



Valencia High School

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

Paul Priesz, Principal

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

William S. Hart Union High School District

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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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (661) 294-1188.

Principal's message

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.

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 177,158 in January 2007, Santa Clarita is the fourth largest city in Los Angeles County and the 24th largest city in the State of California. At VHS, four 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 (53%), followed by Hispanic (16%), Asian / Pacific Islander (15%), 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 27 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.

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 116. Ninety-nine percent of teachers are fully-credentialed and have an average of 14 years of teaching experience. 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.

Valencia High School is 20 years old. The school grew from 800 students in 1994 to 3,500 students in 2003. We currently have 3,050 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.

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. There are a total of 162 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.

Dr. Paul Priesz, Principal

Opportunities for Parental Involvement

We encourage all parents to participate at Valencia. The Parent Advisory Council meets bimonthly 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 Barbara Schiern at (661) 294-1188, ext. 402.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	773
Gr. 10	844
Gr. 11	645
Gr. 12	703
Total	2,965

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.0
American Indian or Alaska Native	0.2
Asian	9.2
Filipino	6.4
Hispanic or Latino	22.6
Native Hawaiian/Pacific Islander	0.2
White	53.4
Two or More Races	2.7
Socioeconomically Disadvantaged	7.8
English Learners	6.3
Students with Disabilities	13.4

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	30.7	30.7	26	21	19	28	4	10	12	58	55	59
Math	31.9	32.1	31	12	14	18	15	9	14	48	54	52
Science	34.3	34.6	34	6	7	8	9	5	7	53	55	60
SS	31.5	31	31	13	11	13	2	8	13	42	35	43

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	4.67	6	7.4
Expulsions Rate	0.17	0.2	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	9.57	5.9	5.8
Expulsions Rate	0.3	0.3	0.1

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

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

We review and revise our school safety plan each year. The plan includes procedures for child abuse reporting and fire drills; a disaster response plan; and protocols for emergency lockdowns, bomb threats, terrorist threats, chemical and biological threats, hazardous material conditions, sexual harassment, and hate crime incidents. 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.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 01/10/2014

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
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]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	110	113	114
Without Full Credential	3	1	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	7	6	25
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	2	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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	88.3	11.7
Districtwide		
All Schools	88.1	11.9
High-Poverty Schools	90.1	9.9
Low-Poverty Schools	88.0	12.1

* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	7
Social/Behavioral or Career Development Counselor	
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	

* 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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 01/04/2013

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,753	\$1,450	\$4,304	\$74,390
District	♦	♦	\$5,591	\$69,738
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-23.0	6.7
Percent Difference: School Site/ State			-22.3	3.9

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,641	\$42,865
Mid-Range Teacher Salary	\$66,275	\$69,484
Highest Teacher Salary	\$86,241	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$119,946
Average Principal Salary (HS)	\$136,362	\$128,378
Superintendent Salary	\$229,806	\$202,664
Percent of District Budget		
Teacher Salaries	37.9%	36.8%
Administrative Salaries	5.0%	4.9%

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

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Timeless Voices, Timeless Themes 2002</p>
<p>Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra 2008 Geometry 2004 Algebra 2 2004 Trigonometry 2004</p>
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology 2007 Chemistry 2008 Physics 2002</p>
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>World History: The Modern World 2006 America: Pathways to the Present 2006 Economics: Principles and Practices 2003 Magruder's American Government 2006</p>

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	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
Science	69	71	73	68	70	71	57	60	59
H-SS	64	61	61	59	58	59	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	65	47	71	59
All Student at the School	73	47	73	61
Male	68	46	71	65
Female	79	49	75	58
Black or African American	67	31	74	49
American Indian or Alaska Native				
Asian	86	74	88	76
Filipino	84	53	84	67
Hispanic or Latino	61	36	62	49
Native Hawaiian/Pacific Islander				
White	75	48	72	64
Two or More Races	85	52	87	76
Socioeconomically Disadvantaged	51	31	53	33
English Learners	27	17	23	20
Students with Disabilities	38	25	42	19
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	10.9	29.6	47.6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

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	-14

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

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

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	2,123	17,898	4,655,989
	API-G	855	841	790
Black or African American	Students	102	687	296,463
	API-G	815	788	708
American Indian or Alaska Native	Students	1	37	30,394
	API-G		842	743
Asian	Students	201	1,252	406,527
	API-G	925	934	906
Filipino	Students	127	808	121,054
	API-G	901	897	867
Hispanic or Latino	Students	511	6,152	2,438,951
	API-G	806	783	744
Native Hawaiian/Pacific Islander	Students	3	28	25,351
	API-G		851	774
White	Students	1,102	8,209	1,200,127
	API-G	859	865	853
Two or More Races	Students	76	725	125,025
	API-G	909	886	824
Socioeconomically Disadvantaged	Students	218	4,587	2,774,640
	API-G	742	762	743
English Learners	Students	112	2,303	1,482,316
	API-G	687	703	721
Students with Disabilities	Students	246	2,066	527,476
	API-G	637	623	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	699	4,298	418,598
Black or African American	30	227	28,078
American Indian or Alaska Native		14	3,123
Asian	60	306	41,700
Filipino	51	200	12,745
Hispanic or Latino	135	1308	193,516
Native Hawaiian/Pacific Islander	3	20	2,585
White	419	2171	127,801
Two or More Races	1	52	6,790
Socioeconomically Disadvantaged	69	397	31,683
English Learners	28	460	93,297
Students with Disabilities	64	1221	217,915

Dropout Rate and Graduation Rate

Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	1.60	1.40	1.60
Graduation Rate	98.15	96.95	94.01
Districtwide			
Dropout Rate (1-year)	3.30	2.60	2.00
Graduation Rate	97.01	93.85	92.97
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts	80	80	79
Mathematics	75	79	79
Districtwide			
English-Language Arts	71	68	68
Mathematics	66	69	69
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts	4	---
Foreign Language	5	---
Mathematics	4	---
Science	5	---
Social Science	5	---
All courses	25	6.6

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	32	25	44	31	41	28
All Students at the School	21	23	56	21	46	34
Male	28	24	48	23	44	34
Female	13	22	65	18	48	34
Black or African American	23	17	60	33	56	11
American Indian or Alaska Native						
Asian	6	18	76	5	27	68
Filipino	16	20	63	16	47	37
Hispanic or Latino	39	21	40	34	43	23
Native Hawaiian/Pacific Islander						
White	16	26	58	17	49	34
Two or More Races	10	23	68	10	48	43
Socioeconomically Disadvantaged	46	24	31	44	42	14
English Learners	78	13	9	70	26	4
Students with Disabilities	66	17	17	69	26	5
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1133
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	74.2
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	57.2

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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.valencivikings.com.