

## William S. Hart Union High School District

# VALENCIA HIGH SCHOOL

Paul Priesz, Principal  
Grades Nine through Twelve



27801 N. Dickason Drive  
Valencia, CA 91355  
(661) 294-1188  
[www.hartdistrict.org/valencia](http://www.hartdistrict.org/valencia)

## 2003-2004 School Accountability Report Card

Robert C. Lee  
Superintendent

### 2003-2004 Governing Board

Patricia Hanrion  
Dennis King  
Gloria Mercado-Fortine  
Paul Strickland  
Steven Sturgeon

### Contact Information

Parents who wish to participate in Valencia High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (661) 294-1188. The school's website ([www.hartdistrict.org/valencia](http://www.hartdistrict.org/valencia)) provides a variety of resources for parents, students and community members.

### Principal's Message

Valencia High School is dedicated to preparing students to meet the challenges of the future and to become responsible citizens through relevant learning opportunities, community involvement, innovative technology, and teamwork. We want each student to develop the knowledge, skills, and character necessary to succeed.

The staff of Valencia High School believes that all students can achieve success and reach their potential. In order to do so, we work for a safe and orderly campus where people care for and respect each other. We encourage our parents and community members to join us in preparing our students for the future.

### Community & School Profile

Valencia High School is located in the community of Valencia, in the Santa Clarita Valley of northern Los Angeles County. There are four middle schools and four high schools in the William S. Hart Union High School District, as well as a middle college program, one continuation high school, an adult school and a Regional Occupation Program (ROP). Valencia High School was established in 1994, and during the 2003-04 school year 3,503 students were enrolled in grades nine through twelve on a semester schedule. Student demographics are illustrated below.

Valencia High School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. Curriculum at Valencia High School is dedicated to preparing students for post-secondary education and for life. Cultural awareness is supported on a daily basis and through its diverse literature selections, student body clubs, and an extensive visual and performing arts program.

Students at Valencia High School are prepared for college, and more importantly, provided with links to the future. A diverse program of Career Paths, the most extensive of any school in the district, is offered to students. At Valencia High School, Career Paths lead directly to opportunities in such diverse fields as business, computer assisted drafting, journalism, legal services, video production, hospitality, health science, graphic communications, engineering, studio art, teaching and information technology.

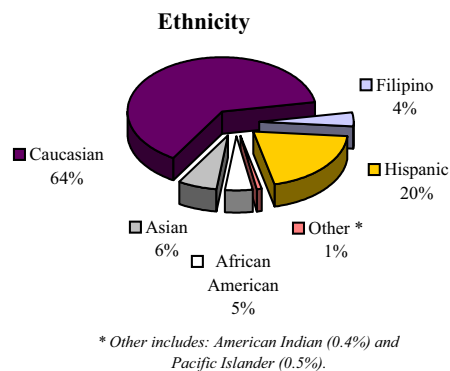
### Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Valencia High School. These measure students' actual progress and the effectiveness of the instructional program.

Additional site assessments include district adopted tests, California High School Exit Exam, and the California English Language Development Test (CELDT), which is a language (oral and written) and reading assessment for English Language Learners (ELL).

### Norm-Referenced Test

During the 2002-03 school year the California Department of Education replaced the Stanford Achievement Test, 9th Edition, (SAT-9) with the California Achievement Test (CAT/6) as the statewide testing instrument. The CAT/6 is a standardized norm-referenced test, which indicates how the student or group of students compares with that of a norm group and other students from around the country. All students in grades two through eleven are tested each spring. Students in grades two through eight are tested in the academic areas of reading, spelling, written expression and mathematics.



A full-length version of this School Accountability Report Card is available at [www.hartdistrict.org](http://www.hartdistrict.org).

Since testing data are required for three years, the following charts reflect both SAT-9 (testing year 2002) and CAT/6 (2003 and 2004) data separately. However, scores from 2002 to 2003-04 should not be compared, as they are two distinctly different tests with different scoring criteria. The following charts reflect the percentages of students scoring at or above the 50th percentile, or those students performing at an average/above average level, in Reading and Math:

**Norm Referenced Test (SAT-9)  
2002**

**% At or Above 50th Percentile**

	Reading			Math		
	9	10	11	9	10	11
<b>Valencia HS</b>	51	53	46	72	64	57
WSHUHSD	51	48	47	70	59	57
California	34	34	37	52	46	47
<b>Subgroups</b>						
<b>Gender</b>						
Females	58	54	52	74	61	62
Males	44	52	41	71	68	53
<b>Language Fluency</b>						
English Learners (EL)	11	21	16	40	35	30
Non EL	54	56	49	75	67	59
<b>Socioeconomic Status</b>						
Socioeconomically Disadvantaged (SED)	17	*	*	43	*	*
Non SED	52	54	48	73	65	58
<b>Special Programs</b>						
Special Education	15	31	33	19	*	15
<b>Ethnicity</b>						
African American	29	39	18	35	30	41
Asian	64	58	63	93	81	71
Caucasian	56	58	54	78	69	64
Filipino	49	74	43	84	85	59
Hispanic	33	36	22	52	47	29

\* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

**Norm Referenced Test (CAT/6)  
2003, 2004**

**% At or Above 50th Percentile**

	Reading						Math					
	9		10		11		9		10		11	
	03	04	03	04	03	04	03	04	03	04	03	04
<b>Valencia HS</b>	69	59	66	60	58	54	65	58	67	63	58	58
WSHUHSD	67	62	65	63	58	57	65	63	68	67	58	58
California	50	48	49	49	47	47	46	46	51	52	46	46
<b>Subgroups</b>												
<b>Gender</b>												
Females	75	69	73	63	62	64	65	61	68	63	57	59
Males	63	50	60	58	55	44	65	56	66	62	58	57
<b>English Learners</b>												
English Learners (EL)	*	22	*	35	*	25	*	29	*	38	*	42
Non EL	71	61	69	62	61	56	67	60	68	64	60	59
<b>Socioeconomic Status</b>												
Socioeconomically Disadvantaged (SED)	35	27	36	46	25	25	29	25	39	46	50	38
Non SED	70	60	67	61	59	54	66	60	68	63	58	58
<b>Special Programs</b>												
Special Education	19	18	32	13	18	16	17	18	21	20	9	6
<b>Ethnicity</b>												
African American	63	49	56	48	44	37	49	30	40	42	23	30
Asian	82	81	70	74	73	63	84	82	82	79	73	83
Caucasian	72	62	71	64	63	57	68	62	71	65	64	62
Filipino	87	77	75	68	70	58	74	75	83	79	85	58
Hispanic	55	40	48	42	43	42	51	40	52	49	41	41

\* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

**Scholastic Aptitude Test (SAT)**

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Additional tests offered include: SAT II (Subject Tests), Pre-SAT, American Collegiate Tests, Advanced Placement, California Limited English Proficiency, and Golden State Exams.

**UC/CSU Courses**

Valencia High School offers college-bound students many opportunities to get a head start on their future. Students are encouraged to take the required University of California/California State University (UC/CSU) approved courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C' per semester.

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
604	250	13,288	19,799
	41.4%	67.1%	

\* Duplicated Count (one student can be enrolled in several courses).

**Advanced Placement (AP) Courses**

Various AP courses are offered at Valencia High School. Junior and senior students may take AP exams in these courses to receive college credit at most of the nation's colleges by achieving a score of three, four, or five. The courses at right were offered for 2003-04:

**California Standards Test**

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. The combined percentage of students scoring at the Proficient and Advanced levels in Language Arts and Social Science for the most recent three-year period (as compared to state scores), is illustrated in the charts on page three.

**SAT I Test Results**

	2001-02	2002-03	2003-04
<b>Grade 12 Enrollment</b>			
Valencia HS	603	668	680
WSHUHSD	2,552	2,918	2,974
California	365,907	385,181	395,194
<b>%Seniors Tested</b>			
Valencia HS	42.3%	44.6%	44.1%
WSHUHSD	35.9%	35.5%	34.7%
California	37.3%	36.7%	35.2%
<b>Average Verbal</b>			
Valencia HS	525	526	520
WSHUHSD	530	532	530
California	490	494	496
<b>Average Math</b>			
Valencia HS	548	540	554
WSHUHSD	556	551	552
California	516	518	519

**Advanced Placement Classes**

	# of Courses	# Classes	Enrollment
Art	2	2	50
Computer Science	1	1	22
English	2	8	205
Foreign Language	2	3	61
Mathematics	3	4	113
Science	4	7	186
Social Science	2	10	274

Summative scores are not available for Math and Science. For results on course-specific tests, please see <http://star.cde.ca.gov/>.

California Standards Test (CST)										
Combined % of Students Scoring at Advanced & Proficient Levels										
English/Language Arts										
9			10			11				
02	03	04	02	03	04	02	03	04		
<b>All Students</b>										
Valencia HS	47	58	50	46	48	46	40	43	42	
WSHUHSD	48	57	55	43	49	51	41	43	43	
California	33	38	37	33	33	35	31	32	32	
<b>Male</b>										
Valencia HS	37	54	44	41	40	41	35	38	37	
WSHUHSD	40	51	49	35	42	46	37	37	38	
California	28	34	32	28	30	31	28	29	29	
<b>Female</b>										
Valencia HS	57	63	57	52	56	52	47	48	48	
WSHUHSD	56	64	60	52	54	57	47	49	50	
California	36	42	41	38	38	40	35	37	35	
<b>English Learners (EL)</b>										
Valencia HS	9	32	17	17	20	18	16	2	17	
WSHUHSD	8	16	9	8	9	10	13	2	8	
California	3	6	4	3	4	4	3	3	3	
<b>Non EL</b>										
Valencia HS	50	60	52	48	50	48	42	46	44	
WSHUHSD	52	61	58	47	52	54	43	47	47	
California	39	46	44	39	40	42	36	37	38	
<b>Socioeconomically Disadvantaged</b>										
Valencia HS	12	21	16	*	14	23	*	19	12	
WSHUHSD	10	23	19	11	18	19	9	15	19	
California	15	19	20	14	16	18	14	16	17	
<b>Non SED</b>										
Valencia HS	48	59	52	47	49	47	41	44	43	
WSHUHSD	50	60	57	46	51	52	43	45	45	
California	42	49	48	42	42	45	38	40	39	
<b>Special Education</b>										
Valencia HS	5	5	13	9	13	3	14	9	6	
WSHUHSD	10	11	10	7	10	9	8	7	7	
California	4	6	6	4	5	5	4	4	5	
<b>African American</b>										
Valencia HS	27	46	28	19	30	45	18	26	24	
WSHUHSD	35	42	41	28	37	39	*	33	35	
California	18	23	23	19	19	21	17	19	17	
<b>Asian</b>										
Valencia HS	69	79	71	46	54	57	53	60	49	
WSHUHSD	61	81	69	28	37	39	**	68	55	
California	48	58	57	48	49	53	45	48	47	
<b>Caucasian</b>										
Valencia HS	51	63	53	52	51	50	45	48	46	
WSHUHSD	54	63	61	50	55	56	**	49	49	
California	50	57	56	49	50	53	45	46	46	
<b>Filipino</b>										
Valencia HS	49	77	64	69	60	59	41	81	53	
WSHUHSD	34	55	42	18	36	37	17	19	34	
California	44	50	50	41	43	46	37	40	40	
<b>Hispanic</b>										
Valencia HS	29	37	35	26	34	28	23	23	28	
WSHUHSD	**	36	38	**	30	30	**	24	26	
California	16	20	21	16	17	19	14	16	17	

\* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

\*\* Data not available from the California Department of Education.

California Standards Test (CST)											
Combined % of Students Scoring at Advanced & Proficient Levels											
Social Science											
9			10			11					
02	03	04	02	03	04	02	03	04			
<b>All Students</b>											
Valencia HS	39	**	**	36	36	37	48	41	37		
WSHUHSD	37	**	**	37	39	42	44	43	41		
California	24	**	**	24	27	27	31	34	32		
<b>Male</b>											
Valencia HS	37	**	**	42	40	42	49	45	36		
WSHUHSD	37	**	**	39	43	46	47	47	40		
California	26	**	**	27	30	31	34	36	34		
<b>Female</b>											
Valencia HS	41	**	**	30	30	31	45	36	40		
WSHUHSD	36	**	**	34	36	38	40	40	41		
California	23	**	**	21	24	25	30	32	31		
<b>English Learners (EL)</b>											
Valencia HS	12	**	**	*	10	18	*	6	11		
WSHUHSD	8	**	**	8	8	11	13	8	7		
California	3	**	**	4	5	5	5	6	6		
<b>Non EL</b>											
Valencia HS	41	**	**	38	37	39	51	43	40		
WSHUHSD	52	**	**	47	42	44	43	45	44		
California	29	**	**	28	32	32	36	39	37		
<b>Socioeconomically Disadvantaged</b>											
Valencia HS	8	**	**	*	14	31	*	13	19		
WSHUHSD	9	**	**	15	17	16	17	19	19		
California	10	**	**	10	13	15	15	18	19		
<b>Non SED</b>											
Valencia HS	40	**	**	*	36	38	*	41	38		
WSHUHSD	39	**	**	38	41	44	45	44	41		
California	32	**	**	30	34	35	39	42	40		
<b>Special Education</b>											
Valencia HS	4	**	**	*	4	5	*	15	8		
WSHUHSD	10	**	**	7	9	9	8	14	12		
California	5	**	**	5	6	6	7	8	8		
<b>African American</b>											
Valencia HS	**	**	**	17	26	30	32	30	28		
WSHUHSD	**	**	**	**	16	35	**	45	37		
California	**	**	**	**	12	13	**	18	19		
<b>Asian</b>											
Valencia HS	**	**	**	52	46	67	50	63	50		
WSHUHSD	**	**	**	**	22	36	**	67	35		
California	**	**	**	**	44	47	**	49	49		
<b>Caucasian</b>											
Valencia HS	**	**	**	40	39	38	53	45	41		
WSHUHSD	**	**	**	41	45	46	**	47	46		
California	**	**	**	**	39	40	**	46	44		
<b>Filipino</b>											
Valencia HS	**	**	**	43	43	41	59	59	43		
WSHUHSD	**	**	**	**	37	42	**	61	66		
California	**	**	**	**	33	36	**	40	40		
<b>Hispanic</b>											
Valencia HS	**	**	**	21	21	26	27	20	23		
WSHUHSD	**	**	**	**	25	26	**	24	25		
California	**	**	**	**	13	15	**	19	19		

\* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

\*\* Data not available from the California Department of Education.

## Academic Performance Index

California uses the results of the NRT and the CST to calculate the Academic Performance Index (API), which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000, measuring student performance in grades two through eleven. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine their API.

**Growth Targets:** For schools with an API under 800, the state has required a gain of 5% of the difference between actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their score.

**Awards:** Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

**USP:** Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high), and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and again ranked 1 to 10 within a grouping of 100 schools.

## No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 11.2% of high school students must be proficient in English and 9.6% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).
- School must show a growth in high school graduation rates.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that meet their AYP's and the former school would be required to provide the transportation to the new site. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years; however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

A "Yes" in the AYP chart at right means the school or subgroup was at or above the 2004 targets for the 95% participation rate or percent proficient. "No" means the school or subgroup was below the 95% participation rate or percent proficient. Valencia High School met all of the 2004 AYP criteria and did not qualify for Title I Program Improvement.

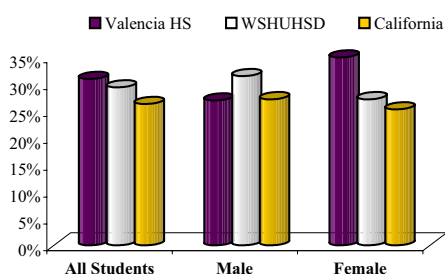
## Physical Fitness

In the spring of each year, Valencia High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'Healthy Fitness Zone' (HFZ).

	Adequate Yearly Progress 2004															
	% Participation Rate						% Proficient or Advanced									
	English/Language Arts			Math			English/Language Arts			Math						
	Valencia HS	WSHUHSD		Valencia	WSHUHSD		Valencia	WSHUHSD		Valencia	WSHUHSD					
<b>All Students</b>	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%				
	Yes	97%	Yes	99%	Yes	98%	Yes	99%	Yes	72.4%	Yes	58.0%	Yes	65.1%	Yes	56.2%
	<b>Subgroups</b>															
African American	*	98%	Yes	99%	*	98%	Yes	99%	*	65.5%	Yes	43.8%	*	51.7%	Yes	37.0%
Asian	*	100%	Yes	100%	*	100%	Yes	100%	*	85.7%	Yes	72.9%	*	82.1%	Yes	78.2%
Filipino	*	98%	Yes	99%	*	98%	Yes	99%	*	79.4%	Yes	70.8%	*	70.5%	Yes	69.5%
Hispanic or Latino	Yes	97%	Yes	99%	Yes	97%	Yes	99%	Yes	56.5%	Yes	37.7%	Yes	51.5%	Yes	37.8%
Caucasian	Yes	97%	Yes	99%	Yes	98%	Yes	99%	Yes	75.9%	Yes	64.3%	Yes	67.5%	Yes	61.4%
English Learners	*	96%	Yes	99%	*	96%	Yes	99%	*	53.9%	Yes	25.7%	*	50.0%	Yes	30.1%
Students w/Disabilities	No	85%	Yes	100%	No	85%	Yes	96%	*	20.8%	Yes	13.6%	*	22.6%	Yes	13.7%
Socioeconomically Disadvantaged (SED)	*	88%	Yes	99%	*	88%	Yes	98%	*	53.9%	Yes	22.4%	*	36.0%	Yes	25.6%

\* The subgroup is not numerically significant for this school.

Students in Healthy Fitness Zone  
Grade 9



## School Facilities & Safety

Valencia High School was established in 1994 and is currently comprised of 110 classrooms, a library, three computer labs, a gym, a staff lounge, a multipurpose room, and a theater. The football field is being remodeled and will be complete by October 2004. At the time of this publication in March 2005, 100% of the restrooms were in working order.

Valencia High School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff helps keep the campus clean and litter-free. The custodial/grounds staff of six maintains clean and safe facilities.

District administration and the Governing Board have placed a great emphasis on campus safety and security. Campus supervisors monitor students on campus before and after school, during breaks, and during lunchtime. All visitors must sign in at the school's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times.

## API School Results

	Base				Growth		
	2001	2002	2003		2002	2003	2004
Percent Tested	98	98	99	Percent Tested	98	99	99
API Score	717	705	727	API Growth Score	723	724	714
Growth Target	4	5	4	Actual Growth	6	19	-13
Statewide Rank	8	8	8	Eligible for Governor's Performance Award	No	Yes	*
Similar Schools Rank	5	6	5	Eligible for II/USP	*	*	*
<b>Subgroups</b>							
<b>Socioeconomically Disadvantaged</b>							
Base API Score	502	521	552	API Growth Score	n/	573	n/a
Growth Target	3	4	3	Actual Growth	n/a	52	n/a
<b>Asian</b>							
Base API Score	n/a	791	824	API Growth Score	n/a	809	831
Growth Target	n/a	4	**	Actual Growth	n/a	18	7
<b>Caucasian</b>							
Base API Score	749	732	747	API Growth Score	747	742	726
Growth Target	3	4	3	Actual Growth	-2	10	-21
<b>Filipino</b>							
Base API Score	n/a	756	n/a	API Growth Score	n/a	n/a	759
Growth Target	n/a	4	n/a	Actual Growth	n/a	n/a	n/a
<b>Hispanic</b>							
Base API Score	584	602	635	API Growth Score	619	641	640
Growth Target	3	4	3	Actual Growth	35	39	5

\* Programs No Longer Funded.

\*\* Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

## Federal Intervention Programs

	Year	Year	# of Schools	% of Schools
	Identified for PI	Year Exited in PI		
Valencia HS	Not in PI	-	-	-
WSHUHSD	-	-	0	0%

Valencia High School's Safety Plan is revised annually each spring. The school's Disaster Preparedness program is a benchmark for all of the schools in the district. Key elements to the safety plan include: coordination with city and sheriff's department and a fully stocked container of necessary supplies in the emergency disaster system. Revisions to the safety plan are communicated to all staff members annually. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held once each year, and secure campus procedures are reviewed each year by the staff.

While data presented in this report are reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1) which include: 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical power failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. This school had none of the emergency facilities needs specified in Education Code 17592.72(c)(1).

### Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, district office, or on the Internet at [www.hartdistrict.org](http://www.hartdistrict.org). The principal works daily with the custodial staff of six to develop cleaning schedules to ensure a clean and safe school.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Budget Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year the district budgeted two million dollars for the deferred maintenance program. This represents 1.5% of the district's general fund budget. During the 2004-05 school year, the district's governing board has approved deferred maintenance projects for this school that will result in parking lot repair, concrete repair, tennis court repair and resurface.

### School Leadership

Primary leadership duties are assumed by Principal Paul Priesz, Ed.D., who has been in his current position for 10 years. Prior to his tenure as the principal of Valencia High School, Dr. Priesz was an assistant principal and a classroom teacher. Dr. Priesz was named State Secondary Principal of the Year by the Association of California School Administrators for 2002.

Leadership at Valencia High School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The education of children is a joint effort of home and school. Students, parents and teachers meet each trimester to plan, discuss and evaluate student objectives. These objectives enable teachers to adjust their teaching to the unique needs of every class.

Staff leadership teams include Department Chairs, the School Leadership Team, and various district advisory committees. Staff and parents are encouraged to participate in a wide variety of leadership teams, such as the School Site Council, the Parents Advisory Committee, and various booster clubs.

### Minimum Days & Instructional Minutes

For the 2003-2004 school year, Valencia High School offered 180 days of instruction comprised of 165 regular days and 15 minimum days. California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. Valencia High School offered 66,195 minutes of instructional time.

## Preparation to Enter the Workforce

A major effort of Valencia High School staff is to help students focus on their future. Students need to develop plans and goals that connect current learning to future activities. The school-to-career program at Valencia High School strives to help all students focus on their future by completing the following four steps:

9<sup>th</sup> grade - Who Am I? Students determine strengths, interests, learning styles, and aptitudes, then consider a career path.

10<sup>th</sup> grade - What are my interests? The CHOICES curriculum utilizes a career survey to guide students.

11<sup>th</sup> grade - Where do I go from here? Students complete a College/Career Research project. Job shadowing is available.

12<sup>th</sup> grade - How do I get there? Senior Project.

The activities listed for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students are currently being completed by all students. The senior project is voluntary.

Instructors at Valencia High School have directed efforts towards establishing School-to-Work structures within each curricular area for all students, including those with special needs. Students may also select to pursue a Career Path. Each Career Path requires completing a sequence of courses and a 90-hour internship. Last year 107 students graduated with a Career Path certificate. This year 125 seniors are enrolled in a Career Path.

Students may enroll in the Junior Reserve Officer Training Corps (JROTC) for science or PE credit, in which students learn Aerospace Science and participate in a military leadership laboratory. Many weekend and after-school activities complement the program. Scholarships and advanced enlistment are available for students who decide to continue into a military career. Students from all four district high schools participate in this program at Valencia High School.

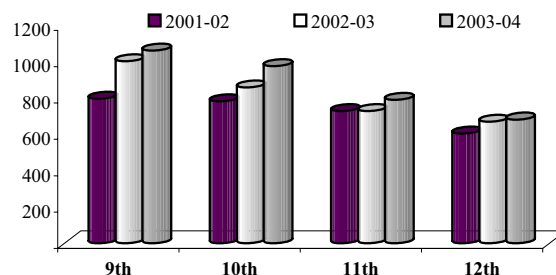
The Transitional Partnership, We Care for Youth, and Student Partnership Programs provide support services and opportunities for students from special populations.

Additionally, William S. Hart Union High School District is a recipient of the Carl D. Perkins Grant. Funding is provided in each participating district for the primary purpose of improving career and technical education programs and increasing participation in such programs at the secondary and post-secondary levels. School site objectives to accomplish this purpose include guidance and counseling, serving special populations of students, all career and technical education programs, and transition into post-secondary programs. More detailed information regarding this grant is available at the District Office for review.

## School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Valencia High School. During the 2003-04 school year, the actual attendance rate for all grade levels at Valencia High School was 95.86%.

Enrollment By Grade Level



Regular attendance at Valencia High School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely. Phone calls are made to parents on a daily basis and letters will be sent home if absences become a problem. Referrals and detentions are monitored and used as indicators of high-risk behavior resulting in early detection of potential dropouts.

Students are referred to the Hart District's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The SARB is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. The members of the SARB, the referred students and their parents or guardians meet regularly to evaluate the

student's situation and recommend alternative solutions to alleviate specific truancy, attendance, or behavior problems. The table on the left illustrates the graduation and dropout rate for Valencia High School for the most recent three year period.

Graduation & Dropout Rates			
	00-01	01-02	02-03
Graduates	555	541	604
Graduation Rate	96.4%	96.1%	98.4%
Dropouts	21	16	12
Dropout Rate	0.76%	0.55%	0.37%

## Counseling & Other Support Services

The William S. Hart Union High School District recognizes that enriching students beyond academics is crucial. The team concept in guidance means that counselors and administrators work together to meet the needs of students. The goal of the guidance team is to help students develop and work toward their personal, educational, and career goals. Programs and special personnel are in place to meet the needs of the whole student body. The exceptional staff works with students based on their team assignments. When additional guidance is necessary, the following resources have been made available:

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselors *	7	7
Librarian	1	1
Library Clerks	2	2
Work Experience Coordinator	1	1
Health Assistant	1	1
Regional Occupation Advisor	1	1
Resource Specialist Program (RSP) Teachers	6	6
Instructional Assistants	46	**
Career Advisor	1	1

\* Counselor to student ratio is 1:584

\*\* Every day for varied amounts of time.

Some students have exceptional academic needs that can be met through the Resource Specialist Program or Special Day classes. These students receive additional instruction in identified academic areas. English Language Learners (ELL) receive additional instruction in English through placement in reading or ELL sheltered classes.

Students who qualify for the Gifted and Talented Education (GATE) program are encouraged to enroll in Advanced Placement/Honors courses or the Achievement Via Individual Determination (AVID) program.

## Teacher Evaluation & Professional Development

In order to assess and improve instruction, teachers are given written performance evaluations in each of their first two years and every other year thereafter. The district is currently working with the teachers on a new format, which is based on the newly adopted California Standards of the Teaching Profession. This will allow for more focus on effective teaching strategies in a broader range of student needs. The process includes required remediation for someone identified with a deficiency.

Hart District's Peer Assistance and Review (PAR) Program was created in 2000 through the collective bargaining process and is a part of the Contract Agreement between the district and the Hart District Teachers' Association. The primary goal of the PAR program is to provide newer teachers (those with fewer than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. PAR consultants conduct the formal observations and evaluations of the teachers on their caseload. New credentialed teachers are provided additional assistance through the Beginning Teacher Support and Assistance Program (BTSA). Department chairpersons and site administrators provide support to all teachers.

Ongoing professional development training and coursework is required for certificated staff. In-service trainings are conducted throughout the year where teachers were offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Trainings were coordinated by the Curriculum and Staff Development offices, PAR/BTSA consultants, site administrators and the local chapter of the California Teachers Association.

The district offered three staff development days during the 2003-04 school year where site administrators and staff determined the topics to be covered. Topics for Valencia High School included: Expected School-wide Learning Results (ESLR), evaluation for WASC accreditation and Communities of Practice (assessment creation and evaluation).

## Teacher Assignment

The Hart District recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Valencia High School had 127 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	102	113	127
Emergency Credentials	18	17	4
Interns	0	1	6
Waivers	1	3	1
Working Outside Subject Area	0	0	1
Misassignments of Teachers of English Learners	-	-	0
Vacant Teacher Positions	-	-	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 71.9% of core academic classes at Valencia High School were taught by highly qualified teachers. The chart below illustrates the percent of all core classes **NOT** taught by highly qualified teachers in the site and district level, as well as the percent of core classes **NOT** taught by highly qualified teachers in high-poverty and in low-poverty school in the district.

Highly Qualified Teachers		
	Valencia HS	WSHUHSD
Non Highly Qualified Teachers	28.1%	28.1%
High-Poverty Schools in District	-	0.0%
Low-Poverty Schools in District	-	28.3%

Teacher Education Levels		
2003-04		
	Valencia	WSHUHSD
Doctorate	1.4%	0.7%
Master's Degree +30*	15.9%	15.7%
Master's Degree	31.2%	25.5%
Bachelor's Degree +30*	24.6%	33.7%
Bachelor's Degree	26.8%	24.2%
Less Than Bachelor's	0.0%	0.2%

\*Indicates additional hours above and beyond degree.

## Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and has an adequate pool of fully credentialed substitutes. If a substitute is unavailable, a regular classroom teacher will be paid a stipend to cover a colleague's class.

## Textbooks & Instructional Materials

Valencia High School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide all students, including English Learners, with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's Curriculum Council standards.

The Hart School District follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

Available materials are reviewed by the District Textbook Committee, which has representatives from all sites in the curricular area of adoption. The committee's recommendations are then submitted to the Governing Board and go through a 30-day public viewing before final approval. The following is a list of textbooks currently in use as of March 2005.

Textbooks				
Subject	Publisher	Grade Levels	Adoption Year	Supply
English/ Language Arts	Prentice Hall	9-12	02-03	Adequate
Math	Prentice Hall	9-12	03-04	Adequate
Science	McDougal	9-12	03-04	Adequate
	Prentice Hall			
	Other text *			
Social Science	McDougal	10-11	99-00	Adequate
	Holt, Rinehart, & Winston			

\* See school for more details.

Instructional Materials		
Subject	Aligned w/ State Standards	Sufficient Supply
Foreign Language	Yes	Yes
Health	Yes	Yes
Science Equipment	Yes	Yes

The school's library is stocked with text, supplemental and recreational reading books that are available for students to check out. A certificated librarian and two library technicians staff the library.

The use of technology tools are integrated throughout the curriculum as deemed appropriate. Students learn research, information processing, communication, presentation, and other technology applications. All classrooms at Valencia High School are equipped with computers with Internet access. Students have additional access to computer technology in one of three labs on the campus. In addition, all classrooms have television sets and VCRs.

	Computer Resources		
	2001-02	2002-03	2003-04
Computers	613	630	657
Students per computer	4.7	5.2	5.3
Classrooms connected to Internet	110	111	110

## Class Size

Valencia High School maintained a schoolwide average class size of 28.7 students and a pupil-to-teacher ratio of 25:1 for the 2003-04 school year. The pupil-to-teacher ratio varies by grade level taught. The average class size per grade level, as well as the number of classes offered in reference to their enrollment, are illustrated below:

	Teaching Load Distribution											
	Classrooms containing:											
	Average Class Size			1-22 Students			23-32 Students			33+ Students		
	02	03	04	02	03	04	02	03	04	02	03	04
English	26	26	28	49	53	23	20	18	31	36	43	59
Math	27	26	29	42	48	14	14	19	42	33	34	39
Science	30	34	32	11	5	9	19	9	8	39	58	64
Social Science	33	35	32	4	6	12	9	7	11	46	49	52



## Discipline & Climate for Learning

The Hart District places a high priority on a safe and orderly learning environment. The district and school policies and regulations are reviewed annually at the end of each school year. These policies and regulations are communicated to parents in writing at the beginning of each school year and upon enrollment. One of the school's major goals is to develop in students a sense of responsibility, both personal and social, and to enhance each individual's capability to act as an adult.

The Suspensions and Expulsions table illustrates total cases as well as the percentage of students (total cases divided by enrollment) and then compares them to all schools in the district. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Valencia HS			WSHUHSD		
	2002	2003	2004	2002	2003	2004
Suspensions	242	245	350	1,526	1,805	2,173
Suspension Rate	8.3%	7.5%	9.9%	8.8%	9.6%	10.3%
Expulsions	14	10	17	69	51	67
Expulsion Rate	0.6%	0.3%	0.5%	0.4%	0.3%	0.3%

## Recognition Program

A well-developed student recognition program contributes to the positive environment of the school. The program at Valencia High School includes the recognition of all students who are attaining academic excellence or improving academic achievement, attitude, and attendance. Semester awards were established to recognize students with positive, tangible incentives to encourage them to work harder.

## Extracurricular Activities

The district encourages student participation in extracurricular activities. District policy states that students must be enrolled in and have passed a minimum of 20 semester credits of new work with a G.P.A. of 2.0 or higher. These requirements must be met during the grading period that determines eligibility to be academically eligible to participate in extracurricular activities.

In 2003-04, all sports participated at the Varsity and JV levels. Athletic programs include:

**Fall Sports:** boys' football, girls' volleyball, girls' tennis, boys' and girls' water polo, boys' and girls' cross-country, girls' golf.

**Winter Sports:** girls' and boys' soccer, boys' wrestling, girls' and boys' basketball.

**Spring Sports:** boys' baseball, girls' and boys' track, boys' tennis, girls' and boys' swimming, boys' golf and girls' softball.

Leadership for student activities is provided by elected officers in the Associated Student Body (ASB). Students generate an interesting range of inventive clubs each year.

Student actors and artists enjoy opportunities to share their crafts in the wider community. Student vocalists and musicians participate in a variety of performing arts productions and competitions.

## Homework

At Valencia High School homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. Tutoring is available from members of the National Honor Society.

## Curriculum Improvement

All curriculum development at Valencia High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of the Hart District's curriculum is an ongoing process.

The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results, and research.

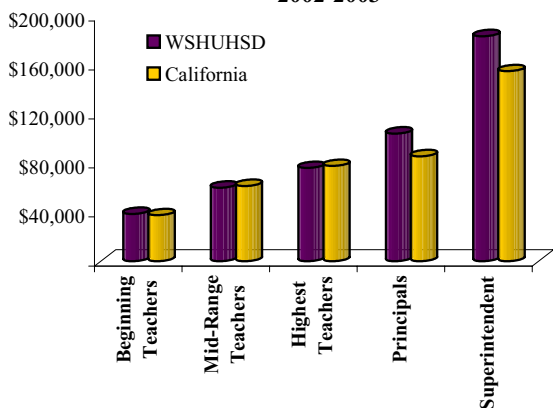
### Community Involvement

Parents and the community are very supportive of the educational programs in the Hart District. The Parent Advisory Council and individual booster groups play an active role in the community and at each school site through fundraising and special activities. Contributions by the many community partners add to the programs available at Valencia High School.

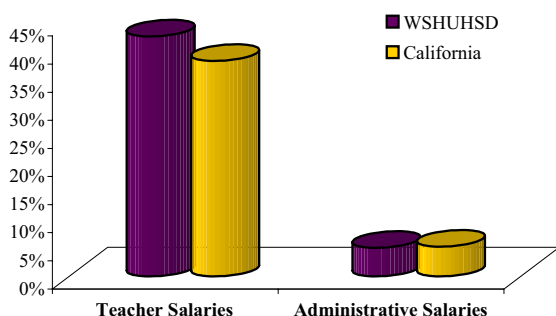
### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having between 10,000 and 19,999 Average Daily Attendance (ADA) throughout the state.

**Average Salary Information  
Teachers-Principals-Superintendent  
2002-2003**



**Teacher & Administrative Salaries  
as a Percentage of Total Budget  
2002-2003**



### Expenditures & Services Funded

The Hart District spent an average of \$6,222 to educate each student (based on 2002-03 audited financial statements). The figures shown in the table above right reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

### Current Expense of Education Per Student\*

2002-2003

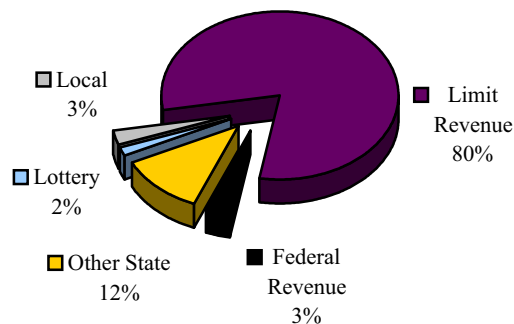
William S. Hart Union High School District	Statewide Average	
	All High School Districts	All Districts
\$6,222	\$6,977	\$6,822

\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

In addition to general state funding, the William S. Hart Union High School District receives approximately \$970 per student in state and federal funding for the following categorical, special education, and support programs:

- ROC/P Entitlement
- Gifted and Talented Pupils
- Special Education Transportation
- Class Size Reduction
- School Improvement Program (SIP)
- 10th Grade Counseling
- Title II, Part A - Teacher Quality
- Title III, Part A - Limited English Proficiency
- Title IV, Part A - Safe and Drug Free Schools and Communities
- Title V, Part A - Innovative Programs
- Peer Assistance Review (PAR)
- Tobacco Use Prevention Education (TUPE)
- Federal, ECIA/ESEA/IASA
- Federal, JTPA
- Federal, Special Education, Entitlement per UCDC
- Federal, Special Education, Discretionary Grants
- Federal, Vocational and Applied Technology Education Act
- Educational Technology Assistance Grants
- Special Education Master Plan
- Home-to School Transportation
- Instructional Materials
- Other Instructional Allowance
- Economic Impact Aid
- Title I, Part A - Basic Grant
- Title II, Part D - Technology

**District Revenue  
2002-2003**



**District Expenditures  
2002-2003**

