



Valencia High School

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

John Costanzo, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year

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 cocurricular 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 (ESLRs):

Effective Communicators who:

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

Responsible Citizens who:

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

Healthy Individuals who:

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

Critical and Creative Thinkers who:

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



William S. Hart Union High School District

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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Gloria E. Mercado-Fortine

Joseph Messina

Steven M. Sturgeon

Claire Lee, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent, Human
Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

Self-Directed Learners who:

- a) Create short and long term educational goals.
- b) Function effectively with technology.
- c) Can work alone or in groups to achieve common goals.
- d) Demonstrate learning in challenging subject matter.
- e) Demonstrate achievement in reading, writing, and mathematics across the curriculum.
- f) 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 202,323 in December 2013, 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 (49%), followed by Hispanic (24%), Asian / Pacific Islander (16%), and African American (5%) subgroups. At VHS, 97 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 644 students graduating in 2014, 445 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 121. 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 2014-15 school year, we currently have 3,245 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 18 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (661) 294-1188.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	1
Gr. 9	861
Gr. 10	769
Gr. 11	790
Gr. 12	653
Total	3,074

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.0
Asian	9.2
Filipino	5.9
Hispanic or Latino	25.6
Native Hawaiian/Pacific Islander	0.2
White	50.4
Two or More Races	4.1
Socioeconomically Disadvantaged	10.0
English Learners	4.1
Students with Disabilities	13.4

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	12-13	13-14	14-15
Fully Credentialed	114	118	121
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	787
Without Full Credential	◆	◆	8
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Valencia High School	12-13	13-14	14-15
Teachers of English Learners	6	25	22
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	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

2013-14 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	100.00	0.00
Districtwide		
All Schools	91.26	8.74
High-Poverty Schools	82.70	17.30
Low-Poverty Schools	98.37	1.63

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<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>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<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>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>Physics - Holt Adopted 2002</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<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>

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	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
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Lifetime Health - Holt Adopted 2004

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 are underway or planned. 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 and the Library book-storage into a Science wet labs. 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 07/25/14

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]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	During the Facility Inspection the school was in process of "deep cleaning". All noted deficiencies were corrected prior to opening day.
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: 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.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	70	73	75	70	71	76	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	71	73	73	63	65	65	54	56	55
Math	53	48	47	49	48	47	49	50	50
HSS	64	61	61	59	58	59	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	9	8	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.6	26.2	51.2

* 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.

2013-14 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	76
All Student at the School	75
Male	74
Female	75
Black or African American	58
American Indian or Alaska Native	
Asian	80
Filipino	88
Hispanic or Latino	67
Native Hawaiian/Pacific Islander	
White	78
Two or More Races	76
Socioeconomically Disadvantaged	55
English Learners	16
Students with Disabilities	33
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	9	1	1
Black or African American			53
American Indian or Alaska Native			
Asian	-6	3	2
Filipino	-4	1	27
Hispanic or Latino	26	5	4
Native Hawaiian/Pacific Islander			
White	4	4	-5
Two or More Races			
Socioeconomically Disadvantaged	43	-5	5
English Learners	5		
Students with Disabilities	5	7	-11

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 cyberbullying, dress code, school site discipline, evacuation procedures, risk management assessment, 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	11-12	12-13	13-14
Suspensions Rate	6.0	7.4	1.8
Expulsions Rate	0.2	0.0	0.1
District	11-12	12-13	13-14
Suspensions Rate	5.9	5.7	2.2
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 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		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	30.7	29	32	19	28	19	10	12	5	55	59	70
Math	32.1	31	29	14	18	24	9	14	22	54	52	53
Science	34.6	34	34	7	8	9	5	7	5	55	60	66
SS	31	31	29	11	13	17	8	13	15	35	43	37

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,641	\$42,957
Mid-Range Teacher Salary	\$66,275	\$69,613
Highest Teacher Salary	\$84,102	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$120,526
Average Principal Salary (HS)	\$136,362	\$129,506
Superintendent Salary	\$229,806	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,263	\$2,603	\$5,660	\$69,999
District	♦	♦	5,900	\$69,425
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-4.1	0.8
Percent Difference: School Site/ State			20.7	-3.2

Types of Services Funded at Valencia High School

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

Professional Development provided for Teachers at Valencia High School

Professional Development for the 13-14 and 14-15 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. ELA and math content teams are developing pacing guides and designing rigorous curricular units for the 2014-2015 school year and beyond. Professional Development Coaches 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 level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.

2013-14 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	32	26	42	30	42	29
All Students at the School	22	24	53	22	45	33
Male	26	27	46	20	43	37
Female	18	21	60	25	46	29
Black or African American	37	26	37	29	54	17
American Indian or Alaska Native						
Asian	12	12	75	5	28	67
Filipino	5	29	67	7	40	52
Hispanic or Latino	32	29	39	32	47	21
Native Hawaiian/Pacific Islander						
White	20	24	56	21	45	34
Two or More Races	12	19	69	21	40	38
Socioeconomically Disadvantaged	49	34	17	50	43	7
English Learners	83	9	9	87	9	4
Students with Disabilities	76	18	6	85	12	3
Students Receiving Migrant Education Services						

* 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	2011-12	2012-13	2013-14
English-Language Arts	80	79	78
Mathematics	79	79	78
William S. Hart Union High School	2011-12	2012-13	2013-14
English-Language Arts	68	68	59
Mathematics	69	69	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	88.76	91.17	84.56
Black or African American	84.21	81.90	75.90
American Indian or Alaska Native	100.00	83.33	77.82
Asian	96.92	97.95	92.94
Filipino	88.68	94.84	92.20
Hispanic or Latino	84.30	85.55	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	88.92	95.21	90.15
Two or More Races	100.00	94.64	89.03
Socioeconomically Disadvantaged	79.55	91.86	82.58
English Learners	44.83	70.79	53.68
Students with Disabilities	52.55	80.16	60.31

Dropout Rate and Graduation Rate			
Valencia High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	1.4	1.6	1.5
Graduation Rate	96.95	94.01	94.82
William S. Hart Union High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.6	2.0	1.7
Graduation Rate	93.85	92.97	93.03
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 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	2	♦
Mathematics	8	♦
Science	11	♦
Social Science	15	♦
All courses	47	0.7

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	71.80
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	67.63

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1186
% of pupils completing a CTE program and earning a high school diploma	92.86
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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. In the 12th grade all students complete a 45 hour job shadow or internship in a field of interest. Seniors also participate in a workplace ethics seminar and a personal financial literacy seminar. 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.