



Valencia High School

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

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



William S. Hart Union High School District

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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 (45%), followed by Hispanic (25%), Asian / Pacific Islander (16%), 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 123. 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 22 years old. The school grew from 800 students in 1994 to 3,500 students in 2003. For the 2016-17 school year, we currently have 3,045 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. Two new science labs and 2 new science classrooms were added to our facility this past Spring. 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 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	731
Grade 10	823
Grade 11	820
Grade 12	729
Total Enrollment	3,103

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.1
Asian	9.2
Filipino	6.9
Hispanic or Latino	26.7
Native Hawaiian or Pacific Islander	0.1
White	46.7
Two or More Races	5.8
Socioeconomically Disadvantaged	7.5
English Learners	4.2
Students with Disabilities	9.7
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	14-15	15-16	16-17
With Full Credential	121	122	120
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Valencia High School	14-15	15-16	16-17
Teachers of English Learners	22	19	0
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

2015-16 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	86.6	13.4
Districtwide		
All Schools	68.2	31.9
High-Poverty Schools	50.2	49.8
Low-Poverty Schools	85.9	14.1

* 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 2016-17)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Algebra - Hart Interactive Adopted 2016</p> <p>Geometry - Hart Interactive Adopted 2016</p> <p>Algebra 2 - Hart Interactive Adopted 2016</p> <p>Algebra 2/Trig - Hart Interactive Adopted 2016</p> <p>Trigonometry - Houghton Mifflin Adopted 2004</p> <p>Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006</p> <p>AP Calculus – Rogawski’s Calculus for AP: Early Transcendentals, 2nd Edition - W.H. Freeman Adopted 2014</p> <p>Statistics – Elementary Statistics Picturing the World – Prentice Hall Adopted 2006</p> <p>AP Statistics – The Practice of Statistics, 5th Edition – W.H. Freeman Adopted 2015</p> <p>Foundations in Personal Finance - Mathematics for Personal Financial Literacy and Foundations in Person Finance – Ramsey Education Solutions Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>AP Biology – Campbell Biology in Focus, 9th Edition – Pearson Adopted 2014</p> <p>AP Chemistry – Chemistry, AP Edition, 11th Edition Update – McGraw-Hill Adopted 2014</p> <p>Physics - Holt Adopted 2002</p> <p>AP Environmental Science – Environment: The Science Behind the Stories, 5th Edition – Pearson Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<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>AP Economics – Economics: Principles, Problems, and Policies – McGraw-Hill Adopted – 2008</p> <p>Grade 12 - Magruder’s American Government - Prentice Hall Adopted 2006</p> <p>AP U.S. History – Out of Many: A History of the American People, 6th Edition – Pearson Adopted 2014</p> <p>AP Psychology – Myers’ Psychology, Second Edition for AP – Worth Adopted 2016</p> <p>AP American Government – Government by the People – Prentice Hall Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Spanish 1 – Descubre’ 1 – Vista Higher Learning Adopted 2015
	Spanish 2 - Descubre’ 2 – Vista Higher Learning Adopted 2015
	Spanish 3 - Descubre’ 3 – Vista Higher Learning Adopted 2015
	French 1 – Te’s Branche’ 1 – EMC Publishing Adopted 2015
	French 2 - Te’s Branche’ 2 – EMC Publishing Adopted 2015
	French 3 - Te’s Branche’ 3 – EMC Publishing Adopted 2015
	AP Spanish – TEMAS AP Spanish Language and Culture – Vista Higher Learning Adopted 2014
	AP Spanish Literature – Abriendo Puertas – Houghton Mifflin Harcourt Adopted 2015
	Italian 1, 2, 3 – Piazza – Cengage Learning Adopted 2015
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Lifetime Health - Holt Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Despite the fact that Valencia High School is now 22 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 12/19/16 there are 58 work orders in progress.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/27/16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		It was noted that several areas need "spot painting", carpet cleaning should be performed on a regular basis with spot cleaning done in between deep cleaning. School has been notified and will correct this concern.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Electrical rooms being used as storage. One electrical room contained a wooden pallet that should be removed. School has been notified and will correct this concern.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Several flush valves were noted as leaking, several toilets were loose at the base. Work requests have been issued.
Safety: Fire Safety, Hazardous Materials			X	Personal furniture that is not flame-proofed has been identified within the school and classrooms. Cardboard noted blocking windows and vue lights in doors. Non district supplied cleaning supplies and chemicals observed. Items stored in emergency exit hallways. School has been notified and will correct these observations.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Junior varsity and PE fields show excessive traffic wear and are not in good condition. Watering programs need to be corrected and overuse by outside users should be curtailed. The school has been notified and work orders issued to correct these conditions.
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	65	82	62	67	44	48
Math	39	52	43	47	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	75	73	73	77	75	69	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.3	22.5	51.3

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	807	784	97.2	73.1
Male	413	402	97.3	72.1
Female	394	382	97.0	74.1
Black or African American	29	27	93.1	66.7
Asian	74	73	98.7	89.0
Filipino	55	54	98.2	77.8
Hispanic or Latino	212	205	96.7	58.1
White	380	369	97.1	78.6
Two or More Races	53	53	100.0	67.9
Socioeconomically Disadvantaged	99	95	96.0	50.5
English Learners	35	34	97.1	35.3
Students with Disabilities	94	90	95.7	40.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	802	789	98.4	81.9
Male	11	410	403	98.3	76.7
Female	11	392	386	98.5	87.3
Black or African American	11	26	25	96.2	76.0
Asian	11	74	73	98.7	91.8
Filipino	11	53	53	100.0	92.5
Hispanic or Latino	11	210	206	98.1	70.9
White	11	392	385	98.2	84.2
Two or More Races	11	45	45	100.0	86.7
Socioeconomically Disadvantaged	11	99	97	98.0	67.0
English Learners	11	22	21	95.5	23.8
Students with Disabilities	11	89	85	95.5	20.0

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 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.

**School Year 2015-16 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 Met or Exceeded
All Students	11	800	786	98.3	51.8
Male	11	408	401	98.3	48.9
Female	11	392	385	98.2	54.8
Black or African American	11	26	25	96.2	40.0
Asian	11	74	73	98.7	84.9
Filipino	11	53	53	100.0	67.9
Hispanic or Latino	11	210	206	98.1	32.5
White	11	390	382	98.0	53.1
Two or More Races	11	45	45	100.0	62.2
Socioeconomically Disadvantaged	11	99	97	98.0	29.9
English Learners	11	22	21	95.5	14.3
Students with Disabilities	11	89	85	95.5	2.4

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 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.

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 (School Year 2016-17)

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 six 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	2013-14	2014-15	2015-16
Suspensions Rate	0.1	0.9	1.7
Expulsions Rate	1.8	0.1	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.5	1.2
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	32	30	30	19	23	23	5	12	12	70	67	67
Mathematics	29	25	25	24	12	12	22	5	5	53	16	16
Science	34	34	34	9	8	8	5	9	9	66	65	65
Social Science	29	29	29	17	15	15	15	28	28	37	29	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.

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.

Valencia High School’s Professional Development program for 2016 - 2017 is researched based and builds upon the concepts of autonomy, mastery, and purpose. It has been past practice to set aside approximately twenty hours per year for dedicated professional development training. Our program this year divides that time into four domains or categories. These include:

- Individual Professional Goals (7 hours)
- Department Goals (2 hours)
- School Goals (WASC time)
- District Goals (8 hours)
- Record Keeping (1)

The program and its rationale are as follows: Teachers are more likely to engage in high quality professional development if they have the professional autonomy to gain skills that they deem most worthy of their time and are most closely associated with their current interests and needs. When studying a topic of personal interest, teachers are more likely to exceed the minimum required hours; in this way attaining mastery and elevating the purpose of their ongoing training. Accordingly, each teacher establishes a professional goal and all Category 1 activities relate to this goal. Teachers can seek out training in this category or can receive assistance from a professional development team member (referred to as a coach). Each hour of activity is recorded in their “Activity Log” which is a Google spreadsheet shared with school administration and the coach assigned to them. Teachers also have the opportunity to count ongoing professional development that happens off campus and at times other than those allocated for staff development. In a similar way, teachers record their Department Goals on the Activity Log and record activities that relate to that goal. For most, this would be the time it takes to gather and format student performance data requested by their department chairperson. Discussion related to School Goals has taken place this year entirely within the time set aside for the WASC self-study process. Finally, teachers are expected to participate in training related specifically to District level goals (LCAP #5). To satisfy this requirement, teachers have the opportunity to attend site level trainings that take place on each Wednesday morning meeting dedicated to professional development. Each training is available at each meeting and are repeated throughout the semester to maximize teacher planning flexibility.

Teacher support is critical to the success of this program. Due to the independent nature of our approach, this can be an isolating process. To mitigate this, there are several supports available to each teacher. These include:

- Each teacher is assigned a PD Coach who routinely checks in on them and offers assistance. This is also the primary communication system used to update teachers on items related to school-wide professional development.
- Cohorts are made available to teachers with similar goals to access additional collaboration time.
- Administrators are available to clarify responsibilities and to assist in goal setting and locating resources

Equally as important as support, is the accountability process that intends to ensure both a rigorous and relevant professional development program. This is accomplished by periodic administrator checks on Activity Logs and subsequent follow-up with teachers who appear to need assistance. Administrators also interact with teachers during this time and are active around campus. Additionally, a record is maintained to assure that teachers are accounted for during late start dates dedicated to professional development.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,577	\$46,184
Mid-Range Teacher Salary	\$70,840	\$75,179
Highest Teacher Salary	\$92,178	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$124,243
Average Principal Salary (HS)	\$143,879	\$137,939
Superintendent Salary	\$234,700	\$217,637
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Valencia High School	2011-12	2013-14	2014-15
Dropout Rate	1.50	0.70	0.80
Graduation Rate	94.82	95.57	96.32
William S. Hart Union High School	2011-12	2013-14	2014-15
Dropout Rate	1.70	1.10	1.20
Graduation Rate	93.03	95.30	95.00
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	92.95
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	68.2

* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,277	\$2,945	\$6,332	\$81,463
District	♦	♦	\$6,839	\$75,163
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-7.4	8.4
Percent Difference: School Site/ State			11.5	4.7

* Cells with ♦ do not require data.

2015-16 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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	88	83	86
Black or African American	91	67	78
American Indian or Alaska Native	0	72	78
Asian	92	94	93
Filipino	85	96	93
Hispanic or Latino	83	70	83
Native Hawaiian/Pacific Islander	100	93	85
White	90	94	91
Two or More Races	100	99	89
Socioeconomically Disadvantaged	51	76	66
English Learners	46	56	54
Students with Disabilities	85	69	78

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.

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.