2001  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Lifetime Health - Holt Adopted 2004  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Despite the fact that Valencia High School is now 20 years old, it is in good repair thanks to the tireless efforts of our custodial and grounds crew. In addition to maintaining the current facilities, important improvements have been completed. These include replacement of the artificial turf (as well as underlying infrastructure) in the stadium, replacement of the all-weather track, construction/placement of three new portable classrooms as an extension of the 800 Buildings, installation of additional hardware to extend WiFi coverage to all classrooms and the gym, as well as the conversion of the 200 Building Core into science wet labs. Two of the new portable classrooms are science classrooms while the third one is an amazing computer programming classroom. These improvements will allow our staff to better serve the existing and future students of Valencia High School.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 12/18/15 there are 67 work orders in progress.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/5/15**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/5/15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X		Several flush valves were noted as leaking, several toilets were loose at the base. Faucets leaking at packing nut. Several stall latches bent. Work orders have been processed.
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X	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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.60	24.70	46.10

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	65	65	44
Math	38	46	33

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	75
All Student at the School	73
Male	75
Female	70
Black or African American	68
Asian	89
Filipino	83
Hispanic or Latino	58
Native Hawaiian or Pacific	--
White	76
Two or More Races	79
Socioeconomically Disadvantaged	23
English Learners	22
Students with Disabilities	60
Foster Youth	--

\* Scores are not shown 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	72	75	73	75	77	75	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	690	660	95.7	13	22	40	25
Male	11		341	49.4	18	25	34	23
Female	11		319	46.2	8	18	46	27
Black or African American	11		36	5.2	11	36	39	14
Asian	11		56	8.1	0	18	34	48
Filipino	11		37	5.4	0	8	46	46
Hispanic or Latino	11		186	27.0	17	28	40	14
Native Hawaiian or Pacific Islander	11		2	0.3	--	--	--	--
White	11		309	44.8	16	18	41	24
Two or More Races	11		33	4.8	6	24	24	42
Socioeconomically Disadvantaged	11		64	9.3	19	33	41	6
English Learners	11		18	2.6	50	39	11	0
Students with Disabilities	11		64	9.3	63	23	11	3
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	690	660	95.7	32	29	26	13
Male	11		342	49.6	35	27	23	15
Female	11		318	46.1	30	31	28	11
Black or African American	11		36	5.2	44	31	22	3
Asian	11		56	8.1	13	14	39	34
Filipino	11		37	5.4	14	30	43	14
Hispanic or Latino	11		186	27.0	38	34	22	6
Native Hawaiian or Pacific Islander	11		2	0.3	--	--	--	--
White	11		309	44.8	35	28	24	13
Two or More Races	11		33	4.8	21	27	21	27
Socioeconomically Disadvantaged	11		63	9.1	56	24	21	0

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	11		18	2.6	83	11	0	6
Students with Disabilities	11		64	9.3	84	8	6	2
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement**

We encourage all parents to participate at Valencia. The Parent Advisory Council meets to approve the school plan, offer advice, and provide insight. The council provides scholarships, helps beautify the school, and supports many programs offered at the school. In addition, we have an English Language Advisory Committee and several booster clubs for the arts and athletics. The Action Team for Partnership works to improve communication between parents and the school staff.

During the school year we will be offering two parent academies focusing on community and school issues. Speakers from the school and colleges will be presenting information and will be available for questions and concerns. We encourage and welcome parental involvement. To find out more about how you can be involved at our school, please call Kim Wilczynski at (661) 294-1188, ext. 402.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

We review and revise our school safety plan each year. The plan includes child abuse reporting procedures, dangerous student notification, bullying and cyber bullying, dress code, school site discipline, evacuation procedures, risk management assessment, lock down procedures and crisis management and intervention. The plan is shared with staff before and after scheduled drills to ensure its efficiency. We practice emergency procedures in both fall and spring semesters. Members of the sheriff's department participate in the development and review of each part of the plan. Student pickup in the event of an emergency will be from the student parking lot. Visitors to the campus at anytime during the school day must check in at the main office.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	7.44	1.82	0.88
Expulsions Rate	0.03	0.12	0.09
District	2012-13	2013-14	2014-15
Suspensions Rate	5.73	2.15	1.50
Expulsions Rate	0.08	0.12	0.05
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09



## D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	32	30	28	19	23	12	5	12	59	70	67
Math	31	29	25	18	24	12	14	22	5	52	53	16
Science	34	34	34	8	9	8	7	5	9	60	66	65
SS	31	29	29	13	17	15	13	15	28	43	37	29

\* 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 at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	7
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist	7
Other	
Average Number of Students per Staff Member	
Academic Counselor	430

\* 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.

### Professional Development provided for Teachers

Professional Development for the 14-15 and 15-16 school years focuses on the implementation of the Common Core State Standards. To support teachers in the transition to the core, the concentration is on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. In coordination with District ELA and math coaches, our content teams are developing pacing guides and designing rigorous curricular units for the 2015-2016 school year and beyond. Professional Development team members and our site Literacy Coach are engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they teach literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participate in site and district directed professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also given the opportunity to reflect on their own practice by participating in Lesson Study teams. Our teacher training effectiveness is multiplied by providing staff with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,824	\$44,363
Mid-Range Teacher Salary	\$68,115	\$71,768
Highest Teacher Salary	\$88,632	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$124,736	\$121,276
Average Principal Salary (HS)	\$138,346	\$133,673
Superintendent Salary	\$236,700	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,838	\$2,802	\$6,036	\$82,267
District	♦	♦	\$6,292	\$72,381
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			-4.1	13.7
Percent Difference: School Site/ State			12.9	9.8

\* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29	25	46	32	43	25
All Students at the School	20	22	58	25	45	30
Male	25	24	50	23	47	30
Female	14	20	66	27	42	31
Black or African American	33	25	42	38	50	13
Asian	4	15	80	1	30	69
Filipino	12	10	78	14	45	41
Hispanic or Latino	35	28	37	44	37	19
White	15	22	63	21	51	29
Two or More Races	12	22	66	14	50	36
Socioeconomically Disadvantaged	30	26	44	41	40	19
English Learners	75	21	4	83	8	8
Students with Disabilities	72	16	11	81	19	

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Valencia High School	2012-13	2013-14	2014-15
English-Language Arts	79	78	80
Mathematics	79	78	75
William S. Hart Union High School	2012-13	2013-14	2014-15
English-Language Arts	68	59	63
Mathematics	69	61	61
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Valencia High School	2011-12	2012-13	2013-14
Dropout Rate	1.60	1.50	0.70
Graduation Rate	94.01	94.82	95.57
William S. Hart Union High School	2011-12	2012-13	2013-14
Dropout Rate	2.00	1.70	1.10
Graduation Rate	92.97	93.03	95.30
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1569
% of pupils completing a CTE program and earning a high school diploma	2
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	92.95
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	74.87

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	85.91	88.66	84.6
Black or African American	77.5	78.2	76
American Indian or Alaska Native		73.68	78.07
Asian	98.53	96.67	92.62
Filipino	92.11	96.67	96.49
Hispanic or Latino	76.52	81.38	81.28
Native Hawaiian/Pacific Islander		87.5	83.58
White	87.5	93.65	89.93
Two or More Races	80	96.61	82.8
Socioeconomically Disadvantaged	38.64	65.81	61.28
English Learners	40.63	71.39	50.76
Students with Disabilities	76.81	79.34	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	10	♦
Fine and Performing Arts	1	♦
Foreign Language	1	♦
Mathematics	8	♦
Science	11	♦
Social Science	15	♦
All courses	46	.9

\* Where there are student course enrollments.

### Career Technical Education Programs

The career technical education program at Valencia High School is extensive and involves all students in the school. In the ninth grade almost all students participate in health/career seminar classes and complete 8 hours of computer searches in personal interest and skills, careers, and post-secondary education, and participate in other career exploration activities. In the 11th grade all students complete a one-day job shadow and participate in a business-led conference in partnership with the Valley Industrial Association where they attend a workplace ethics seminar and a personal financial literacy seminar. In the 12th grade all students complete a 45 hour job shadow or internship in a field of interest. Our goal is that students enter a post-secondary school with the skills and knowledge needed to pursue a career. In addition we offer 17 career paths for students who have chosen a particular career direction. More specific information is available at our website, [www.valenciavikings.com](http://www.valenciavikings.com).

### 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, the county, and the state. 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.