School Plan
Single Plan for Student Achievement
2009-2010

“Circle of Achievement”

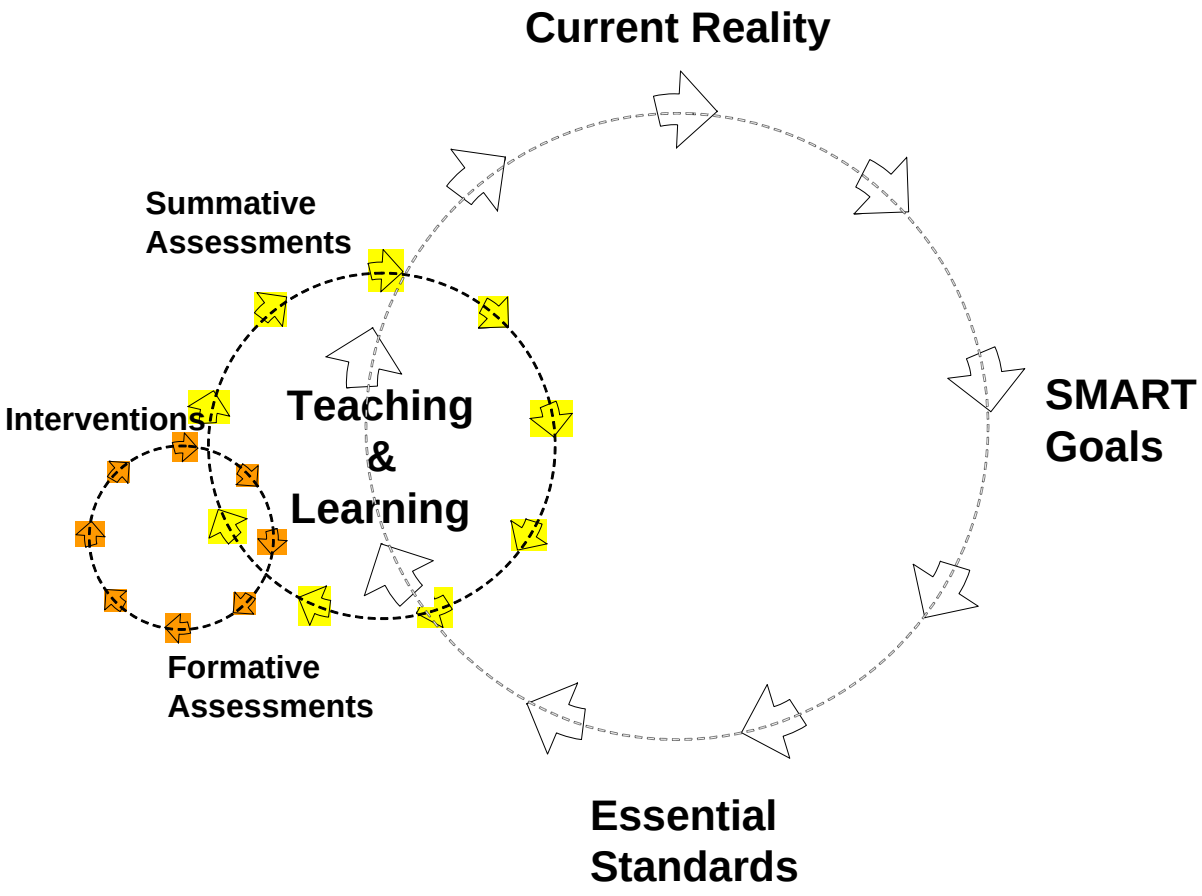


TABLE OF CONTENTS

Introduction/General Description

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.

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, followed by Hispanic, Asian, African American and American Indian subgroups.

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 AVID 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 113. Ninety-three percent of teachers are fully-credentialed and have an average of 14 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.

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 staff plans to:

- Improve mathematics skills of all students, especially in algebra. VHS will offer an algebra intervention throughout the school year. Progress will be marked by the percentage of students passing algebra and by improved scores on the CST in algebra.

- Improve writing skills of all students by focusing on writing in all curricular areas during the fall and spring semesters. Teachers will prepare common writing prompts for each department and will score writing together, comparing student work with an emphasis on non-fiction writing.

- Improve in providing students with additional support in reading remediation and teach active reading skills. Improve student reading comprehension of technical material by providing teachers and students with proven techniques, including graphic organizers, the Cornell Note-Taking System, and study guides for reading.

- Improve the learning of all students through professional development focused on: identifying essential standards, identifying current realities in terms of student learning and development of SMART goals, developing standards-based pacing calendars, utilizing formative assessments to help guide instruction to increase student learning, developing effective collaboration between all the school's stakeholders, and continued training in the area of academic vocabulary.

- Develop SMART goals for all subjects, as well as a school-wide SMART goal.

- Develop SMART goals geared towards closing the achievement gap.

Valencia High School will prepare its graduates to be:

Effective Communicators who:

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

Responsible Citizens who:

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

Healthy Individuals who:

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

Critical and Creative Thinkers who:

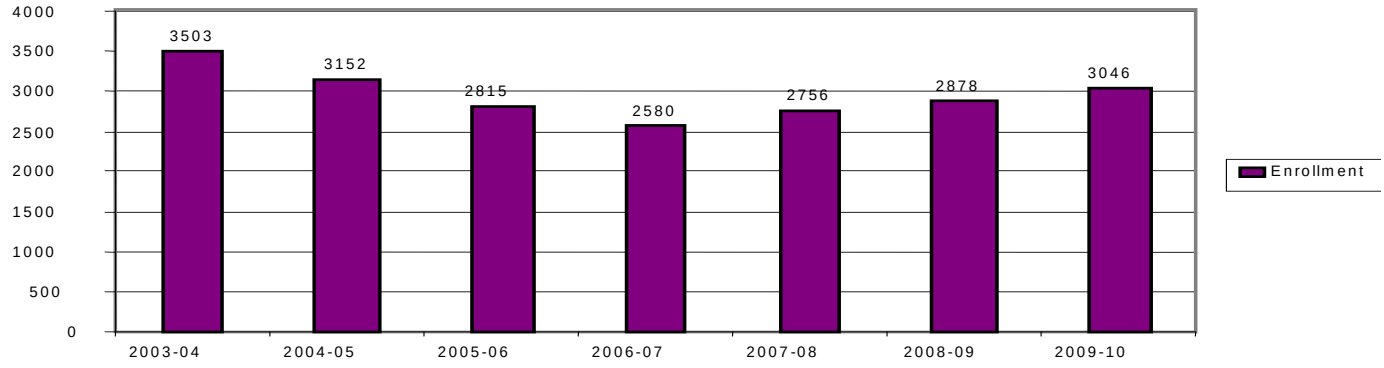
- Demonstrate sound decision making skills.
- Use higher order thinking skills to analyze and interpret information and solve problems.
- Access, evaluate, analyze, and use information from a variety of resources to meet personal and curricular needs.
- Are able to use reading strategies and techniques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

Self-Directed Learners who:

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

Enrollment

Valencia High School (VHS) continues to experience population size changes since its opening. The school opened in 1994 with 516 ninth graders and 289 tenth graders, with boys outnumbering girls by 100. By the fall of 2003, enrollment increased to 3503 with approximately 127 more boys than girls. Due to the opening of two new high schools during the 2004-2005 school year, Valencia High School saw a decrease in student population and served 2815 students for the 2005-2006 school year. Forty-eight percent of these students were girls and fifty-two percent were boys. The 2006-2007 school year serviced 2624 students, with the ratio of male to female students being identical to the previous year. The 2007-2008 school year witnessed an increase in enrolled freshman due to another high school reaching full capacity and needing to "share" students. During the 2008-2009 school year, the student population reached 2878. During the 2009-2010 school year, Valencia High School's student population is 3,046 students. This school year started with 759 freshmen, and graduating seniors could number 603.



Population Based on Ethnicity

The Valencia High School student body is a diverse group of students and mirrors the ethnic distribution of the City of Santa Clarita. The ethnic distribution of the student body is 59.6% white, 19.3% Hispanic, 5.7% African American, 15.1% Asian, Filipino, and Pacific Islander, and .03% American Indian. English Language Learners come from 47 different countries and constitute 3% of Valencia High students. Fifty-five percent of the English Language Learners are native speakers of Spanish. One hundred and ninety-eight students are identified as part of the Resource Specialist Program; 222 students are enrolled in one of the Special Day Class programs that meet the needs of students with varying degrees of intellectual and/or physical disability, including emotionally disturbed and autistic students. Listed below is the breakdown of enrollment based on ethnicity:

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
American Indian	0.4%	0.5%	0.4%	0.3%	0.5%	0.2%	0.3%
Asian	6.5%	7.7%	8.8%	9.8%	9.0%	8.7%	8.5%
Pacific Islander	0.5%	0.6%	0.4%	0.2%	0.3%	0.2%	0.3%
Filipino	4.1%	4.5%	4.5%	5.1%	5.0%	6.2%	6.3%
Hispanic	20.0%	19.1%	17.9%	17.2%	18.9%	19.8%	19.3%
African American	4.8%	4.3%	3.7%	4.3%	5.2%	5.2%	5.7%
White	63.8%	63.4%	64.2%	63.5%	61.1%	59.7%	59.6%

Population of English Learners

The proportion of students labeled as English Learners has continued to remain fairly consistent since 2004-05:

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Limited English Proficient (LEP) Students	5.46%	4.10%	4.09%	3.60%	3.10%	4%
Fluent English Proficient (FEP) Students	5.92%	7.75%	7%	7.10%	7.40%	6%
Students Re-designated as FEP	3.33%	2.40%	4.03%	3.70%	3.80%	3.50%

Population of Special Education Students

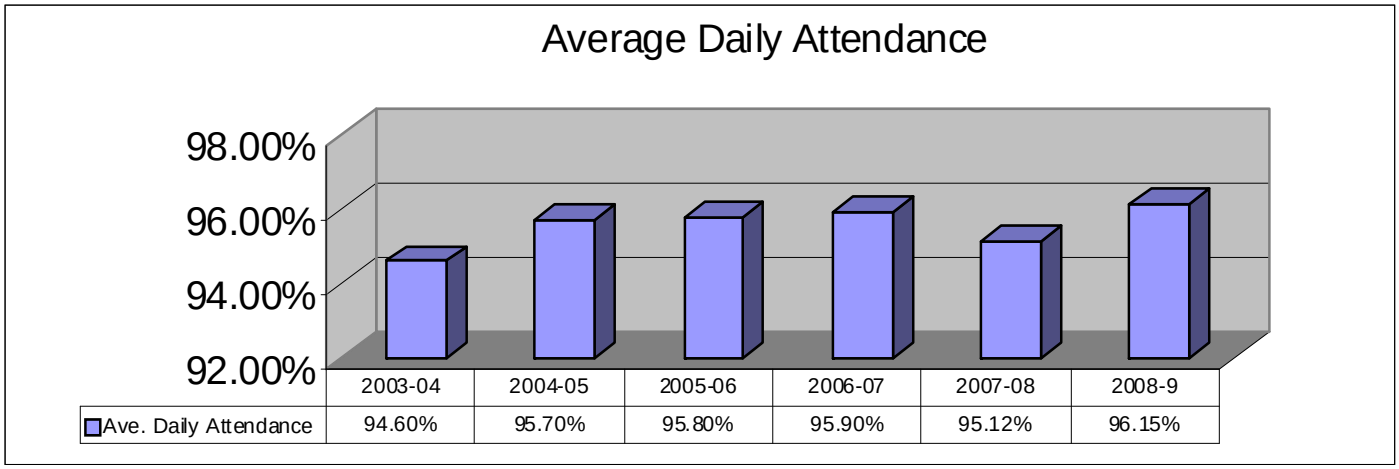
Fourteen percent of Valencia High School's student population is comprised of special education students. Valencia High School special education programs include the following programs: 1) Resource, which services students in a mainstream setting. 2) SDC1, which services students with learning disabilities in a modified curriculum and setting. 3) SDC2, which services students with cognitive disabilities in a modified functional skills curriculum and setting. 4) SDC 3, which services students with emotional disturbances in a modified curriculum and setting. 5) SDC 5, which services students with multiple handicaps in a daily living skills curriculum and setting.

2009-2010 School Year

Program	N	%
SDC 1	94	3%
SDC 2	40	1%
SDC 3	25	0.80%
SDC 5	63	2%
RESOURCE	198	6.50%
Schoolwide Special Education Population	420	13.81%

Attendance

Valencia High School's attendance rate is generally good and has shown an average daily attendance increase over the past three years. On a typical school day in 2008-09, 96% of VHS students were present. The administration tracks the attendance of students in order to anticipate potential dropouts. Students who exhibit poor attendance and/or single truancies are tracked by VHS staff and are provided counselor and assistant principal. Phone calls are made daily, by use of the automated phone system, to the home of any student who was absent during the school day. Students also are required to sign an attendance contract after their sixth absence. After a student's twelfth absence, the counselor calls home to discuss the issue with the student's parents. Students who are truant or have any uncleared absences are assigned Saturday School. Students can earn back attendance credit by attending voluntary Saturday Study Session interventions. In addition, VHS's Associated Student Body (ASB) program recognizes students with perfect attendance and/or a 3.0 GPA or higher each quarter.



Discipline /Suspension and Expulsion Rates

Valencia High School places a high priority on a safe and orderly learning environment. During the 2006-07, 2007-08, and 2008-09 school years, Valencia High School expelled a total of eleven students during all three of these years. Expulsions occur only when required by law or when all other alternatives are exhausted. The Suspensions and Expulsions table below illustrates total cases as well as the percentage of students (total cases divided by enrollment) and compares them to the district as a whole.

SUSPENSIONS and EXPULSIONS						
	Valencia			Hart District		
	2006-07	2007-08	2008-09	2004-05	2005-06	2008-09
Suspensions (N)	171	154	166	2,033	1972	2077
Suspensions (%)	6.5	5.3	5.5	9.7	9.0	9.0
Expulsions (N)	2	5	4	47	71	60
Expulsions (%)	0.004	0.004	0.001	0.23	.33	. 33

2008-2009 Suspensions by Category										
Category	**48900 (a1)**	**48900 (a2)**	**48900 b**	**48900 c**	**48900 d**	**48900 e**	**48900 f**	**48900 g**	**48900 i**	**48900 j**
# of Suspensions	16	13	3	34	2	1	6	21	15	2
Category	48900 k	48900 l	48900 m	48900 r	48900 .2	48900 .3	48900 .4	48915 (a)(2)	48915 (A) (3)	48915 (c)(3)
# of Suspensions	38	2	1	1	4	1	2	1	1	2

48900 a (1) Caused, attempted to cause, or threatened to cause physical injury to another.
48900 a (2) Willfully used force or violence upon the person of another except self defense
48900 b Possessed, skid, or furnished any firearm, knife, explosive, or other dangerous object
48900 c Possessed, used, sold, furnished , or been under the influence of any controlled substance, Alcoholic beverage or intoxicant.
48900 d Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or Intoxicant of any kind and then sold, delivered, or otherwise furnished to any person…
48900 e Committed or attempted to commit robbery
48900 f Caused or attempted to caused damage to school property or private property
48900 g Stolen attempted to steal school property
48900 i Committed an obscene act or engaged in habitual profanity or vulgarity
48900 j Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug Paraphernalia
48900 k Disrupted school activities or otherwise willfully defied school authority
48900 l Knowingly received stolen property
48900 m Possessed an imitation firearm
48900 r engaged in an act of bullying
48900.2 Related to sexual harassment
48900.3 Related to hate violence
48900.4 Related to harassment, threats or intimidation
48915 (a2) possession of any knife or dangerous object
48915 (a3) Unlawful possession of a controlled substance
48915 (c3) Unlawfully selling a controlled substance

Suspensions by Ethnicity			
Ethnicity	**2008**	**2009**	**2010 (1st Semester)**
African American	14	7	8
Asian	9	9	8
Hispanic	52	61	33
Other Pacific Islander	2	0	0
White	54	71	48

Free and Reduced Lunch Program Participation

As Valencia High School's enrollment has fluctuated through the years, the number of students participating in the Free and Reduced Lunch program has changed proportionately.

FREE and REDUCED LUNCH PROGRAM					
	2005-06	**2006-07**	**2007-08**	**2008-2009**	**2009-2010**
9	17	24	22	57	32
10	18	11	28	52	46
11	20	9	8	28	39
12	21	18	18	27	22
Total	**76**	**62**	**76**	**164**	**139**

Staff

During the 2009-2010 school year, 105 teachers were properly certified to teach their current assignment. There were 127 certificated staff members at Valencia High School including five administrators, 102 teachers, eight counselors, and one librarian. Eighty-five classified members including secretaries, clerical workers, custodians, instructional assistants and campus supervisors complete the Valencia staff. Sixty-two certificated staff members have earned a Master's degree, and two have earned a Doctorate degree.

Teacher Credential Status				
	2005	**2006**	**2007**	**2008**
Fully Credentialed	119	108	99	105
Emergency Credentials	7	6	2	4
Pre/Interns	7	4	1	5
Waivers	1	1	0	0
TOTAL Teachers	**134**	**119**	**102**	**113**
Average Years Teaching	11.6	12.8	14.2	14
Average Years in District	8.5	9.7	11.1	11

Counseling and Support Services Staff	
	Number of Staff
Counselors and School Psychologist	9
Teacher Librarian and Support Staff	3
Work Experience Coordinator	1
Regional Occupation Advisor	1
Health Assistant	1
Career Advisor	1
Office Clerical staff	10
Registrar	2
Instructional Assistants	45
*Counselor to student ratio 1:338	

Through the collective bargaining process, and as part of the Contract Agreement between the district and the Hart District Teachers Association, the Peer Assistance Review (PAR) program was created. 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 formal observations and evaluations of teachers on their caseloads. Newly credentialed teachers are provided additional assistance through the Beginning Teacher Support and Assistance Program (BTSA). Department chairpersons and site administrators also provide support to all teachers.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The Curriculum and Professional development Offices, PAR/BTSA consultants, site administrators and the local chapter of the California Teachers Association coordinate a regular schedule of trainings. The district consistently offers professional growth trainings each month where district staff members are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies. VHS also has a professional development team that, using banked time, offers minimum days each month for professional development. These days are used for activities such as developing a series of common assessment tools, learning academic vocabulary techniques, discussing the schoolwide writing project, developing SMART goals, experiencing Socratic Seminars and/or Cornell Note taking practices, and learning efficient technology practices.

Average Class Size

The average number of students per class is as follows:

Department	Average class size 2009-2010	Department	Average class size 2009-2010
English (9th grade)	35.7	Social Studies	35
English (10th grade)	37.31	Foreign Language	33.2
English (11th grade)	37.3	Fine Arts	28
English (12th grade)	32.5	Practical Arts	25.6
Mathematics	33	Physical Education	56.8
Science	34.8	SPED (RSP/SDC1)	15/12

Safety, Cleanliness, and Adequacy of School Facilities

Valencia High School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The custodial/grounds staff of fourteen maintains clean and safe facilities. Valencia High School was designed to accommodate approximately 2000 students. Currently, there are 3046 students enrolled (not including the concurrently enrolled AFJROTC students). 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 visitor pass at all times. Valencia High School's Safety Plan is revised annually each spring. Emergency drills are held on a regular basis; fire drills are held regularly, earthquake drills are held once each year, and secure campus procedures are reviewed each year by the staff.

Quality and Currency of Textbooks and Other 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 students 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. Valencia High School follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle. 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 technology learning centers on the campus. In addition, all classrooms have television sets connected to cable.

Computer Resources			
	2006	**2007**	**2008**
Computers	566	570	570
Students per computer	4.8	4.53	4.53
Classrooms connected to Internet	109	111	111

Recent Textbook Adoptions

Title	Subject	Adoption Date	Publication Date
World History: The Modern World	Social Studies	2006	2006
Amercica: Pathway to the Present	Social Studies	2006	2006
Economics: New Ways of Thinking (EMC)	Social Studies	2003	1999
Holt Physics	Science: Physics	2002	2001
Houghton Mifflin	Math: Trigonometry	2004	2004
Macgruder's American Government	Social Studies: Government	2000	1999
Biology	Science: Biology	2007	2007
McDougal Littell Algebra	Math: Algebra	2007	2000
Prentice Hall Chemistry	Science: Chemistry	2001	2001
Prentice Hall Geometry	Math: Geometry	2004	2003
Timeless Voices Timeless Themes	English/Language Arts	2002	2001

Student Recognition

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 through both the Viking Valor and Senior Awards programs. Semester and quarter awards are established by ASB to recognize students for academic, attendance, and citizenship excellence and provide positive, tangible incentives to encourage them to continue their hard work.

Student Participation in Academic and Co-Curricular Activities

The district encourages student participation in extracurricular activities while requiring that students maintain academic eligibility. 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 2008-2009, all sports participated at the Varsity and JV levels, and many sports had a freshman team, as well. In addition, there is a wide range of extra-curricular activities that include activity clubs, interest clubs, performance clubs, career clubs, etc. There were over 40 active clubs on campus, and over half of our students participate in at least one extra-curricular activity.

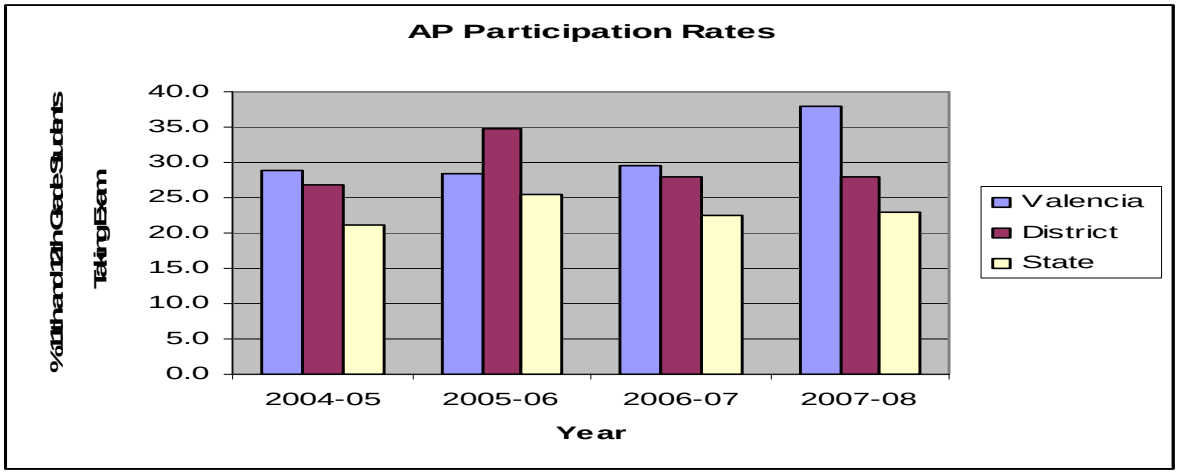
Number of Students Participating in Some Co-Curricular and Extra Curricular Activities									
	Athletics	Cheer	Band	Flags	Dance	Choir	Theater	Yearbook	Journalism
2009-2010	937	65	76	13	24	223	60	20	24
	ASB	Peer Mediation	ROTC	SSA	STRIVE	Mock Trial	Speech	Debate	
	104	35	62	118	35	28	20	23	
Total N	**1,867**								

Club	Club
American Patriots	Invisible Children of Uganda
Animal Care Team	Key
Anime	Medical Research Front
Asian Cultural Awareness	My Alpha Theta
American Society for the Prevention of Cruelty to Animals	National Alliance of Mental Illness
B-Boy	National Arts Honor Society
Beach	National Honors Society
Big Sisters and Brothers Association	Optimist
Children's Book Guild	Pacific American Volunteer Association
Circle of Friends	Pathfinder Christian
California Scholarship Federation	Psychology
Darfur Now Club	Reaching Out
DECA	Science Olympiad
Drama	Students 4 Sustainability Society
Equestrian	Hip Hop
Fencing	Tempo
Origami	Tutor / Peer Tutor
French	Twilighters Coven Pack
Future Images	Videogame
Gay-Straight Alliance	Young Politicians of America
Impact	

Outcome Data

Advanced Placement

Students at Valencia High School have taken Advanced Placement (AP) exams in Art History, Biology, Calculus AB, Calculus BC, English Language and Composition, English Literature and Composition, Environmental Science, European History, Government, Human Geography, Physics B, Physics C, Psychology, Spanish Language, Studio Art, U.S. History, and World History. For the past five years, Valencia High School students have exceeded the district and state AP enrollment averages, with the exception of the 2005-2006 school year, where Valencia High School had a lower percentage of students taking the exams than the district average. The pattern of AP score and passing rate achievement has fluctuated over the last four years. In 2007-2008, Valencia High School's passing rate was 64%. During the 2008-09 school year, 437 students took 640 AP exams with an overall passing rate of 77.9%. In the chart below, the participation rate and passing rate for each AP exam is listed.



2008-09 AP Exams	# of Students tested	Passing Rate
Art History	13	31%
Calculus AB	81	94%
Calculus BC	81	100%
Chemistry	20	50%
English Lang./Comp.	39	87%
English Lit./Comp.	75	76%
Environmental Science	18	78%
European History	67	66%
Government & Politics	40	68%
Human Geography	47	79%
Physics B	37	86%
Psychology	18	88%
Spanish	26	89%
Studio Art-Drawing	2	100%
Studio Art 3D Design	9	100%
World History	56	86%

California English Language Development Test (CELDT) Annual Assessment Results

The CELDT assessment results in 2008-09 show an exciting improvement in the rate of students scoring at the Intermediate level or higher. This year's results were greater than the previous three years' administrations. During the most recent administration of the CELDT exam, more than 77% of 9th graders, 82% of 10th graders, 88% of 11th graders, and 68% of 12th graders scored higher than the beginning or early intermediate categories, which is better than both state and district averages.

Percent by Overall Proficiency Level (Annual Assessment)

ALL STUDENT

	9	10	11	12
Advanced	2006/7: **44.0** 2007/8: **11.0** 2008/9: **19.0**	2006/7: **0.0** 2007/8: **29.0** 2008/9: **26.0**	2006/7: **29.0** 2007/8: **24.0** 2008/9: **31.0**	2006/7: **23.0** 2007/8: **27.0** 2008/9: **26.0**
Early Advanced	2006/7: **6.0** 2007/8: **32.0** 2008/9: **19.0**	2006/7: **23.0** 2007/8: **54.0** 2008/9: **29.0**	2006/7: **33.0** 2007/8: **32.0** 2008/9: **38.0**	2006/7: **31.0** 2007/8: **28.0** 2008/9: **21.0**
Intermediate	2006/7: **31.0** 2007/8: **32.0** 2008/9: **38.0**	2006/7: **21.0** 2007/8: **24.0** 2008/9: **26.0**	2006/7: **29.0** 2007/8: **14.0** 2008/9: **19.0**	2006/7: **28.0** 2007/8: **19.0** 2008/9: **21.0**
Early Intermediate	2006/7: **13.0** 2007/8: **16.0** 2008/9: **8.0**	2006/7: **17.0** 2007/8: **0.0** 2008/9: **9.0**	2006/7: **7.0** 2007/8: **14.0** 2008/9: **6.0**	2006/7: **13.0** 2007/8: **15.0** 2008/9: **21.0**
Beginning	2006/7: **6.0** 2007/8: **11.0** 2008/9: **15.0**	2006/7: **8.0** 2007/8: **6.0** 2008/9: **9.0**	2006/7: **4.0** 2007/8: **5.0** 2008/9: **6.0**	2006/7: **8.0** 2007/8: **4.0** 2008/9: **11.0**
Total Tested	2006/7: **16** 2007/8: **38** 2008/9: **26**	2006/7: **24** 2007/8: **17** 2008/9: **34**	2006/7: **28** 2007/8: **21** 2008/9: **16**	2006/7: **39** 2007/8: **26** 2008/9: **19**

ELD and SDAIE with PRIMARY LANGUAGE SUPPORT
And
OTHER EL INSTRUCTIONAL SERVICES

	9	10	11	12
Advanced	2006/7: ***	2006/7: **0.0**	2006/7: **0.0**	2006/7: **0.0**
	2007/8: ***	2007/8: **0.0**	2007/8: **0.0**	2007/8: **0.0**
	2008/9: **9.0**	2008/9: **0.0**	2008/9: **0.0**	2008/9: **0.0**
Early Advanced	2006/7: ***	2006/7: **25.0**	2006/7: **12.5**	2006/7: **11.0**
	2007/8: ***	2007/8: **0.0**	2007/8: **0.0**	2007/8: **0.0**
	2008/9: **27**	2008/9: **33**	2008/9: **20**	2008/9: **0.0**
Intermediate	2006/7: ***	2006/7: **0.0**	2006/7: **50.0**	2006/7: 44**.0**
	2007/8: ***	2007/8: **0.0**	2007/8: **0.0**	2007/8: **0.0**
	2008/9: **18**	2008/9: **0.0**	2008/9 **60**	2008/9: **25**
Early Intermediate	2006/7: ***	2006/7: **50.0**	2006/7: **25.0**	2006/7: 22**.0**
	2007/8: ***	2007/8: **0.0**	2007/8: **0.0**	2007/8: **100**
	2008/9: **18**	2008/9: **17**	2008/9: **0.0**	2008/9: **25.0**
Beginning	2006/7: ***	2006/7: **25.0**	2006/7: **12.5**	2006/7: **22.0**
	2007/8: ***	2007/8: **0.0**	2007/8: **0.0**	2007/8: **0.0**
	2008/9: **27**	2008/9: **50**	2008/9: **20**	2008/9: **50**
Total Tested	2006/7: **4**	2006/7: **8**	2006/7: **8**	2006/7: **11**
	2007/8: **2**	2007/8: **0**	2007/8: **0**	2007/8: **4**
	2008/9: **11**	2008/9: **6**	2008/9: **5**	2008/9: **4**

	9	10	11	12
Advanced	2006/7: ***	2006/7: **0.0**	2006/7: **15.0**	2006/7: **12.0**
	2007/8: **4.0**	2007/8: **22.0**	2007/8: **20.0**	2007/8: **20.0**
	2008/9: **0**	2008/9: **7.0**	2008/9: **22.0**	2008/9: **0.0**
Early Advanced	2006/7: ***	2006/7: **50.0**	2006/7: **31.0**	2006/7: **28.0**
	2007/8: **35.0**	2007/8: **44.0**	2007/8: **60.0**	2007/8: **40.0**
	2008/9: **25.0**	2008/9: **33.0**	2008/9: **44.0**	2008/9: **43.0**
Intermediate	2006/7: ***	2006/7: **25.0**	2006/7: **38.0**	2006/7: **32.0**
	2007/8: **35.0**	2007/8: **22.0**	2007/8: **10.0**	2007/8: **20.0**
	2008/9: **50.0**	2008/9: **40.0**	2008/9: **22.0**	2008/9: **14.0**
Early Intermediate	2006/7: ***	2006/7: **8.0**	2006/7: **15.0**	2006/7: **16.0**
	2007/8: **13.0**	2007/8: **0.0**	2007/8: **0.0**	2007/8: **20.0**
	2008/9: **17.0**	2008/9: **7.0**	2008/9: **0.0**	2008/9: **29.0**
Beginning	2006/7: ***	2006/7: **17.0**	2006/7: **0.0**	2006/7: **12.0**
	2007/8: **13.0**	2007/8: **11.0**	2007/8: **10.0**	2007/8: **0.0**
	2008/9: **8.0**	2008/9: **13.0**	2008/9: **11.0**	2008/9: **14.0**
Total Tested	2006/7: **3**	2006/7: **12**	2006/7: **13**	2006/7: **25**
	2007/8: **23**	2007/8: **9**	2007/8: **10**	2007/8: **15**
	2008/9: **12**	2008/9: **15**	2008/9: **9**	2008/9: **7**

PRIMARY LANGUAGE - KOREAN

	9	10	11	12
Advanced	2006/7: **56.0** 2006/7: **22.0** 2008/9: **43.0**	2006/7: **0.0** 2006/7: **60** 2008/9: **57.0**	2006/7: **45.0** 2006/7: **14** 2008/9: *******	2006/7: **38** 2006/7: **25** 2008/9: **40.0**
Early Advanced	2006/7: **40.0** 2007/8: **11.0** 2008/9: **14.0**	2006/7: **0.0** 2007/8: **57.0** 2008/9: **29.0**	2006/7: **0.0** 2007/8: **27.0** 2008/9: *******	2006/7: ******* 2007/8: **38.0** 2008/9: **0**
Intermediate	2006/7: **0.0** 2007/8: **22.0** 2008/9: **22.0**	2006/7: **18.0** 2007/8: **14.0** 2008/9: **20.0**	2006/7: **38.0** 2007/8: **18.0** 2008/9: **14.0**	2006/7: ******* 2007/8: **25.0** 2008/9: **25.0**
Early Intermediate	2006/7: **0.0** 2007/8: **11.0** 2008/9: **0.0**	2006/7: **0.0** 2007/8: **29.0** 2008/9: **0.0**	2006/7: **0.0** 2007/8: **0.0** 2008/9: *******	2006/7: ******* 2007/8: **0.0** 2008/9: **0.0**
Beginning	2006/7: **0.0** 2007/8: **0.0** 2008/9: **14.0**	2006/7: **9.0** 2007/8: **0.0** 2008/9: **0.0**	2006/7: **0.0** 2007/8: **9.0** 2008/9: *******	2006/7: ******* 2007/8: **0.0** 2008/9: **20.0**
Total Tested	2006/7: **5** 2007/8: **9** 2008/9: **7**	2006/7: **11** 2007/8: **7** 2008/9: **7**	2006/7: **8** 2007/8: **11** 2008/9: **2**	2006/7: **2** 2007/8: **8** 2008/9: **5**

PRIMARY LANGUAGE - OTHER

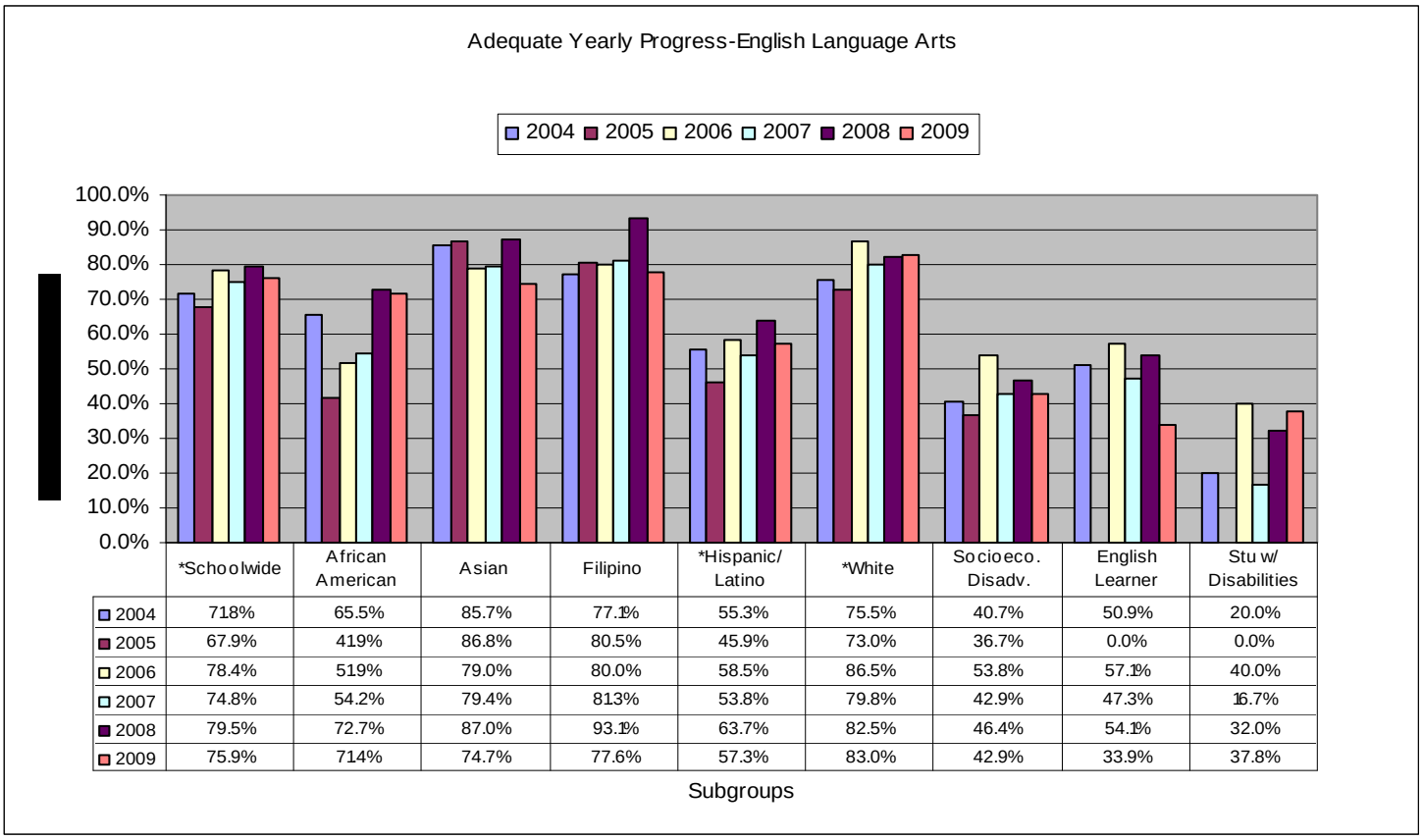
	9	10	11	12
Advanced	2006/7: ***	2006/7: **0**	2006/7: ***	2006/7: **50**
	2007/8: ***	2007/8: ***	2007/8: **50**	2007/8: ***
	2008/9: ***	2008/9: **44**	2008/9: **25**	2008/9: **50**
Early Advanced	2006/7: ***	2006/7: **60.0**	2006/7: ***	2006/7: **25.0**
	2007/8: ***	2007/8: ***	2007/8: **0.0**	2007/8: ***
	2008/9: ***	2008/9: **11**	2008/9: **50**	2008/9: **17**
Intermediate	2006/7: ***	2006/7: **20.0**	2006/7: ***	2006/7: **0.0**
	2007/8: ***	2007/8: ***	2007/8: **25.0**	2007/8: ***
	2008/9: ***	2008/9: **22**	2008/9: **0**	2008/9: **17**
Early Intermediate	2006/7: **0.0**	2006/7: ***	2006/7: **14.0**	2006/7: **0.0**
	2007/8: ***	2007/8: **20.0**	2007/8: ***	2007/8: **0.0**
	2008/9: ***	2008/9: **11**	2008/9: **25.0**	2008/9: **17**
Beginning	2006/7: ***	2006/7: **0.0**	2006/7: ***	2006/7: **0.0**
	2007/8: ***	2007/8: ***	2007/8: **0.0**	2007/8: ***
	2008/9: ***	2008/9: **11**	2008/9: **0.0**	2008/9: **9.0**
Total Tested	2006/7: **2**	2006/7: **5**	2006/7: **1**	2006/7: **4**
	2007/8: **3**	2007/8: **2**	2007/8: **4**	2007/8: **1**
	2008/9: **3**	2008/9: **9**	2008/9: **4**	2008/9: **6**

*** Summary data is not provided for groups of three or less

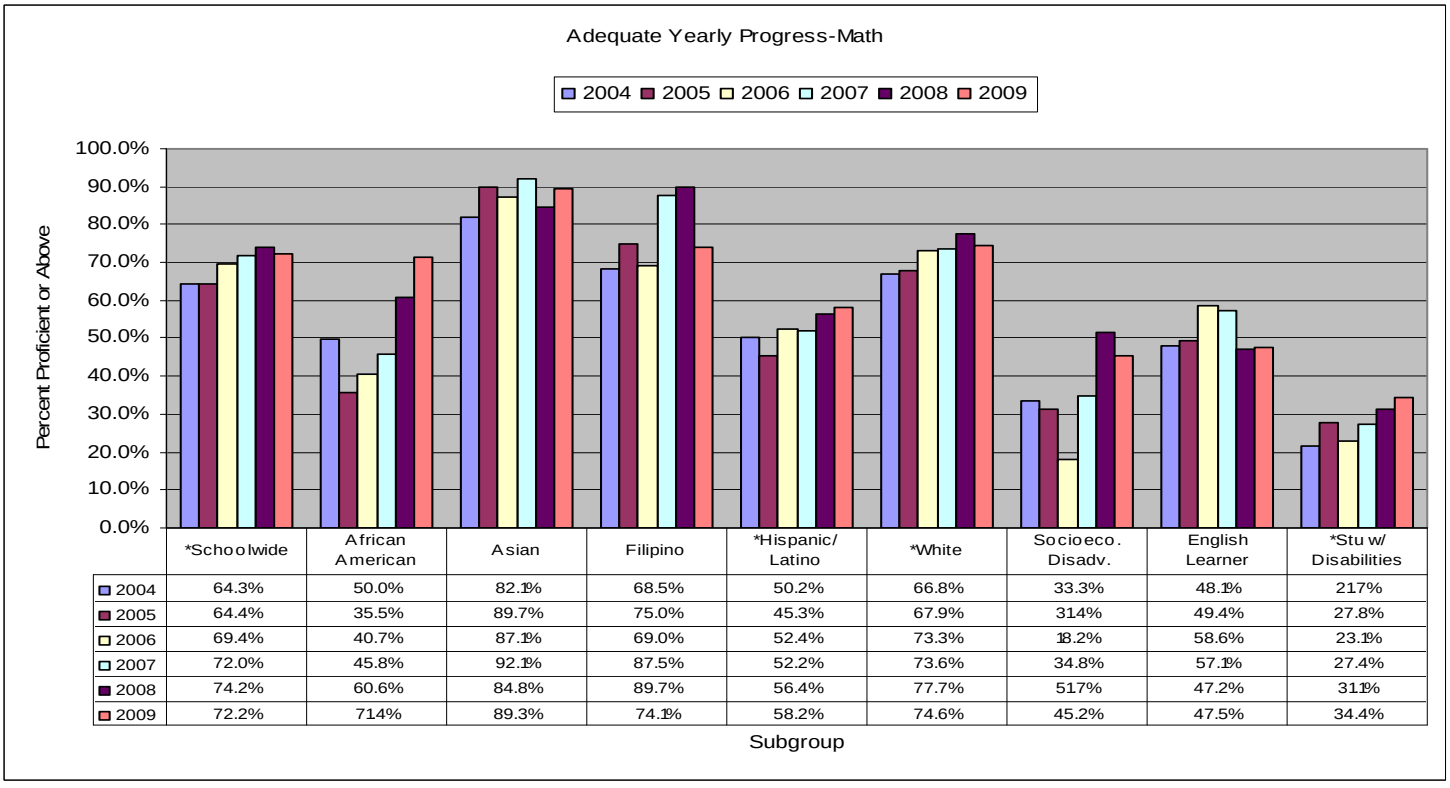
Adequate Yearly Progress

School wide, Valencia High School met all of the AYP academic criteria for English Language Arts (ELA), Mathematics, CAPA proficiency, and graduation rates for the 2008-09 school year, with the exception of special education. School wide, 99% of students participated in the 2009 English-Language Arts test and Math test.

In addition to meeting the school wide participation rate target for the 2009 AYP, the overall percentage of students who were proficient or advanced was 75.9% for English-Language Arts and 72.2% for Mathematics, demonstrating growth in both ELA and Math proficiency from the previous year.



	*Schoolwide	African American	Asian	Filipino	*Hispanic/ Latino	*White	Socioeco. Disadv.	English Learner	Stu w/ Disabilities
2004	718%	65.5%	85.7%	77.1%	55.3%	75.5%	40.7%	50.9%	20.0%
2005	67.9%	419%	86.8%	80.5%	45.9%	73.0%	36.7%	0.0%	0.0%
2006	78.4%	519%	79.0%	80.0%	58.5%	86.5%	53.8%	57.1%	40.0%
2007	74.8%	54.2%	79.4%	813%	53.8%	79.8%	42.9%	47.3%	16.7%
2008	79.5%	72.7%	87.0%	93.1%	63.7%	82.5%	46.4%	54.1%	32.0%
2009	75.9%	714%	74.7%	77.6%	57.3%	83.0%	42.9%	33.9%	37.8%



	*Schoolwide	African American	Asian	Filipino	*Hispanic/ Latino	*White	Socioeco. Disadv.	English Learner	*Stu w/ Disabilities
2004	64.3%	50.0%	82.1%	68.5%	50.2%	66.8%	33.3%	48.1%	217%
2005	64.4%	35.5%	89.7%	75.0%	45.3%	67.9%	314%	49.4%	27.8%
2006	69.4%	40.7%	87.1%	69.0%	52.4%	73.3%	18.2%	58.6%	23.1%
2007	72.0%	45.8%	92.1%	87.5%	52.2%	73.6%	34.8%	57.1%	27.4%
2008	74.2%	60.6%	84.8%	89.7%	56.4%	77.7%	517%	47.2%	31.1%
2009	72.2%	714%	89.3%	74.1%	58.2%	74.6%	45.2%	47.5%	34.4%

Participation Rates						
	2006-07		2007-08		2008-09	
	ELA	Math	ELA	Math	ELA	Math
Schoolwide	99%	98%	99%	98%	99%	99%
African American	97%	97%	97%	97%	100%	100%
Asian	100%	100%	100%	100%	99%	99%
Filipino	100%	100%	100%	100%	96%	96%
Hispanic/Latino	98%	99%	98%	99%	100%	99%
White	99%	98%	99%	98%	99%	99%
Socioeconomic. Disadvantaged	92%	96%	92%	96%	99%	99%
English Learner	97%	99%	97%	99%	99%	99%
Students w/Disabilities	87%	90%	86%	89%	99%	99%

Academic Performance Index (API)

API is a numeric index ranging from a low of 200 to a high of 1000 that measures the academic performance and growth of schools and districts. The API score summarizes the results of various indicators (i.e. statewide assessments used in calculating the API). Valencia High School exceeded its API growth target for the past three years: 2006-07, 2007-08, and 2008-09. Valencia High School has seen continued growth with the various subgroups, however, a long-standing concern is the API score disparity between the African-American, Hispanic/Latino, or socioeconomically disadvantaged subgroups and the White (non-Hispanic)/Asian subgroups. The special education subgroup's API test scores increased by 85 points over the past three years, as well as a 30-point increase by the school's Latino subgroup. Overall, Valencia High School's API has increased by 33 points over the past three year with a current 2009 API Score of 830.

API Yearly Test Score Comparison			
	2007	**2008**	**2009**
All Students	797	817	830
African American	No Score	No Score	811
Asian	866	885	901
Filipino	No Score	858	853
Hispanic	725	735	755
White	805	829	843
Students w/Disabilities	534	584	619

STAR Data (CST)

Percent of Students Proficient or Advanced on 2009 CST by Subgroups													
All Students	**ELA**	**Gen. Math**	**Alg. 1**	**Geometry**	**Alg. II**	**Sum. Math**	**World His.**	**US Hist.**	**Life Sci.**	**Biology**	**Chemistry**	**Earth Sci.**	**Physics**
9	73	32	49	92	91					77		30	
10	67		20	39	58	92	54		64	28	72	26	
11	64		9	10	18	78		68		81	27	45	65
African American													
9	64	44	50							57		17	
10	63		38	62			46		59	24	71	25	
11	64				25			58			38		
Asian													
9	86		55	93	100					93		18	
10	78				83	95	76		83	25	93		
11	73				54	83		71		69			60
Hispanic or Latino													
9	52	25	51	100						69		18	
10	47		16	35	53		39		43	18	62	18	
11	49		10	8	7	81		50		71	20	21	
Stu. w/ Disabilities													
9	26	23	23									22	
10	15		7				14		20	9		10	
11	12							28					
White													
9	79	34	49	91	86					77		37	
10	72		19	39	57	88	57		70	33	70	31	
11	68		10	10	14	80		72		86	26	52	68

Percent of Students Proficient or Advanced on 2008 by Subgroups

All Students	ELA	Gen. Math	Alg. 1	Geometry	Alg. II	Sum. Math	World His.	US Hist.	Life Sci.	Biology	Chemistry	Earth Sci.	Physics
9	69	34	42	61	94					65		41	
10	65		23	19	56	98	52		66	45	55	47	
11	69		10	5	23	87		63		77	28	51	89
African American													
9	70	21	45							60		37	
10	56		6				24		48	40	14	27	
11	33							39					
Asian													
9	77		56	88	95					84		46	
10	78			45	42		55		82	58	48		
11	79					92		75		94			90
Hispanic or Latino													
9	49	30	29	46						44		28	
10	51		24	21	53		31		46	30	46	50	
11	50		6	6	14			45		54	38		
Stu. w/ Disabilities													
9	17	15	12							13		25	
10	17		7				22		27	14			
11	3							16					
White													
9	74	39	44	60	92					67		49	
10	67		24	17	61	97	58		70	48	58	47	
11	72			2	22	88		66		79	29	56	89

Percent of Students Proficient or Advanced on 2007 CST by Subgroups													
All Students	**ELA**	**Gen. Math**	**Alg. 1**	**Geometry**	**Alg. II**	**Sum. Math**	**World His.**	**US Hist.**	**Life Sci.**	**Biology**	**Chemistry**	**Earth Sci.**	**Physics**
9	66	34	38	68	93					68	96	31	
10	60		17	27	52	89	52		61	30	61	29	
11	52		18	1	21	67		48		62	41	35	72
African American													
9	60		33							56		46	
10	42						33		42	29			
11	28		*					28					
Asian													
9	82		71	56	94					69	91		
10	74				59	91	62		72	33	76		
11	65					88		60		78			90
Hispanic or Latino													
9	54	15	37	67						60		23	
10	37		13	14		53	34		39	21	57	18	
11	42		0	7	24			35		42	21	20	75
Stu. w/ Disabilities													
9	18	12	24							64		11	
10	2		27				11		7	9		6	
11	3							8					
White													
9	67	24	34	69	94					69	97	30	
10	64		15	28	50	85	55		65	31	59	38	
11	54		30	0	19	63		53		64	35	51	65

The charts above contain CST data regarding the achievement levels of Valencia High School's students. Schoolwide, Valencia High School consistently scores equal to or above the district averages as well as consistently scoring well above state / county averages in all areas. However, some subgroups have not scored as well. The Hispanic and African American subgroups are consistently below the rest of the school's averages.

As a whole, Valencia High School students score well above the state averages, while African American and Hispanic subgroups have scores that are nearer state averages.

2009 - Percent Scoring Proficient or Advanced by School- District- County													
Grade 9	**ELA**	**Gen Math**	**Alg I**	**Geometry**	**Alg II**	**Sum Math**	**World His**	**US Hist**	**Life Sci**	**Biology**	**Chemistry**	**Earth Sci**	**Physics**
VHS	73	32	49	92	91					77		30	
District	68	31	41	82	86					61		37	
County	43	19	18	38	59					40		27	
Grade 10													
VHS	67		20	39	58	92	54		64	28	72	26	65
District	59		23	45	48	88	52		50	43	61	41	53
County	39		10	10	32	67	34		39	30	33	20	28
Grade 11													
VHS	64		9	10	18	78		68		81	27	45	65
District	55		15	22	23	68		58		67	29	42	71
County	37		7	6	10	73		41		39	21	26	38

2008 - CST Percent Scoring Proficient or Advanced by School-District-County													
Grade 9	**ELA**	**Gen Math**	**Alg I**	**Geometry**	**Alg II**	**Sum Math**	**World His**	**US Hist.**	**Life Sci**	**Biology**	**Chemistry**	**Earth Sci**	**Physics**
VHS	69	34	42	61	94					65		41	
District	65	34	43	66	85					59		45	
County	42	13	14	36	60					42		28	
Grade 10													
VHS	65		23	19	56	98	52		66	45	55	47	
District	57		22	38	57	91	45		54	41	49	48	
County	37		8	8	32	63	29		35	30	30	20	
Grade 11													
VHS	69		10	5	23	87		63		77	28	51	
District	56		13	23	48	71		53		41	34	50	
County	34		5	4	9	41		47		37	18	27	

2007 - CST Percent Scoring Proficient or Advanced by School-District-County													
Grade 9	**ELA**	**Gen Math**	**Alg I**	**Geometry**	**Alg II**	**Sum Math**	**World Hist.**	**US Hist.**	**Life Sci**	**Biology**	**Chemistry**	**Earth Sci**	**Physics**
VHS	66	19	38	68	93					68	96	31	
District	62	25	42	74	90					54	94	37	
County	41	13	14	36	59					38	32	26	
Grade 10													
VHS	60		17	27	52	89	52		61	30	61	29	
District	55		26	43	59	88	44		52	37	52	41	
County	33		8	9	30	62	24		31	24	30	20	
Grade 11													
VHS	52		18	1	21	67		48		62	41	35	72
District	49		16	23	29	66		46		57	31	42	68
County	35		5	4	9	42		32		34	19	24	33

- Over the past three years, there has been a positive trend in the percentage of students in all subgroups scoring Proficient or Advanced on the ELA CST.

- Valencia High School continues to score well above the state and county averages in all areas of the CST exams.

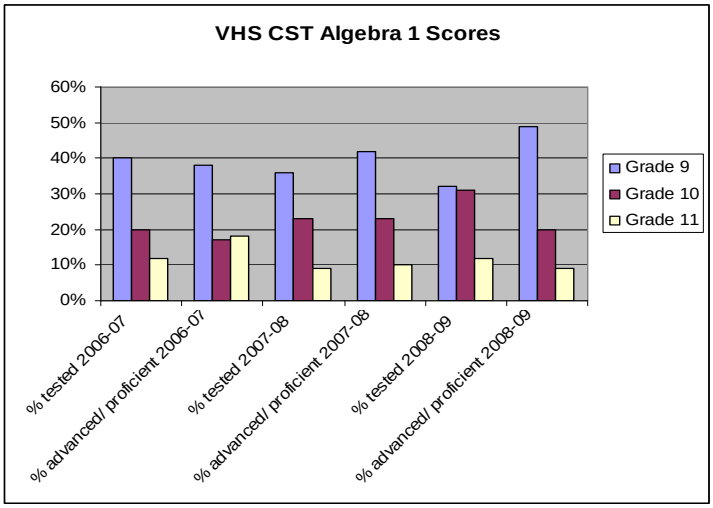
- A greater percentage of students scored Proficient or Advanced on the Algebra I CST than the previous two years. Again, there has been a positive trend in the percentage of students scoring Proficient or Advanced on the Algebra CST over the past three years.

- The percent of students scoring Proficient or Advanced on the Geometry CST was greater than the previous two years.

- There was strong positive movement in all Valencia High School's significant subgroups scoring Proficient or Advanced on the US History CST from 2007 to 2009.

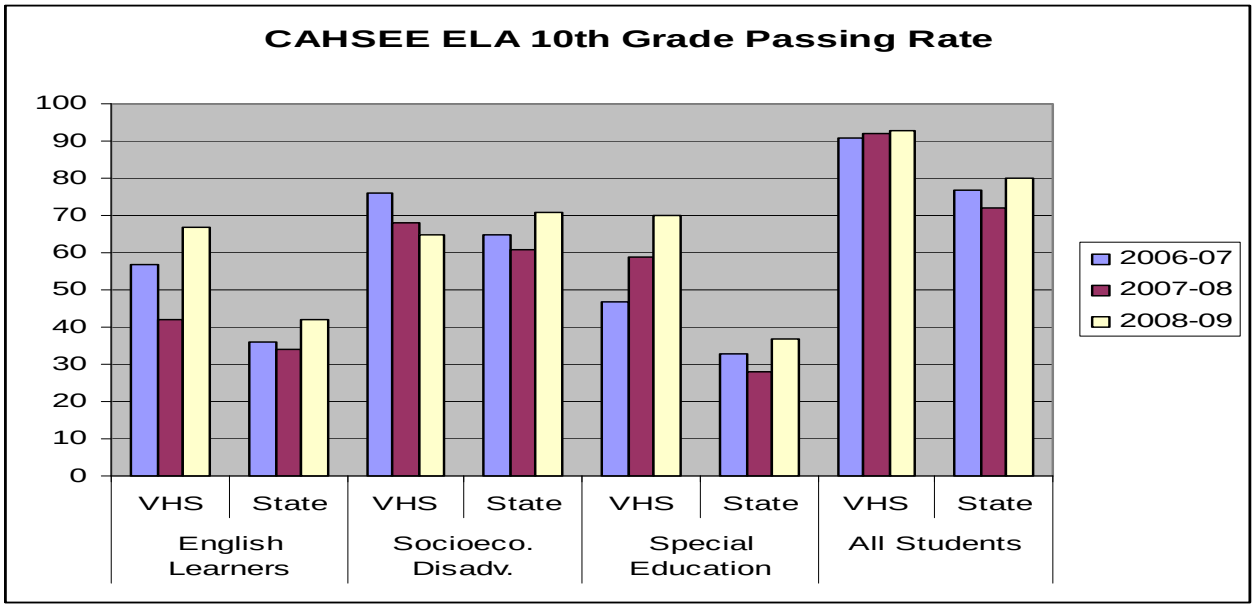
CST Algebra Scores

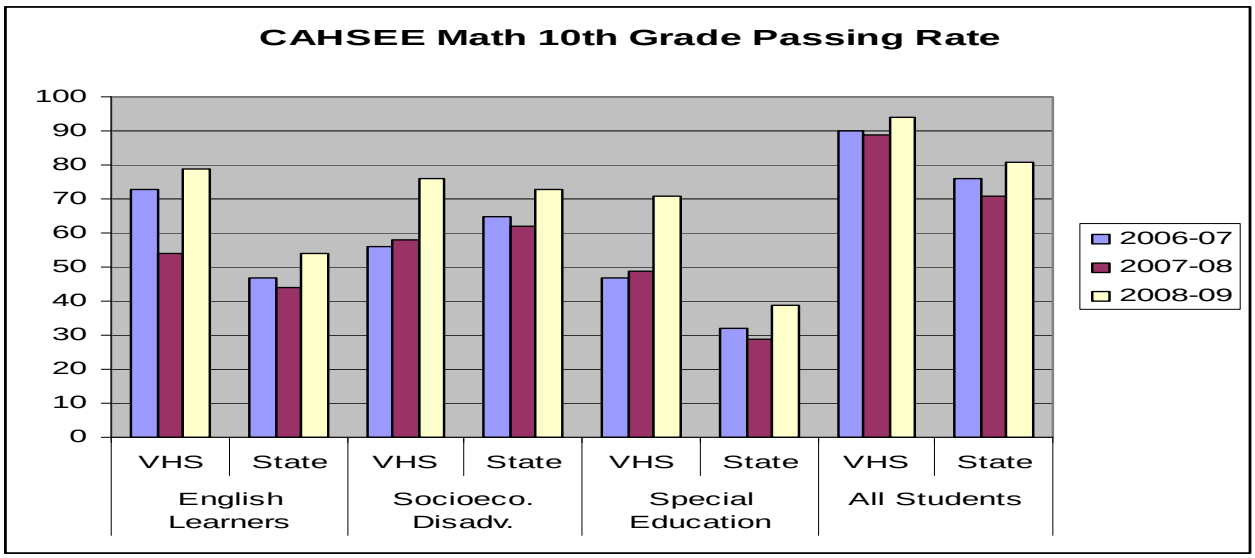
Although we usually begin the school year on average with 2/3 of our student body having fulfilled the Algebra I graduation requirement, the 2009 CST scores show an average of only 26% of those who took the Algebra test scored at the proficient level or higher.



California High School Exit Exam

Valencia High School's scores on the California State High School Exit Exam (CAHSEE) follow the pattern that has been reported on previously mentioned standardized tests. That is, the student body as a whole and the various sub groups perform above state averages and show a regular pattern of improvement from one year to the next. However, as there is a significant difference between the level of achievement of all groups, the lower levels achieved by subgroups motivates us to continue to focus on their work. (In the following tables, the percentages of students passing are noted for significant subgroups.) We are very pleased to see continued growth in the passing rate of our special education students.





CAHSEE Passing Rate

	Number Tested	English	Math
2006	565	93%	92%
2007	592	92%	91%
2008	622	95%	92%
2009	884	93%	94%

CAHSEE/English Language Arts	% Passed	% Passed	% Passed	% Passed	% Passed	% Passed	% Passed	% Passed
	English Learners		Socioeconomically Disadvantaged		Special Education		All Students	
	VHS	State	VHS	State	VHS	State	VHS	State
2006-07	60	37	76	66	48	34	92	78
2007-08	58	41	77	70	66	36	95	79
2008-09	67	42	65	71	70	37	93	80

CAHSEE/ Mathematics	% Passed	% Passed	% Passed	% Passed	% Passed	% Passed	% Passed	% Passed
	English Learners		Socioeconomically Disadvantaged		Special Education		All Students	
	VHS	State	VHS	State	VHS	State	VHS	State
2006-07	76	46	56	65	46	32	91	76
2007-08	63	51	67	70	54	36	92	79
2008-09	79	54	76	73	71	39	94	81

2009 10th Grade Passing Rate by Subgroup

	Eng	Math	N
African American	93%	90%	42
Asian	94%	96%	78
Filipino	93%	98%	56
Hispanic	85%	88%	194
White (Not Hispanic)	95%	95%	505
Male	89%	92%	464
Female	97%	95%	420
Student w/Disabilities	70%	71%	93

2008 10th Grade Passing Rate by Subgroup

	Eng	Math	N
African American	95%	85%	39
Asian	96%	94%	49
Filipino	100%	100%	28
Hispanic	88%	82%	107
White (Not Hispanic)	97%	96%	395
Male	93%	91%	310
Female	98%	94%	312
Student w/Disabilities	66%	54%	63

2007 10th Grade Passing Rate by Subgroup

	Eng	Math	N
African American	92%	76%	25
Asian	92%	100%	64
Filipino	97%	97%	33
Hispanic	85%	79%	91
White (Not Hispanic)	93%	92%	377
Male	90%	91%	294
Female	93%	90%	298
Student w/Disabilities	48%	46%	44

- Valencia High School's Hispanic subgroup has increased its mathematics passing rate by 9% since 2007 (79% passing rate to 88% passing rate) while the number of students doubled during this time.

- Valencia High School's African American subgroup has increased its mathematics passing rate each year since 2007, with an overall passing increase of 14% (76% passing rate to 90% passing rate).

- Valencia High School's special education subgroup has shown consistently strong improvements in both their ELA and Mathematics passing rates since 2007. The special education subgroup has increased its mathematics pass rate by 25% since 2007 (46% passing rate to 71% passing rate) and has increased it ELA passing rate by 22% (48% passing rate to 70% passing rate).

- Valencia High School's female students consistently have a higher passing rate in both ELA and mathematics than our male students.

- Valencia High School's white subgroup is the largest group recording scores and has maintained a higher passing rate in ELA and mathematics than our Hispanic and African American subgroups. The Valencia High School staff is pleased by the high passing rate of the white subgroup, but are cognizant of the varying achievement between the subgroups and are actively working on measures to close this achievement gap.

SAT / ACT Scores

In the most recent reporting (2009), Valencia High School students averaged 567 in math and 533 on the reading portion of the SAT compared to the state average of 513 in math and 500 on the reading portion. Since then, Valencia seniors continue to take the SAT test at a higher rate than the statewide rate and continue to score an average of 25 points or higher than the state average. Although a lower percentage of Valencia High students take

the ACT exam than the SAT exam, students who take the ACT exam still exceed the state average for testing rate. Valencia High School students who take the ACT exam continue to score higher than state averages, as well.

SAT Score Comparison

	2007			2008			2009		
	Reading	**Math**	**Writing**	**Reading**	**Math**	**Writing**	**Reading**	**Math**	**Writing**
VHS	520	552	523	522	550	528	533	567	536
State	499	516	498	499	515	498	500	513	498
Nation	502	515	494	502	515	494	501	515	493

SAT Participation Rates

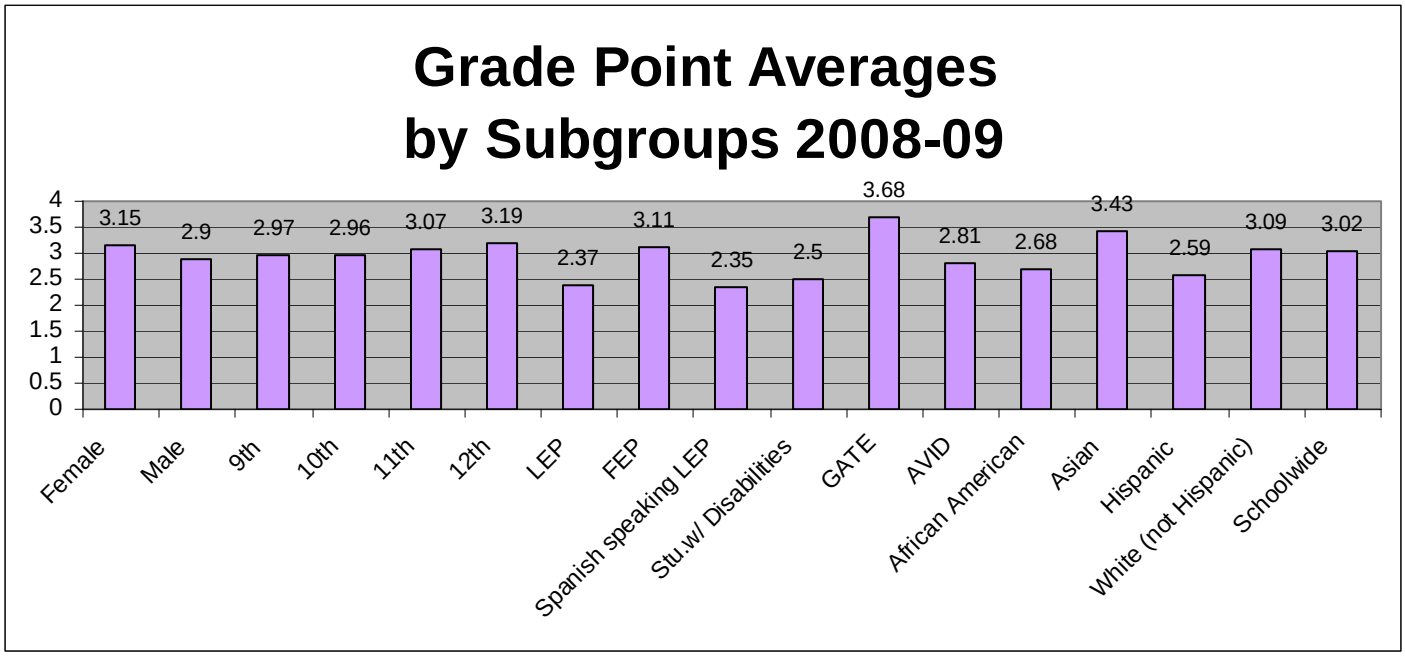
	2007		2008	
	Number Tested	**Percent Tested**	**Number Tested**	**Percent Tested**
VHS	381	48.17	293	53.08
District	1,437	37.32	1,552	36.41
County	44,074	41.26	45,881	40.41
State	162,786	36.90	167,035	35.85

ACT Average Scores by School / State / Nation

	2007			2008			2009		
	VHS	**State**	**Nation**	**VHS**	**State**	**Nation**	**VHS**	**State**	**Nation**
English	23.1	21.6	20.7	22.9	21.8	20.6	24.5	21.8	
Math	25.9	22.6	21	24.8	22.8	21	26.1	22.8	
Reading	23.7	22.2	21.5	24.1	22.4	21.4	24.8	22.4	
Science	23.5	21.2	21	22.9	21.3	20.8	23.4	21.4	
Composite	24.1	22.1	21.2	23.8	22.2	21.1	24.8	22.2	

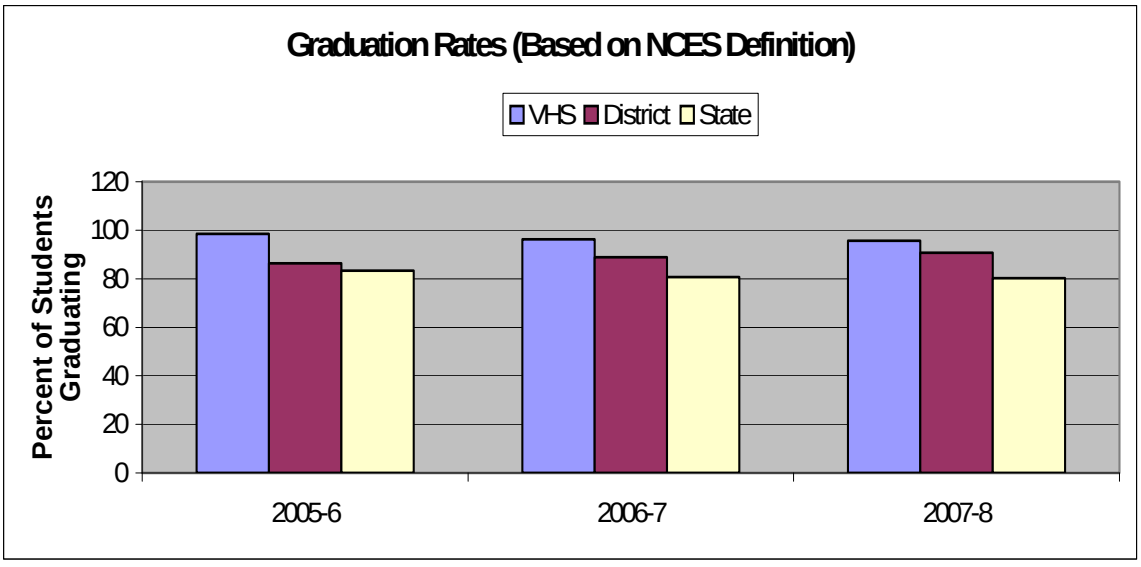
Report Card Analyses

Below are the average student GPA's for the various subgroups as of the end of the 2008-09 school year. With the exception of two, all subgroups earned an overall GPA of 2.5 or higher. The two subgroups that did not earn an average of 2.5 or higher are the LEP and the Spanish Speaking LEP subgroups, both of which earned higher than a 2.0 average.



Completion Rates

Over the last three years, Valencia High School's completion rates have averaged 96.7% exceeding both district and state graduation rates by as much as 15 percent. Generally, as the drop out rate has receded (from .5% in 2003-04 to .2% in 2005-06); the UC/CSU "a-g" entrance requirement completion rate has increased from 35% in 2003-04 to an average of 58% over the past three years.



2007-08 Drop Out Rates (Based on NCES Definition)

Ethnicity	2007-08 Grade 12 Dropouts	2007-08 9-12 4-year dropout rate	2007-08 9-12 1-yr dropout rate
African American (not Hispanic)	2	7.40%	1.40%
American Indian/Alaska Native	0	0.00%	0
Asian	0	0.00%	0
Filipino	1	3.20%	0.70%
Hispanic or Latino	6	6.10%	1.20%
Pacific Islander	0	0.00%	0
White	11	3.30%	0.70%
VHS Total	21	3.80%	0.80%
District	159	8.60%	2.20%
County	9,009	15.40%	3.90%
State	42,794	15.30%	3.90%

UC/CSU A-G Rate Completion

Since the 2003-04 school year, the overall rate of students meeting the UC/CSU "a-g" requirements has risen steadily. Although there tends to be an achievement gap between certain ethnic groups, based on achievement test scores, this gap is much less evident in the college "a-g" completion rates. During the 2005-06 school year, as a matter of fact, African American students met the "a-g" college requirements at a higher rate than the white students did. The chart below outlines the past four years' "a-g" completion rates, broken down by the five ethnic subgroups. In 2008-2009, based on internal data 58.7% of the graduating seniors met the a-g requirements.

2009 Number of seniors meeting a-g: 303
2009 Percentage of seniors meeting a-g: 59%

Below are the percentages of each subgroup within the entire 2009 senior class who met a-g requirements.

Graduating Seniors Who Met "a-g" Requirements by Ethnicity/Gender

Year	Total	White	African American	Asian	Filipino	Hispanic	Male	Female
1999-2000	22%	25%	0.8%	29%	37%	10%	20%	23%
2000-2001	37%	41%	32%	40%	53%	22%	31%	44%
2001-2002	37%	39%	19%	77%	36%	11%	35%	39%
2002-2003	41%	44%	31%	70%	53%	17%	35%	49%
2003-2004	35%	39%	27%	26%	68%	15%	33%	36%
2004-2005	35%	34%	18%	61%	75%	19%	31%	40%
2005-2006	46%	47%	50%	78%	50%	31%	40%	54%
2006-2007	62%	64%	54%	71%	66%	52%	53%	71%
2007-2008	54%	55%	32%	73%	47%	44%	48%	59%
2008-2009	59%	60%	47%	73%	66%	41%	54%	59%
2009-2010								

Post-Secondary Education and Plans

According to district data, the trend for graduating seniors has remained fairly constant over the past five years. In 2009, 10% of graduating seniors enrolled in a UC, 15% enrolled in a California State University, 11% enrolled in a 4-Year Private University, 5% enrolled in a Public Out-of-State University, and 48% enrolled in a Community College. In addition, 4% of the 2009 graduating seniors enrolled in a Vocational or Technical School, and 1% enlisted into the Armed Forces. In total, 59% of the 2009 graduating seniors met the "a-g" requirements for both California State Universities and UC's.

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Total Reporting – 708 94%		Total Reporting – 691 93%		Total Reporting – 742 98%		Total Reporting – 489 96%		Total Reporting – 505 98%	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
University of California	45	6%	65	9%	63	8%	53	11%	50	10%
California State Univ	89	13%	93	13%	108	15%	70	14%	77	15%
4-Year Private Schools	58	8%	64	9%	52	7%	53	11%	58	11%
Public/Out-of-State University/College	10	1%	9	1%	26	4%	25	5%	23	5%
Community College	356	50%	372	54%	405	55%	247	51%	240	48%
Vocational or Technical	27	4%	14	2%	35	5%	18	4%	17	3%
Armed Forces	19	3%	4	0	6	1%	7	1%	7	1%

Categorical Programs

Valencia High School's GATE program serves 432 students, and the ELL program serves 114 students. Both programs are typically funded through the district's categorical funding. However, for the 2009-10 school year, both GATE and AVID funding has been frozen due to budget constraints. Currently, AVID and GATE programs depend solely on the fundraising efforts of its students, staff, and parents. Funding from the ELL categorical funds are used to fund materials and technology for students to use in class, staff development for teachers, and experiences and field trips to broaden students' opportunity to interact with students of other cultures.

Percent of Students Receiving D's or F's

Percent of Students Receiving D's or F's

Year	Student Population	# of Students with D' or F's	% of Students with D's of F's
2008-2009	2878	900	31.3%
2007-2008	2684	924	34.4%

D or F Grade Distribution Averages per Teacher

Year	Range of Distribution Averages	Median of Distribution Averages	Average % of D's or F's given per Teacher
2008-2009	0%-41%	20.5%	13.1%
2007-2008	0%-39.2%	19.6%	11.1%

D and F Grade Distribution Averages by Department									
	Practical Arts	**English**	**Foreign Language**	**Science**	**Math**	**Special Ed**	**Social Studies**	**PE**	**Fine Arts**
2009	13.50%	16.13%	8%	9.10%	17.50%	7.60%	9%	7.14%	7%
2008	16%	17.67%	8.50%	10.14%	18.47%	12.84%	10.85%	10%	11.57%

- On average for the past two years, 32.85% of Valencia High School students have received at least one D or F.
- On average for the past two years, 12% of the grades given per teacher were at least one D or F based on end of semester reporting.
- On average for the past two years, the number of D's or F's distributed by departments has decreased based on end of semester reporting.

Chapter Two

Critical Academic Needs and Conclusions from Student Performance Data:

Efforts to continue the improving scores of all subgroups on state tests are a high priority. Last year all subgroups met and exceeded their API goals, with exception of special education which is under review. Strategies to continue that success are in place and will be implemented with the goal of closing the achievement gap between all subgroups while maintaining a high level of achievement for all subgroups. Special emphasis will be placed on improving the passing rates on the CAHSEE and in Algebra for students with learning disabilities. The analysis of test data will be used to design learning and intervention activities to help all students reach an advanced or proficient level in English Language Arts, mathematics, science, and social studies.
Through examination of the data and input from parents, students, and staff, critical academic needs have been identified and targeted.

Graduation Objectives: We currently have in place graduation objectives. We have re-examined our graduation objectives through this self-study process by correlating graduation objectives with our top Critical Academic Needs.

The following questions have been raised by students, staff and parents from the data analysis and related to the Critical Academic Needs:

1. Are students being enrolling students in the most appropriate classes? Are we using timely data to appropriately place and program students?

2. Are we encouraging all students to take more rigorous classes, or courses meeting A-G requirements?
3. What type of interventions or programs do we have in place to help our lower achieving students to increase their proficiency?
4. What type of teaching strategies do we use school-wide to ensure that all students learn?
5. What are the programs we currently have in place to help our lower performing students, especially in the areas of English Language Arts and mathematics? How effective are these programs?
6. Is our professional development aligned to meet the needs of our lower performing students? What is the goal of our professional development?
7. What are we doing to communicate the importance of meeting the A-G requirements for our students? How do we communicate this importance to students, parents and staff?
8. How effective are we at looking at current data to help students learn?
9. Do we look at other high performing schools for potential programs or interventions that may be effectively implemented in our school?

Current Realities Summary

Major Achievements

- The 2009 Academic Performance Index (API) was 830 which is an increase from the 2008 API score which was 817.
- In 2008-2009, the average SAT reading score was 533, the average math score was 567, and the average writing score was 536. All of these scores are above the state and national averages.
- In 2008-2009, 120 seniors graduated with a career-path certificate.
- Ninety-two percent of the 2008-2009 sophomore class met passed the California High School Exit Exam (CAHSEE) in both English/language arts and mathematics.
- The 2009 CAHSEE passing rate for ELA was 93% and 94% for math during the March administration. Since 2006, the average 10th grade passing rate for ELA has been 93.5% and 92.25% for math.
- In 2009, 70% of students with disabilities passed the ELA portion of the CAHSEE, and 71% of students with disabilities passed the math portion of the CAHSEE.
- In 2009, 94% of the students who took the AP Calculus AB exam earned a passing score (81 students tested), and 100% of the students who took the AP Calculus BC exam earned a passing score (30 students tested).
- During the 2008-2009 school year, Valencia High School's Speech and Debate team ranked second in the state in parliamentary debate.
- In June of 2009, Valencia High School's choir was invited to perform at St. Peter's Basilica in Italy.
- Valencia High School has 360 students participating in the "Circle of Friends" program.
- The daily attendance rate has held steady at approximately 96% since 2005.
- Valencia High School's number of suspensions and expulsions is fewer than the district's average. During the 2008-2009 school year, the largest number of suspensions were for disruptive behaviors.
- Valencia High School's API score has grown by 33 points since 2007. The growth targets for all our numerically significant subgroups during this time were also exceeded.

- Since 2007, students with disabilities have increased their API score by 85 points, Hispanic students have increased their API score by 30 points, Asian Students have increased their API score by 41 points, and White students have increased their API score by 38 points.

- The past three years of CST data indicates:

    a. There has been a positive school-wide improvement in the number of students scoring advanced or proficient.
    b. On the Algebra 1 CST, we have seen an increase in the number of students scoring proficient or advanced.
    c. A significantly greater percentage of students taking the CST Geometry in 2009 scored proficient or advanced than the previous two years.
    d. On the CST Algebra II exam, students scoring proficient or advanced has been fairly consistent over the past three years. On average, 92% of 9th graders, 55% of 10th graders, and 20% of 11th graders have scored proficient or advanced on the Algebra II CST since 2007.
    e. F the past three years, 93% of 10th graders taking the summative math exam scored proficient or advanced and 77% of the 11th graders taking the CST Summative Math exam scored proficient or advanced.
    f. In 2009, 68% of 11th grade students scored proficient or advanced on the CST US History exam. All numerically significant subgroups have shown a positive trend in scoring proficient or advanced on the US History CST over the past three years
    g. An average of 66% of the students who took the CST Life Science exam have scored proficient or advanced for the past three years.
    h. On the 2009 CST Biology exam, 77% of 9th graders who took the exam scored proficient or advanced, and 81% of 11th graders who took the exam scored proficient or advanced. 10th grade students did not perform as well on this exam as they have in the previous two years.

- VHS met AYP criteria in all categories with the exception of the special education population. This subgroup is being reviewed by the district, and consideration is being given due to the large number of SC2 and SC5 students who take the CAPA.

- In 2008-2009, the number of students scoring at the intermediate level or higher on the CELDT was greater than the previous three years' administrations.

- Over the past three years, students taking the SAT and/or the ACT exams performed better than state averages. In 2009, VHS students scored an average of 567 in math and 533 on the reading portion of the SAT.

- Valencia High School has a larger percentage of students taking SAT than the district or state.

- During the 2008-09 school year, 437 students took 640 AP exams, with an overall passing rate of 77.9%.

- Valencia High School's high school completion rates have averaged 96.7% over the past three years, exceeding both district and state graduation rates.

- Since 2006, an average of 57.6% of VHS students met UC/CSU a-g requirements.

- In 2009, 25% of the VHS graduating seniors enrolled in a California State or a UC University, 11% enrolled in a private university, and 48% enrolled in a community college.

Critical Needs

- Although the VHS Hispanic subgroup's API scores have continually increased over the past three years, a gap continues to exist between the Hispanic subgroup and other numerically significant subgroups.

- Based on a three year analysis of CST scores, the VHS Hispanic subgroup continues to have a noticeably lower percentage of students scoring proficient or advanced than other numerically significant subgroups.

- Although not in a numerically significant subgroup, the VHS English Learners and Socioeconomically Disadvantaged subgroups have a CAHSEE ELA and math passing rate noticeably lower than other subgroups.

- Over the past three years, the male students have passed both the CAHSEE ELA and math exams at lower percentages than the female students.

- The VHS Hispanic subgroup has consistently improved the CAHSEE math passing rate since 2007, and has an average ELA passing rate of 86%. As a group, however, this subgroup's CAHSEE passing rate is still less than other numerically significant subgroups.

- Both the VHS LEP students' and Spanish Speaking LEP students' grade point averages are lower than other subgroups. Also, the Hispanic subgroup's average GPA is .43 lower than the school wide average GPA. The VHS African American subgroup is .34 lower than the school wide average, as well.

- The Hispanic and African American subgroups are meeting a-g requirements at a lower rate than other subgroups.

- The male students at VHS are meeting the a-g requirements at a lower rate than the female students.

- Enrollment in upper-division math (Algebra II, Pre-Calculus, AP Calculus, Stats/ Trigonometry) courses during the 2009-2010 school year was 993 students. Of these 993 students, 128 were Hispanic students, comprising 12% of the math enrollment. In total, the Hispanic students make up 19% of the total school population.

The dropout rate for African American and Hispanic students is greater than the dropout rate for white and Asian students.

Chapter Three

Significant Developments / Programs

The William S. Hart Union district and Valencia High School continue to see the need to expand diversity-related activities and events for students. As a result, many exciting programs have been implemented and maintained at VHS.

The All-School Forum

Mission Statement:

> The Valencia High School All-School Forum has been assembled to allow for a safe and equal opportunity for students to share ideas that will lead to a sense of unity and respect. Students in the forum help set an example and assist in the elimination of stereotypes, intolerance, violence, and ignorance. The Forum works to make Valencia High School a safe and supportive place to learn and

allow students a chance to gain a better understanding of cultures, differences, and the environment in which we live.

The All-School Forum is composed of a cross-section of students representing their particular cultural, or socio-cultural group. They meet once each quarter to voice concerns, raise awareness, and discuss solutions for campus issues. The students involved in the Forum were responsible for creating the STRIVE program. The first year of the Forum (2004) was greatly assisted by theLA County Commission on Human Relations. The All School Forum is facilitated by counseling staff with support of teachers and administrators.

STRIVE (Students Teaching Respect Inclusion Values and Equality)

STRIVE is Valencia High School's peer education program. The goal of STRIVE is to make the Santa Clarita Valley a better place to learn and live by demonstrating how to break down social boundaries and how to eliminate stereotypes, prejudice, and racism. The peer educators in the STRIVE program have been trained to present an hour and a half program to 10th graders and to all local 6th graders. Each group of peer educators presents to one classroom at a time; this is not an assembly-type program. So far, STRIVE educators have visited 142 classrooms in 6th grade. The program takes a hands-on approach that uses activities and discussions and teaches students a truly valuable lesson. The hour and a half program begins with an overall introduction to the program and sets the ground rules of respect. The students then quickly jump into activities that allow them to understand how perceptions are made and how they can affect one's interactions.

The first activity, "Let's Party," demonstrates how students treat each other when the number on their playing card tells others what "social standing" they have. Students then participate in a silent activity, "Cross the Line," which shows the students that they have more commonalities than differences. After each activity, the STRIVE team debriefs the participants with thought-provoking, open-ended questions. The final activity, "Sticks and Stones," gives the students a chance to see that all stereotypes can hurt others, even “positively stated” stereotypes. The program ends with a trivia activity that exposes students to a variety of cultures.

Safe School Ambassadors

The Safe School Ambassador program teaches students skills to help monitor the campus climate and help the school remain a safe learning environment. Ambassadors learn to identify, evaluate, and act upon a variety of issues that may arise on a high school campus. The efforts of Safe School Ambassadors have helped maintain a positive atmosphere on campus, including a reduction in suspensions for three consecutive years.

Peer Counseling I/II

Peer Counseling I is a class designed to effectively help other classmates at VHS. Students are trained in peer mediation techniques and assist the school in dealing with conflicts in peaceful and constructive ways. Peer Counseling II is a class that further develops mediation skills. Students are taught listening and communication strategies that when utilized, will help others to make positive decisions in their lives.

The Career Exploration Project

The School-To-Career program has been a thriving program at Valencia High School since the school’s inception. Currently, there are significant school-to-career activities at every grade level as highlighted in the last full WASC self-study. At that time, the capstone of the four-year program was the optional senior career exploration project class. This course is no longer an elective option for students; all seniors are now required to take the course in the fall or spring semester of their senior year. Career Exploration Project is the ultimate opportunity for seniors to get a head start on their futures. The class is designed to provide hands-on experience in a career/field of personal interest

(may be community service). The Career Exploration Project revolves around the student's involvement with a mentor. Each student is required to select a mentor from a profession reflective of his or her personal career choice. The student and the mentor must meet for a minimum of 45 hours. Completion of these hours is a mandatory requirement for passing the course.

To be prepared, juniors who will be seniors in the fall should take time in the summer to consider careers they might want to investigate in Career Exploration Project and if possible, find a mentor with whom they can work during the course. The culmination of the Career Exploration Project is a presentation about the student's project to a panel of "judges" from the school and the community. Valencia High School has been thrilled with the response it has received from the business community to join in evaluating the Career Exploration Projects. In addition, the entire Valencia High School faculty evaluates the projects one afternoon each semester where the seniors showcase their projects.

At the end of the course, seniors write a reflection paper on their experience in Career Explorations, answering the question "What would you advise your friends and other seniors about this class?" The responses many seniors give include: "Find a mentor as soon as possible, one that won't flake out on you." "Take the class seriously or you choose to fail—and that's stupid." "Don't slack—keep up with assignments so you don't get behind because it catches up with you and you don't have extra credit or late grades to help you out." "It's worth it to face your fears and shortcomings in this class so that you can change and do better in life—because once you're on your own, these lessons will be very valuable." "I didn't think I would get anything out of this class, and I resented putting in the time when I was working and taking four AP courses, but I learned that the career I have wanted to do my whole life isn't for me after all, and I found out what I really should be doing—and that was worth all the work".

Students and parents often ask the same questions about Career Explorations for seniors. Why do students have to do this? Why, if it isn't a college-required course, does Valencia require it? What can a student possibly get out of this class? And why do students have to put in 45 hours of time working on a project with a mentor in a career when they may not have any idea of what they want to do?

Some of the answers as to what can be gained from Career Explorations are:

- To learn skills that are essential in the working world such as cold calling, making, keeping and following through on appointments.
- To meet standards, show competency, and develop relationships with positive role models.
- To get into a preparation mode for growing up, making informed decisions, getting responsible.
- To investigate a career without having to invest years of college, finding a job and then learning it just isn't right—or during the course, learn it is just the right thing!
- To prove to yourself and your peers that you can think creatively and critically.
- To expand your awareness beyond your comfort zone.
- To become part of business community, create possible networking between yourself and the workforce, and get the sense of accomplishment that comes with that.
- To cap the previous three years of investing in your future with a positive, forward-thinking presentation of what you are capable of.
- To take the 5 hours a week of the class and put it into hours doing a project in which you learn about a career, work in it, feel what the responsibilities and joys are (since the class meets only once a week for 10-20 minutes).

Since well over 100 community leaders endorse this program, are involved as mentors, evaluators, and future employers, the impact for students is immeasurable. Their comments in support of this program after evaluations are glowing. Many say they wished they had something like this when they were in high school. And some find their future employees! This course has a great impact on Valencia High School students and exemplifies our school's motto: "Learning for Life."

Valencia High School
School to Career
4 yr. Plan

9th Grade Who Am I?

Health/Career Exploration Course – fall or spring semester

Create personal electronic portfolio for portal

Who Am I? Assignment –
Create summary of results for portfolio.

Bridges Program
- Basic Skills Survey
- Personal Information
- Interest Profiler
- H.S. Educational Plan (to be updated each year by student, parent, and counselor)

Choices Program
- Work Values Sorter
- Transferable Skills
- Career Goals/Occupations/Schools and Requirements
- School To Career Activities
- Career Paths

Road Trip Nation
Group Presentations
Create summary for portfolio
SCANS Skills

10th Grade What Are My Options?

Real Life Field Trips
College Career Exploration

11th Grade Where Do I Go From Here?

Connecting to Success Business Conference – fall semester - All juniors attend at an off campus conference site - presented in partnership with the Valley Industrial Association and Junior Achievement.

- H.S. Educational Plan (to be updated each year by student, parent, and counselor)

Job Shadowing – English Class – spring semester
Create summary of results for portfolio including a career summary (qualifications and skills needed, salary range, job outlook, and possible post-secondary schools.

12th Grade How Am I Going To Get There?
Career Exploration, Senior Project Class – fall or spring semester
45 hour internship project and presentation
Develop a Plan A and a Plan B for post secondary education with a career in mind.
Workplace Ethics Seminar
Personal Financial Literacy Seminar

Career Path Certification
Business
Legal Services
Human and Social Services
Culinary Arts
Video Production
Engineering
Graphic Communications
CAD Drafting
Sports Medicine
Medical and Fitness Foundations
Journalism
Leadership
Automotive
Teaching
Studio Art
Theater Arts
Vocal Music

ATP Action Team for Partnership

Based on the partnership model from Hopkins University, the Hart District provided two-day training and established ATP committee at all district schools. VHS assembled a team consisting of five parents, two teachers, two students, one Assistant Principal, and the Principal, who received 2-days of training and developed a plan for family and community partnerships. The team developed a plan with specific goals to reach a variety of parent populations. The ATP committee established the following goals as a group with major activities to address parent needs to achieve goals.

Goal 1- Improve Reading Comprehension of Content Material

Desired results for this goal – Improved understanding of and better use of content material.

Measurement of Results – Improved scores by at least 5% of students who are advanced and proficient on STAR tests in reading comprehension and improved scores by at least 5 points on the SAT Verbal subtest.

Goal 2 – Improve the Writing Skills of Students

Desired results for this goal – Students will demonstrate an understanding of the writing process and produce clear concise writing.

Measurement of Results – Students will show improved writing skills on semester projects as evidenced by teacher survey and students will show improvement of at least 10% of students who pass COC, CSU and UC entrance writing exams.

Goal 3 – All Students Will Be Prepared for Post-Secondary Education and Have Academic, Career and Personals Goals.

Desired results for this goal – All students will complete a career project in their senior year that will include future, academic, career, and personal goals.

Measurement of results – 100% of seniors will successfully complete the career project.

Goal 4 – Included Families and Students Who Are Excluded From Usual Methods of Communication.

Desired results for this goal – All families and students are communicated with and heard from.

Measurement of results – Parent and student survey

Major Activities of ATP

Activity 1 – ATP Will Create a Parent Handbook

This handbook will be used as resource for parents and updated annually based on parent input. Modeled after the student handbook, the parent handbook will include important dates, activities, information on high school and post secondary options.

Activity 2 – ATP Will Institute Parent Academy Evenings

The Parent Academy evenings occur one time each semester. Topics are selected by ATP to assist parents in achieving ATP goals. The format for each evening will include a keynote presentation followed by two to four breakout groups.

Circle of Friends

The mission of "Circle of Friends" is to establish an environment on inclusion for teens/young adults with developmental disabilities in high school and college settings and within their community, focusing on the understanding and acceptance of people with disabilities. It works to strengthen social skills and to form genuine friendships that can last a lifetime. Valencia High School has 300 regular education students who have developed "circles" with our special needs population. The "Circle of Friends" program includes: lunchtime activities, phone calls home, social events, and dances. "Circle of Friends" has become our largest club on campus.

Professional Development-Focus on Learning

Our Professional development Plan includes the following:

- Identifying essential standards
-Identifying current realities in terms of student learning and to help develop SMART goals.
-Developing pacing calendars between teachers who teach common courses.
-Using of formative assessments to help guide instruction to increase student learning.
- Developing effective collaboration between all the school's stakeholders.
- Continued training in the area of academic vocabulary.

Professional development Goal 1: Identifying Essential Standards:
A goal at Valencia High School is to increase student learning through collectively identifying essential standards per subject. The staff has been allotted time for collaboration to identify essential standards (see appendix).

Professional development Goal 2: Identifying Current Realities in Terms of Student Learning and to Help Develop SMART Goals.

Professional development days include identifying current realities based upon thorough data analysis. Departments and subject-alike teachers analyze data derived from: CST's, CAHSEE, ACT, SAT and AP scores, as well as

participation rates in AP and Honors courses. From this data, staff collaborates to develop meaningful SMART Goals focused on student achievement. Moreover, departments identify and submit SMART Goals for a targeted subgroup, as well. The SMART Goals are then presented to the professional development team for review and approval.

Professional development Goal 3: Developing Pacing Calendars

A portion of professional development time is allotted for teachers to develop pacing calendars for subject-alike courses. The pacing calendars include basic timelines for instruction and assessment. Departments are given clear guidelines as to what should be included within the pacing calendars, such as: unit completion dates, formative assessment dates, and summative assessment dates. Staff develops timelines within the pacing calendar based on student needs and alignment with key standards.

Professional development Goal 4: Using Formative Assessments to Guide Instruction

Professional Development provided both training and time for teachers teaching common disciplines to develop formative and common assessments. In developing assessments, staff collaborates in constructing assessments that parallel essential standards and assessments that coincide with departmental pacing calendars. The entire staff continues to participate in the School-Wide Writing Project. Departments choose prompts for their respective department's writing topic, and collectively develop rubrics to assess the students' writing skills. In previous sessions, the entire staff was trained Jane Shaffer's Six Plus 1 Writing Strategies.

Professional development Goal 5: Develop Effective Collaboration between All the School's Stakeholders

The Professional Development Team led a series of trainings on effective collaboration. The trainings focused on: understanding personality styles, developing norms, and how to set goals as a team. The key elements of effective collaboration are continually reviewed as the staff becomes more engaged in the collaboration process.

Professional development Goal 6: Using Academic Vocabulary Strategies

Professional development continues to emphasize the importance of including academic vocabulary strategies within lessons. The staff has adopted Marzano's key components to learning academic vocabulary:

- Exposure to a new word a minimum of six times.
- Allow students to define the new word in their own terms.
- Students should create synonyms and antonyms with the new words.
- Students should create a visual representation of a new vocabulary word.
- Students should copy the sentence from text where new word appears.
- Students should engage in vocabulary review games.
- Students should share new vocabulary words with a peer

2009-2010 Professional Development Calendar

Date	Topic
August 11 – morning	SMART Goals, current reality
August 26 – faculty meeting	Review SMART Goals, current reality
September 3 – min day	SMART Goals, current reality (turn in)
September 30 – faculty meeting	Review results of SMART goals, current realities
October 1 – min day	Essential standards
October 22 – STPT min day	Essential standards, textbook audits
October 28 – faculty meeting	Review essential standards, textbook audits
November 12 – min day	Pacing calendar, textbook audits
November 25 – faculty meeting	Review pacing calendar, textbook audits
January 14 – STPT min day	Formative assessment
January 27 – faculty meeting	Review formative assessment
February 4 – min day	Formative assessment
February 24 – faculty meeting	Review formative assessment
March 4 – min day	MVV
March 25 – STPT min day	MVV
March 31 – faculty meeting	Review MVV
April 28 – faculty meeting	WASC
April 29 – min day	WASC

Curriculum and Instruction-Focus on Learning

Valencia High School staff through careful analysis of our current realities has developed school wide SMART goals. In addition, staff created SMART goals for a targeted subgroup, as well. Departments have identified baseline data to measure progress towards their SMART Goals.

Curriculum / Instruction Goal-1: School-Wide SMART Goal

-School-wide: Valencia High School will raise its API score from 830 to 840, as measured by the 2010 CST scores.
-School-wide Achievement Gap Goal: Valencia High School's Hispanic students will collectively raise their CST scores from 755 to 775 as measured by the 2010 CST scores.

Curriculum / Instruction Goal-2: Departmental / Subject Alike SMART Goals

School-Wide Goal

- Improve the 2010 API to 840 an increase of 10 points from the 2009 API of 830.
- Improve the 2010 API for the Hispanic subgroup to 775 an increase of 20 points from the 2009 API of 755
- (Writing Goal)

Counseling

Improve the A – G completion rate to 62% from 59% for the graduating class of 2009.

Improve the A – G completion rate for Hispanic students to 50% from 41% for the graduating class of 2009.

English- 9th Grade

- Student Goal
  - Year 2010 CST results will reflect a 4% increase from 73% to 77% in 9th grade students performance at proficient or above

- Achievement Gap Goal
  - 56% of 9th grade students of Hispanic origin will achieve proficient or higher results on the 2010 CST. The 2009 rate for proficient or higher was 51% for Hispanic students.

English- 10th Grade

- Student Goal
  - Based on a benchmark test given no later than September and again in December, all students will demonstrate a 20% improvement. All Honors students will score at least 90%.

- Achievement Gap Goal
  - Based on the above test, Hispanic students will demonstrate a 20% improvement.

English – 11th Grade

- Student Goal
  - Develop and administer a benchmark test, given twice a semester, in which all students will demonstrate a 20% improvement. All honors students will score at least 90%

- Achievement Gap Goal
  - Based on the above test, Hispanic students will demonstrate a 20% improvement.

English – 12th Grade

- Student Goal
  - 85% of students in senior English classes will demonstrate proficiency in content, format, and grammar by the end of the first semester and 95% by the end of senior year. This will be measured by teacher evaluation of the first and last essay of each semester. (Current: 75% as measured by teacher evaluation)

- Achievement Gap Goal
  - 60% of Hispanic students will be proficient in content, format, and grammar by the end of the year, based on the first and last essay of each semester. This will be measured by teacher evaluation of the first and last essay of each semester. (CST current: 49% 2009, 53% 2008, 54% 2007)
  -

English Language Acquisition

- By 2010, 26% of all LEP students at VHS will score in the Intermediate range of the CELDT test.

Data: in 2006, we had 31 out of 115 students score at the Intermediate level. That works out to be 26.95%
in 2007, we had 30 students out of 110 score at the Intermediate level. That is 27.3%
in 2008, we had 26 students out of 105 score at the Intermediate level. That is 24.76%

My goal/action plan would be to look at the current beginning/early intermediate level to see where I could make it more demanding to help students make it into the Intermediate level. Then, if we need to do this for future years, I could focus on increasing the number of students that score at the next level, early advanced.

Fine Arts

- Student Goal
  - 80% of fine arts students will achieve a grade of B or above on their formal writing assignment by Spring 2010.
- Achievement Gap Goal

Foreign Language French 1A

- Student Goal
  - Increase final test scores by 5% using Spring 2009 final exam averages (85%) by June 2010.
- Achievement Gap Goal

Foreign Language Spanish 2

- Student Goal
- Achievement Gap Goal
  - 85% of the students that complete Spanish 2 with a C or better and will enroll in Spanish 3.

Foreign Language Spanish 3

- Student Goal
  - By August 30, 2010, there will be an increase in the number of students who enter Spanish 3 from Spanish 2 of 10%.
  -
- Achievement Gap Goal

Mathematics Algebra 1

- Student Goal
  - The percentage of students scoring advanced or proficient on the Algebra 1 CST will increase from 31% to 36% on the 2010 administration.
- Achievement Gap Goal
  - The percentage of juniors scoring advanced or proficient on the Algebra 1 CST will increase from 9% to 17% on the 2010 administration.

Mathematics Algebra 2

- Student Goal
  - The percentage of students scoring advanced or proficient on the Algebra 2 CST will increase from 46% to 50% on the 2010 administration.
- Achievement Gap Goal
  - The percentage of female students scoring advanced or proficient on the Algebra 2 CST will increase from 40% to 45% on the 2010 administration.

Mathematics Geometry

- Student Goal
  - The percentage of students scoring advanced or proficient on the Geometry CST will increase from 58% to 63% on the 2010 administration.
- Achievement Gap Goal
  - The percentage of female 10th grade students scoring advanced or proficient on the Geometry CST will increase from 34% to 44% on the 2010 administration.

Mathematics Pre Calc

- Student Goal
  - The percentage of students scoring advanced or proficient on the Summative math CST will increase from 81% to 85% on the 2010 administration.
- Achievement Gap Goal
  - The percentage of female students scoring advanced or proficient on the Summative math CST will increase from 76% to 81% on the 2010 administration.

Mathematics Calc AB

- Student Goal
  - The percentage of students scoring 3 or higher on the May 2010 administration of the Calculus AB exam will be 90% (currently 94%).
- Achievement Gap Goal

Mathematics Calc BC

- Student Goal
  - The percentage of students scoring 3 or higher on the May 2010 administration of the Calculus BC exam will be 95% (currently 100%).
- Achievement Gap Goal

Physical Education

- Student Goal

- At least 85% (80% in Spring 2009) of all 9th grade students will pass at least 5 of 6 physical fitness tests on the state Physical Fitness Test administered in Spring 2010.

- Achievement Gap Goal
  - At least 83% (77% in Spring 2009) of all 9th grade boys (girls pass rate was 84%) will pass at least 5 of 6 physical fitness tests on the state Physical Fitness Test administered in Spring 2010.

ROTC

- Student Goal
  - 12% or fewer cadets will fail to meet the state standard for upper body strength.
    - 2008-2009, 24% of 9th grade cadets failed to meet the state standard for upper body strength
- Achievement Gap Goal

Science – Earth Science

- Student Goal
  - Increase Adv./Prof and Basic from 71% to 80% on Earth Science CST by 2010 for 9th graders. (665 API currently)
- Achievement Gap Goal
  - Increase Adv./Prof and Basic from 62% to 70% on Earth Science CST by 2010 for 9th graders. (607 API currently)

Science – Biology

- Student Goal
  - For 9th grade Biology, number of students scoring Adv/Pro on 2010 CST will increase from 77% to 80% (+3%).
  - Increase Adv/Pro and Basic from 74% to 80% on Biology CST by 2010.
- Achievement Gap Goal
  - For 9th grade Hispanic Biology students, number scoring Adv/Pro on 2010 CST will increase from 69% to 74% (+5%).
  - All groups were within 1-2% of average for Adv/Pro and basic.
- Action Plan
  - Establish the 1st semester, comprehensive final exam as a common assessment for each class level. Use data to monitor progress of students after 1st semester.

Science – Chemistry

- Student Goal
  - Decrease the number of students scoring at Basic, Below Basic, and Far Below Basic on the Chemistry CST from 35% to 30% for the CST 2010 administration of the test.
- Achievement Gap Goal
  - Decrease the achievement gap between all sophomore students (28%) and Hispanic sophomore students (38%) who score at Basic, Below Basic, and Far Below Basic on the Chemistry CST from 10% to 8% for the CST 2010 administration of the test.

Science – Astronomy

- Student Goal
  - Increase from 45% to 55% of all 11th grade astronomy students to score Adv/Prof. on 2010 Earth Science CST.
- Achievement Gap Goal
  - Increase Hispanic percentage of Adv/Prof on 2010 CST from 21% to 31%.

Science Molecular Genetics / Anatomy

- Student Goal
  - Increase number of students that are Adv/Prof on the 2010 CST Biology from 81% to 86% an increase of 5%.
- Achievement Gap Goal

- Action Plan
  - Use 1st semester final exam from Fall 2009 as a baseline to compare future classes to. Ensure that Anatomy Final Exam is common for both teachers.
  -

Science AP Physics B

- Student Goal
  - 88% of students enrolled in AP Physics (85% - 2009) will score at least a 3 or higher on the May 2010 AP Physics A/B exam.
- Achievement Gap Goal
- Action Plan

Social Studies - Economics

- Student Goal
  - 80% of Economics students will pass a common summative assessment at the end of each semester, December and May, with a score of 80% or better.
- Achievement Gap Goal
  - The percentage of Hispanic students taking Honors Economics will increase by 10%, current % is less than 10%.

Social Studies – World History

- Student Goal
  - The number of students scoring advanced or proficient on the World History CST will increase to 60% (currently 54%) on the 2010 administration.
- Achievement Gap Goal

Social Studies – AP World History

- Student Goal
  - All AP World students scoring advanced or proficient on the World History CST will be 70% (current pass rate 54%) on the 2010 administration.
  - All AP World students will write at least 3 in-class essays and one Document Based Question essay in the per semester with a C or better (includes sub-groups and resource students).
- Achievement Gap Goal- increase percentage of Latino students enrolled in AP social studies courses.
- Action Plan *Preliminary*
  - No Zeroes
  - Intervention
  - Bell Book series (CST) = formative and cumulative assessments
  - essay re-writes
  - parental contacts
  - re-visit difficult material
  - CST practice tests

Social Studies – AP European History

- Student Goal
  - All AP Euro students scoring advanced or proficient on the World History CST will be 70% (current pass rate 54%) on the 2010 administration.
  - All AP Euro students will write at least 3 in-class essays and one Document Based Question essay in per semester with a C or better. (8 total) (includes sub-groups and resource students)
- Achievement Gap Goal
- Action Plan *Preliminary*
  - No Zeroes
  - Intervention
  - Bell Book series (CST) = formative and cumulative assessments
  - essay re-writes
  - parental contacts
  - re-visit difficult material
  - CST practice tests

Social Studies – US History

- Student Goal
  - The number of students scoring advanced or proficient on the U.S. History CST will increase to 70% (currently 68%) on the 2010 administration.
- Achievement Gap Goal

Social Studies – AP US History

- Student Goal
  - All AP US History students scoring advanced or proficient on the US History CST will be 73% (current pass rate is 68%) on the 2010 administration.
  - All AP US History students will write at least 3 in-class essays and one Document Based Question per semester with a C or better (includes sub-groups and resource students).
- Achievement Gap Goal

Social Studies – AP Psychology

- Student Goal
  - The number of students enrolled in AP Psychology will increase by 6 students from 2009 level of 24 students, and the diversity of students will expand.

Social Studies – American Government

- Student Goal
  - The number of students who pass the US Citizenship Test will be 80%.

Social Studies – AP American Government

- Student Goal
  - The number of all students enrolled (58 - 2009) and take the test (40 - 2009) will increase by 10% from previous years to 64 enrolled and 56 students taking the test.

Social Studies – AP Human Geography

- Student Goal
  - All students enrolled and test will increase by 5% from previous year's number. In 2009 85% of students enrolled took the AP test.

Practical Arts

- Student Goal
  - By 2011, increase the successful completion rate of students enrolled in a Practical Art driven Career Paths (ie: Automotive Technology, Business Information Technology, Culinary Arts, CAD/Drafting, Fashion & Graphic Design, and Sports Medicine) by 65%. In 2009 there were 21 Practical Art driven Career Path recipients, by 2011, 35 students will successfully complete a Practical Art driven Career Path
- Achievement Gap Goal
- Action Plan
  - Promote Career Paths from within; VTV commercials, Website coverage, School to Career Poster, counseling promotions.

Special Education – Resource

- Student Goal
  - RS students will be 45% proficient on CAHSEE Math and 80% passing (current 38% with 70% passing) by 2010 administration.
  - RS students will be 45% proficient on CAHSEE English and 80% passing (currently 39% with 71% passing) by 2010 administration.
- Achievement Gap Goal
  - Male RS students will increase their percentage of proficiency on CAHSEE ELA by an additional 10% (current rates are males 30% and females 46%) by 2010 administration.

Special Education – SDC 1 and SDC 3

- Student Goal
  - In CAHSEE ELA & Math, SDC1 and SDC 3 students will increase 10% over baseline score of most recent administration.
  - The number of SDC 1 and SDC 3 students scoring proficient or better in CST ELA & Math will increase 10% over baseline of most recent administration.
- Achievement Gap Goal
- Action Plan
  - Identify and address Essential Standards
  - Programmatic writing across the curriculum
  - Specifically designed reading instruction across the curriculum
  - Teach test taking skills and strategies
  - Exposure to test structures and formats
  - Collaboration with general ed. regarding curriculum and pacing
  - Design use of formative assessment tools
  - Use of existing standardized assessment tools

Special Education – SDC 2 and SDC 5

- Student Goal

- By (June 2010) given enough money and access to items which may be purchased at school or in the community, (student) will exchange money for desired items (make a purchase) with (100%) accuracy on (8) of (10) trial days, as measured by data probes.
- By (June 2010), (student) will respond to signal requiring change in movement direction by stepping off the curb to cross street only after "walkman" signal had been displayed, without staff directions, with (100% accuracy for (8) out of (10) trial sessions as observed and charted by staff.

Special Education – SDC 5 Severe

- Student Goal
  - By (June 2010), (student) will gather needed materials for task by sustaining eye gaze to needed items for (5) seconds per each request over (10) consecutive trials as observed and charted by staff.
  - By (June 2010), when presented with 5 red spoons, 5 white spoons, 5 red forks and 5 white forks, (student) will sort objects by color by placing the spoons and forks in four different containers, (80%) of the time over (10) consecutive days as observed and recorded by the adult staff.

Library Goal

- Student Goal
  - 88% (83% previously) of the 9th grade students will complete the Information Literacy Library Study Guide I by the end of the first semester at a 90% proficiency rate. This will be measured by teacher correction of the returned Library Study Guide I to the library.
- Achievement Gap Goal
  - 92% of Hispanic 9th grade students will complete the Information Literacy Library Study Guide I by the end of the first semester at a 94% proficiency rate. This will be measured by teacher correction of the returned Library study Guide I to the library.
- Action Plan
  Students are introduced to library services, staff and methodology for finding and retrieving materials in the library setting by using the library catalog (OPAC) and Dewey Decimal Classification. Students are instructed in the use of electronic databases and information retrieval methods for research.

Curriculum and Instruction Goal - 3: Teaching non-fiction writing to all students.

All teachers are involved in the "Writing Across the Curriculum" program. Once each semester, students are assigned an essay in each of their six classes (each department is allotted a different week to assign this essay), and then teachers are required to turn representative samples into the principal, Dr. Paul Priesz. Each department has developed unique strategies to enhance the writing process. For example, the Social Science department shares methods to prompt critical thinking skills at department meetings. Students are taught the Cornell Notes Summary as the initial method of non-fiction writing in the math department. In the Special Education department, the teachers have modified the Jane Schaffer method of writing, and created supplemental work packages to address individual CAHSEE areas. The Science department also teaches the Jane Schaffer paragraph method, and is developing a uniform lab report format. Currently, all science teachers use a lab format, but standardization is in the process. The Resource department teaches pre-writing techniques and has developed structural templates to help students respond accurately. The counseling office organizes and provides workshops for seniors to assist in the college admission writing process.

Curriculum and Instruction Goal - 4: Provide Interventions to Support Student Learning

Valencia has established an after school intervention plan. The goal of the after school intervention plan is based on the following baseline data with established measurable outcomes:

In 2009, 49% of Algebra students scored advanced or proficient on the Algebra CST's. In 2010, 60% of Valencia High School Algebra students will score advanced or proficient on the Spring Algebra CST's.

In 2009, 73% of 9th grade students, 56% of 10th grade students, and 46% of 11th grade students scored advanced or proficient on the Algebra CST's. In 2010, 80% of 9th grade students, 63% of 10th grade students, and 52% of 11th grade students will score advanced or proficient on the Spring Algebra CST's.

Valencia High School has voluntary after school interventions in our Open Library and Algebra programs. Open Library operates every Tuesday, Wednesday, and Thursday from 3:00 to 5:00, and is staffed by a minimum of three teachers and several peer-tutors. Students are referred to the Open Library by teachers, counselors, and administrators. In addition, students who receive progress report grades of D's or lower are sent personal letters and phone calls inviting them to Open Library. Teachers have utilized Open Library as a resource to make-up missing assignments which is reflective of Valencia High School's philosophy that "the punishment for not doing an assignment is doing the assignment." Collectively as a school, staff is implementing a "No Zeros" policy. The "No Zeros" policy encourages students to complete all assignments, even if they are late. In total, Valencia High School operated 78 Open Library sessions with an average attendance of over 50 students. Algebra intervention is specifically targeted for students who receive D's or lower on progress reports. Students are invited to attend the Algebra Intervention by the school's intervention coordinator. These students meet after school with an algebra coach for one hour a week. The algebra intervention is voluntary.

For 11th and 12th grade students who have not yet passed the CAHSEE, Valencia High School provides both small group and individual CAHSEE intervention in English Language Arts and mathematics. Students meet with a CAHSEE coach or teacher after school two days a week per subject. The duration of each CAHSEE intervention session is one hour.

Valencia High School's Resource Department and AVID program utilizes peer tutors to provide supports to students during the school day. The peer tutors assist the classroom teacher in providing remediation to students in a variety of subjects in a very timely fashion. After school and during lunch, many teachers provide tutoring sessions for their students.

Valencia High School recognizes the correlation between academic success and good attendance. The school has set up a number of interventions to encourage good attendance. Students who have excessive absences receive letters informing them of Valencia High School's 15 Day Absence Policy. They receive this letter at their 6th, 9th, 12th, and 15th absence. The 15 Day Absence Policy allows a teacher to fail a student based on poor attendance. However, this policy is used with great discernment and at the discretion of an individual teacher and administration. Furthermore, frequently absent students are required to sign an attendance contract and they are assigned a Saturday Study Session, as well. Saturday Study Session is designed for a student to make-up a day's absence and to complete missing assignments due to their absences.

Improve Stakeholder Relationships/ Communication- Focus on Learning

Stakeholder relationships will be positively impacted through increased awareness of available opportunities, collaboration to share expertise and the incorporation of communities of practice.

Improve Communication Goal 1: Create a parent e-mail group and develop a plan to use the system.

In an effort to increase communication between the school and parents, Valencia High School has created a monthly e-communication newsletter to parents. The communication director is responsible for entering all email addresses from the student emergency cards turned in during registration each year into the SASI computer system. The communication team creates a monthly parent e-communication that is sent out to all parents each month who have an email address in the computer system. (Currently, there are 2,432 email addresses in the SASI computer system that is receiving this e-communication.) Teachers are asked to submit any news/information they want included in the monthly newsletter, and it is sent out on the first day of each month.

If an e-communication is returned in the email system as "undeliverable" due to an address change, incorrect entry, or cancelled email address, the communication director mails a personal letter home to the family and informs them that they were sent an e-communication that was undeliverable, lists their current email address that was used unsuccessfully, informs them that their email address has been deleted from the computer system, and asks them to call, mail, or email their correct email address to the communication director if they want to receive the current and/or future issues of the monthly parent e-communication.

Not all parents have email addresses listed in the SASI computer system. In order to obtain as many addresses as possible and increase the recipients of the monthly parent e-communication, the communication team has submitted requests for parent email addresses via the emergency cards during registration, the counseling website, and the quarterly Viking Voice newsletter.

The school wide email group has also been utilized for announcements about specific events. Even though the monthly parent e-communication includes all upcoming events in its newsletter format, the communication director has been asked on numerous occasions to send a specific announcement or flyer for a last-minute reminder. These one-time emails to all parents have included reminders for events such as Back-to-School night, Parent Academies, Financial Aid Night, PAC meetings, Open House, and College Personal Statement Evenings.

Not only has the communication team created and utilized the monthly parent e-communication, many VHS teachers have created email groups or teacher WebPages in which they notify parents and students about upcoming assignments, exams, projects, updated grade information, and other useful links or information. Guardians and students who are recipients of these group emails have relayed to the teachers that they are much more aware of their own/students' progress and appreciate this communicative service.

Improve Communication Goal 2: Use the automated phone system to communicate with families.

VHS has increased the use of the Connect Ed automated phone system to convey messages to families regarding upcoming events, emergency information, and/or important date information. Throughout the past three years, VHS administrators, attendance clerks, and counselors have used the Connect Ed phone system for reminders/invitations to families for events such as Back-to-School Night, Parent Academies, Open House, Financial Aid Night, College Application Sessions for senior students, and College Essay Writing Workshops. The Connect Ed phone system has also been used to remind parents of important dates of student registration, vacations, and minimum days. The Connect Ed automated system has been extremely useful in sending out time-sensitive, important information, and because of its connection to our current SASI computer system and its ability to translate the messages into languages other than English, parents are receiving timely messages in various languages.

Besides the outgoing automated system, Valencia High School also has an automated phone system that allows for parents/students to leave voicemail messages for any staff member outside of the school's business hours. A parent or student can call the school's phone number and hear a menu of options to reach the appropriate person to leave a message. Furthermore, VHS has implemented a dedicated phone message line that is specifically for Spanish-speaking parents to leave messages. On a daily basis, a Spanish-speaking assistant listens to these messages and either returns the family's call with the appropriate information or forwards the information to the appropriate party. This phone message line is one of the menu options for callers to VHS and has been continually used on a daily basis. This message box is also checked on a daily basis and given to the attendance clerks so that all absences are cleared on a daily basis in order to keep attendance current and accurate.

Improve Communication: Goal 3: Create separate groups to communicate with special education and non-English speaking families.

The VHS communication director has created separate email groups to communicate with specific subgroups of students/families at Valencia High School. For the 2008-2009 school year, VHS purchased the rights to an online

California High School Exit Exam tutoring program that all special education teachers have agreed to implement within their own curriculum. Although the program is available to all VHS students and its link, username, and password are listed on the home page of the school's website, an email explaining the new program and its benefits was sent home to all special education students' guardians.

Just as separate email groups were created to target specific students and their guardians, so have phone groups been created through the Connect Ed system. A separate group, for example, was created in the phone system for all students who are identified as Limited English Proficient. A phone message was sent to each of these students' homes inviting parents to the ELA Parent Advisory Council meeting. Because of this personal invite, the ELA coordinator reported that attendance at this year's meeting was larger than any other meeting in past history.

Improve Communication Goal 4: Provide email, web training, etc…

Through professional development days and various minimum days, VHS has offered training to all staff members in technological areas. At one particular professional development day during the 2007-08 school year, all staff members were invited to attend a training session regarding the use of email, the creation of email groups and advanced email techniques. Furthermore, the school's technology coordinator sends out directions, hints, and/or suggestions regarding the use of the VHS GroupWise email system. Because of these training days, many parents have expressed appreciation to teachers and staff members regarding the increase in communication between school and family. More recently, the technology coordinator makes herself available to teachers who wish to create a website or receive training on how to maintain sites.

Currently, 86 of the VHS teachers have active websites for student/parent use. Many teachers without websites were apprehensive, at first, about creating a website, but VHS has offered both group and individual training for staff members to learn website creation, and therefore, the existence of teacher websites has increased dramatically. The technology coordinator has sent (via email) numerous instructions to staff members regarding enhancements to the websites such as posting updated grades to the website, adding important links to the website, and updating assignments/homework/class work to the website.

Improve Communication Goal 5: Use professional development as a tool to increase collaboration and build communities of practice.

Valencia High School in its effort to move more towards a professional learning community has dedicated professional development time focused solely on building successful collaboration. Departments have been required to spend time meeting to discuss student achievement results, ways to increase these results, and other department issues relating to student success. From this departmental data analysis, departments have constructed SMART goals. Furthermore, VHS has created a writing-across-the-curriculum program where all departments assign a writing assignment to each student during a previously chosen week. Teachers use collaboration time during various professional development days to develop SMART Goals, create common grading rubrics and assessments, develop department prompts, become skilled at using a common rubric, and to analyze student results.

Departments utilized professional development days this year to meet with their departments and strengthen their community of practice by discussing benchmark results, create formative and summative assessments, develop SMART goals, implement the school wide writing project, technology issues, possible prerequisite requirements and/or achievement gap issues.

In summary, the school's communication action plan is reviewed annually based on student achievement results and/or parent needs and has resulted in increased communication between VHS stakeholders.

Campus Environment-Focus on Learning

The stakeholders of Valencia High School believe that maintaining a safe, clean, nurturing environment will result in an atmosphere that is conducive to learning for all students.

Campus Environment Goal 1: Maintain resolution forums (diversity-related).

VHS staff has a multi-faceted approach in creating an all-school forum specifically designed for dealing with issues of diversity. These student forums serve as both a means of resolution and as a tool for heightening awareness in dealing with issues related to cultural diversity. Moreover, Valencia High School continues to be proactive in developing resources focused on creating a safe and positive school environment, such as: sponsoring multi-cultural clubs, increasing the number of multi-cultural activities, developing articulation with feeder schools with diversity centered focus, and professional development opportunities dealing with cultural diversity issues.

Valencia High School continues to have in place a resolution and safety program called "Safe School Ambassadors." VHS's safe school ambassadors are comprised of students and staff who attend two-day training and learn to intervene with classmates, family, and peers to prevent and stop mistreatment. The safe school ambassadors are specifically trained to notice when student bullying, student exclusion, student put-downs, or acts of campus vandalism are taking place. These ambassadors are skilled in scrutinizing potential harmful situations and knowing the proper protocol for diffusing situations, such as appropriate conflict resolution dialogue and follow-up supports available for students.

Since the inception of Safe School Ambassadors, school data indicates some very positive trends. Over the past three years, VHS has experienced significant decreases in the amount of out-of-school suspensions. Out-of-school suspensions have decreased from 233 in 2004-2005 to 166 in 2008-09. Currently, we have 100 students trained as safe school ambassadors, with 70 more students to be trained by second semester, 2009. Additional staff members are also trained each year.

Parallel to the Safe School Ambassador program is Valencia High School's Peer Mediation program. Peer Mediation is comprised, on average, of 90 students per year who are trained in resolving conflicts between peers. The program has been active for 14 years, and the Peer Mediation advisor has been trained and accredited in the areas of mediation and peer counseling. This program has been an extremely useful tool in dealing with a variety of peer-conflicts, including conflicts pertaining to diversity issues.

Valencia High School was represented on the District Ad-Hoc Committee on Diversity with student, teacher, parent and administrative representation in the overall committee and in each of the subgroups. Beginning in 2005, Valencia High School began the All-School Forum. It is a cross section of the student population that meets once a quarter to discuss campus issues and how to improve peer relations. Their mission statement is the following:

> The Valencia High School All-School Forum has been assembled to allow for a safe and equal opportunity for students to share ideas that will lead to a sense of unity and respect. Students in the forum will set an example and assist in the elimination of stereotypes, intolerance, violence, and ignorance. Together we make Valencia High School a safe and supportive place to learn and allow students a chance to have a better understanding of cultures, differences and the environment in which we live.

As mentioned earlier, Valencia High School has established the STRIVE program, which consists of groups of students and one counselor who visit all of the city's elementary schools' 6th grade classrooms. STRIVE is a peer education program with its primary goal to make the Santa Clarita Valley a better place to live. VHS students in the STRIVE program teach skills regarding breaking social boundaries and eliminating stereotypes, prejudices, and racism.

Valencia High School has over 60 student club organizations many of which focus on increasing cultural diversity and social awareness. Every May, the Future Images Club sponsors Noche Latina. Noche Latina is a theatrical production that highlights the contributions and cultural effects Latinos have provided to the world's culture. Currently, the Asian American Cultural Awareness Club and the Invisible Children of Uganda Club are working on brunch-time activities for the school**.** As mentioned earlier, Valencia High School has established a program called

"Circle of Friends". Circle of Friends is designed to teach inclusion for students with disabilities. At the end of the first semester every year, Valencia High School's Associated Student Body holds a holiday rally, which celebrates many of the world's religions. Over 1,500 students attend this Holiday Rally. The Valencia High School ASB also sponsors monthly citizenship raffles for students who display one of the six pillars of the VHS Character Counts Program, with respect and caring being two pillars of primary focus.

As stated previously, Valencia High School has a multi-tiered approach to addressing diversity issues on campus. Many of the measures in place are proactive in nature, hoping to resolve issues before they occur. However, Valencia High School does have supports to deal with issues needing immediate attention, mainly delivered through the counseling and administration departments. Most importantly, Valencia High School has involved its stakeholders in dealing with the issues.

WASC Growth Areas and Follow Up

Valencia High School's Action Plan from 2005 was created and then revised in 2008 at the midterm visit. The plan consists of four growth areas:

- Staff Development
- Curriculum and Instruction
- Communication
- Campus Environment

The following pages have charts that show the action steps for each growth area in the left column and the report of progress since the midterm visit in the right column.

Action Steps	Report of Progress
Growth Area #1: Staff Development (ESLR's #4 and #5)	
1. Staff to be in-serviced on literacy practice training to improve reading across the curriculum	The staff has been in-serviced in Kate Kinsella and Robert Marzano active reading strategies. Selected staff was in-serviced on the Read 180 model when it was adopted at VHS. It is currently used in English 9 AB as a block class and in the SC 1 classes for students identified with reading deficits. In staff development in-services has taken place to make staff aware of Open Library intervention for struggling readers. As a result our CST scores in reading comprehension have risen for both groups of students. (check data/achievement gap)
2. Staff to be trained in AVID practices (Socratic Seminar, Cornell Notes, AVID Strategies)	VHS Teachers have been trained during professional development in AVID practices such as Socratic Seminar and Cornell Notes. These strategies as well as others are used intensively in the AVID program. As a result, there is a ____ % increase in the number of AVID students eligible to attend four year universities by meeting A-G requirements.
3. Jane Schaeffer training will be provide for entire staff	The professional development team made a conscious choice to shift the focus from Jane Schaeffer training to "6+1 Writing Traits," since Jane Shaeffer is the focus at out feeder junior high school. During staff development time, departments met to choose the traits most relevant to their curriculum. This training is used in our school-wide writing project. VHS is currently in the process of creating more effective assessment model for the school-wide writing project.

4. Departments will collaborate focusing on non-fiction writing	Professional development time has been used to emphasize the importance of non-fiction writing. Industry standards demand that students are able to write technically. Because of this VHS devotes professional development time to the implementation of the school-wide writing project. Each department strives to create writing opportunities that are relevant for students as they practice the skill of non-fiction writing. The plan is currently being refined to increase its effectiveness.

Growth Area #2: Curriculum & Instruction (ESLR's #1, #4, #5)	
1. Provide additional support to students identified as needing reading remediation	In 2006-2008, there was an Intervention budget that provided support for Intervention classes in several subjects. This year, those funds were dramatically reduced and VHS has elected to support students through Open Library offered two to three times a week. During Open Library sessions, there are teachers and peer tutors to provide academic support for students. Students are encouraged to attend by their teachers. Additionally, 9th grade students or students identified with learning disabilities who demonstrate reading deficits on CST results are scheduled into Read 180 to provide additional reading instruction.
2. Teach all students Active Reading	As a result of in-servicing that occurred around the midterm visit, a number of teachers have incorporated active reading strategies into their curriculum. These strategies include: annotation, Socratic Seminar discussions, Cornell notes, guided reading handouts, and SQ3R.
3. Teach non-fiction writing to all students	As a result of professional development, non-fiction writing is stressed in the school-wide writing project, where teachers provide relevant writing opportunities to reinforce writing skills while checking for content comprehension. The school-wide writing project is currently being refined to include common assessment, analysis of student data and relevant rubrics.
4. Provide additional support to students identified as needing algebra remediation	In 2006-2008, there was an Intervention budget that provided support for Intervention classes in several subjects. This year, those funds were dramatically reduced and VHS has elected to support students through Open Library offered two to three times a week. During Open Library sessions, there are teachers and peer tutors to provide academic support for students. Students are encouraged to attend by their teachers. In addition to Open Library, for algebra remediation specifically, students are invited to attend an algebra intervention class that meets two times per week. Students are identified based on progress report grades in all levels of algebra.

Growth Area #3: Communication (ESLR #1)	
1. Create a parent email group and develop plan to use the system to communicate with parents.	VHS has been very successful in its use of the E-communication where parents receive a monthly email from the counseling office with information relevant to all aspects of VHS. The monthly emails have been well received by parent stakeholders. Additionally, the annual parent survey is sent out through vehicle and has increased parent participation in the survey.
2. Use automated phone system to communicate with families	VHS and the Hart District as a whole use the Connect Ed phone system to send information to parents. Parents are reminded about important upcoming events and informed of emergency information when the need arises. Additionally parents are informed through this system when their student(s) are absent from one of more classes.
3. Create separate groups to communicate with special education and non-English speaking families.	Currently the district is in the last year of the SASI xp system. This system allows VHS to query students based on any kind of query condition that exists in SASI xp. Parents of students with special needs receive information that only pertains to them. Parents of students who are English language learners receive messages in both English and Spanish to provide information on meetings and events. Parents of AVID students or members of Circle of Friends also receive Connect Ed messages specific to those groups.
4. Provide email and web training to staff	The staff has received ongoing training in staff meetings regarding the use of email and web pages. Additionally, the technology coordinator has met with teachers individually to help teachers establish websites to fit the needs of their students and curriculum. There has been a tremendous increase in teacher created websites that serve students and parents as communication tool.
5. Use staff development as a tool to increase collaboration and build communities of practice.	The VHS PD Team has spent several sessions in the Fall semester training staff in tools for collaborative work. Each department as well as the staff as a whole, have set meeting norms, learned and practiced dialog vs. discussion techniques. The most important result of the collaborative work each curricular area setting SMART goals including an achievement gap goal in each area. All departments are eager for increased collaboration time to work together to strengthen their communities of practice.

Growth Area #4: Campus Environment (ESLR's #2 and #3)	
1. Expand "Teaching Tolerance" program	There has been much work in this area. VHS runs the STRIVE (Students Teaching Respect Inclusion Values Equality) program that is a group of VHS students who deliver a message of tolerance and diversity to 6th grade elementary school students throughout the Santa Clarita Valley. VHS has a SSA (Safe School Ambassador) program that meets regularly and is trained each year in conflict mediation. The peer counselors work very hard to heal peer relationships on campus in safe and productive setting for students. Additionally in the spring of 2008, VHS piloted the "Circle of Friends" program. Students work to promote inclusion of students with special needs on campus. General education students and students with special needs meet to have lunch together. Students with special needs receive phone calls from their peer friends during the week. This group is the fastest growing group on campus. There were 8 students with special needs during the spring 2008 pilot, that number grew to 30 students in 2009 and 60 students in 2010 with 400 general education members.
2. Create resolution forum (diversity related)	This student forum has changed over the last few years. This group began as group of students who wanted to express their concerns about issues on campus. The participants varied from group to group. Currently, the group meets quarterly with a VHS counselor. The student body is represented by a selected student from each period 4 class. These sessions have been interesting and productive for students to share concerns on campus. There is always rich discussion.
3. Explore creating an expanded lunch reward program on a semi-monthly basis to reward students for clean campus	A lunch reward program was explored and found that it was not the appropriate avenue for campus cleanliness. The Recycling reward program was created where students would collect cans and bottles from students and pass out raffle tickets for the bottles and cans received. A winner would be announced on VTV and the student would receive an incentive prize. This program was student run and driven. When that student graduated another student did not step up to take the leadership of this project. The program became logistically difficult in that too many recyclables were received that couldn't be picked up in a timely manner. Currently, the Environmental Club class works on the recycling project. There are receptacles in classrooms and offices. The recyclables are disposed of and the Environmental Club class benefits from the proceeds. The bottles and cans are picked up on a monthly basis from the LA Conservation Corp. Each year the class works to refine the program for the benefit of the class, the school and the environment.

School Goals for Improving Student Achievement- In complying with No Child Left Behind, Valencia High School's Focus on Student Learning will continue to address four main goals:

Goal 1: All students will be proficient in English Language Arts.

Goal 2: All students will be proficient in Math.

Goal 3: All English Learners will become proficient in English.

Goal 4: All students will graduate from high school.

Student Improvement Plan

Goal 1: All students will be proficient in English Language Arts.
Related School Wide Smart Goal: Valencia High School will improve the API score from 830 to 840.
Related Achievement Gap Smart Goal: Valencia High School will improve the Hispanic subgroup API score from 755-775.
Related Departmental Smart Goals: (Please refer to page 44 of School Plan)

Activity Description	Person Responsible	Related Expenditures	Cost	Timeline
Alignment of instruction with content standards (Activity addressed during departmental meetings and time set aside for collaboration)	Dr. Priesz/ Department Chairpersons	Conferences/In-Services/Professional development/Substitutes	$0	1/11/10 to 1/07/11
Improvement of instructional strategies and materials (Activity addressed during professional development and department meetings, as well as during time set aside for collaboration- pg 43)	Administrators/ Faculty/Students/ ATP	Conferences/In-Services/Professional development/Faculty Peer Support/Educational Materials	$0	1/11/10 to 1/07/11
Professional development and professional collaboration (Activity addressed on page 43 of school plan)	Administrators/ Faculty/Staff/ATP AVID Faculty	Conferences/In-Services/Professional development/Professional or Job Related Materials/Faculty Peer Support/Substitutes	$0	1/11/10 to 1/07/11
Extended/additional learning time (Activity addressed on page 50 of the school plan)	Administrators/ Faculty/Staff/ Parents/ATP	Tutorial Stipends/Educational Materials/Use of Facilities/ Peer Tutoring / Open Library/ Algebra/ CAHSEE Intervention	$22,000	1/11/10 to 1/07/11
Increased educational opportunity (Activity evidenced through a variety of field trips, web-based tutorials or labs, Saturday Study Session opportunities, after school Open Library…)	Administrators/ Faculty/Parents/ AVID Program/ATP	Stipends/Educational Materials/ Use of Facilities/Busses for Educational Trips/ Substitutes	$0	1/11/10 to 1/07/11
Involvement of staff, parents and community (Activity addressed through Action Team Partnership pg 41 of school plan, Focus on Stakeholders Relationships pgs. 50-53 of school plan and school site council participation pg. 63)	Administrators/ Faculty/Staff/ Parents/ATP	Communication Materials Refreshments/Substitutes/Teacher websites	$0	1/11/10 to 1/07/11
Auxiliary services for students and parents (Activity addressed in pgs. 50-53 of school plan- communication, pgs. 36 and 50- AVID)	Administrators/ Counselors/Sp. Ed., AVID Faculty/ School Psychologist	Stipends/Communication Materials/Mailings/Use of Facilities/Teacher websites/AVID	$0	1/11/10 to 1/07/11
Monitoring program implementation and results (Site-Council, department chairs, professional development team)	Administrators/ Faculty/Staff/ATP Students/Parents	Office Materials/Refreshments/ Substitutes	$0	1/11/10 to 1/07/11
Other (Please describe)				

Goal 2: All students will be proficient in math.
Related School Wide Smart Goal: Valencia High School will improve the API score from 830 to 840.
Related School Wide Achievement Gap Smart Goal: Valencia High School will improve the Hispanic subgroup API score from 755-775.
Related Departmental Smart Goals: (Please refer to page 45-46 of School Plan)
(All students will be enrolled in a third year of mathematics)

Activity Description	Person Responsible	Related Expenditures	Cost	Timeline
Alignment of instruction with content standards (Activity addressed during departmental meetings and time set aside for collaboration)	Dr. Priesz/ Department Chairpersons	Conferences/In-Services/Professional development/Substitutes	$0	1/11/10 to 1/07/11
Improvement of instructional strategies and materials (Activity addressed during professional development and department meetings, as well as during time set aside for collaboration- pg 43)	Administrators/ Faculty/Students/ ATP	Conferences/In-Services/Professional development/Faculty Peer Support/Educational Materials	$0	1/11/10 to 1/07/11
Professional development and professional collaboration (Activity addressed on page 43 of school plan)	Administrators/ Faculty/Staff/ATP AVID Faculty	Conferences/In-Services/Professional development/Professional or Job Related Materials/Faculty Peer Support/Substitutes	$0	1/11/10 to 1/07/11
Extended/additional learning time (Activity addressed on page 50 of the school plan. This includes Algebra and CAHSEE math supports)	Administrators/ Faculty/Staff/ Parents/ATP	Tutorial Stipends/Educational Materials/Use of Facilities/ Peer Tutoring/ Open Library/ CAHSEE/ Algebra Intervention	$22,000	1/11/10 to 1/07/11
Increased educational opportunity (Activity evidenced through a variety of field trips, web-based tutorials or labs, Saturday Study Session opportunities, after school Open Library…)	Administrators/ Faculty/Parents/ AVID Program/ATP	Stipends/Educational Materials/ Use of Facilities/Busses for Educational Trips/ Substitutes	$0	1/11/10 to 1/07/11
Involvement of staff, parents and community (Activity addressed through Action Team Partnership pg 41 of school plan, Focus on Stakeholders Relationships pgs. 50-53 of school plan, professional development plan pg 43 and school site council participation pg. 63)	Administrators/ Faculty/Staff/ Parents/ATP	Communication Materials Refreshments/Substitutes/Teacher websites	$0	1/11/10 to 1/07/11
Auxiliary services for students and parents (Activity addressed in pgs. 50-53 of school plan- communication, pgs. 36 and 50- AVID)	Administrators/ Counselors/Sp. Ed., AVID Faculty/ School Psychologist	Stipends/Communication Materials/Mailings/Use of Facilities/Teacher websites/AVID	$0	1/11/10 to 1/07/11
Monitoring program implementation and results (Site-Council, department chairs, professional development team)	Administrators/ Faculty/Staff/ATP Students/Parents	Office Materials/Refreshments/ Substitutes	$0	1/11/10 to 1/07/11
Other (Please describe)				

Goal 3: All English Learners will become proficient in English.
Related Departmental Smart Goal: By 2010, 26% of all LEP students at VHS will score in the Intermediate range of the CELDT test.

Activity Description	Person Responsible	Related Expenditures	Cost	Timeline
Alignment of instruction with content standards	Dr. Priesz/ Department Chairpersons	Conferences/In-Services/Professional development/Substitutes	$0	1/11/10 to 1/07/11
Improvement of instructional strategies and materials	Administrators/ Faculty/Students/ ATP	Conferences/In-Services/Professional development/Faculty Peer Support/Educational Materials	$0	1/11/10 to 1/07/11
Professional development and professional collaboration	Administrators/ Faculty/Staff/ATP AVID Faculty	Conferences/In-Services/Professional development/Professional or Job Related Materials/Faculty Peer Support/Substitutes	$0	1/11/10 to 1/07/11
Extended/additional learning time	Administrators/ Faculty/Staff/ Parents/ATP	Tutorial Stipends/Educational Materials/Use of Facilities/ Peer Tutoring	$0	1/11/10 to 1/07/11
Increased educational opportunity	Administrators/ Faculty/Parents/ AVID Program/ATP	Stipends/Educational Materials/ Use of Facilities/Busses for Educational Trips/ Substitutes	$0	1/11/10 to 1/07/11
Involvement of staff, parents and community	Administrators/ Faculty/Staff/ Parents/ATP	Communication Materials Refreshments/Substitutes/Teacher websites	$0	1/11/10 to 1/07/11
Auxiliary services for students and parents	Administrators/ Counselors/Sp. Ed., AVID Faculty/ School Psychologist	Stipends/Communication Materials/Mailings/Use of Facilities/Teacher websites/AVID	$0	1/11/10 to 1/07/11
Monitoring program implementation and results (Site-Council, department chairs, professional development team)	Administrators/ Faculty/Staff/ATP Students/Parents	Office Materials/Refreshments/ Substitutes	$0	1/11/10 to 1/07/11
Other (Please describe)				

Goal 4: All students will graduate from high school.
Smart Goal: Improve the A – G completion rate to 62% from 59% for the graduating class of 2009.
Subgroup Smart Goal: Improve the A – G completion rate for Hispanic students to 50% from 41% for the graduating class of 2009.

Activity Description	Person Responsible	Related Expenditures	Cost	Timeline
Alignment of instruction with content standards (Activity addressed during department meetings and time set aside for collaboration)	Dr. Priesz/ Department Chairpersons	Conferences/In-Services/Professional development/Substitutes	$0	1/11/10 to 1/07/11
Improvement of instructional strategies and materials (Activity addressed on page 43 in school plan- development of SMART GOAL)	Administrators/ Faculty/Students/ ATP	Conferences/In-Services/Professional development/Faculty Peer Support/Educational Materials	$0	1/11/10 to 1/07/11
Professional development and professional collaboration	Administrators/ Faculty/Staff/ATP AVID Faculty	Conferences/In-Services/Professional development/Professional or Job Related Materials/Faculty Peer Support/Substitutes	$0	1/11/10 to 1/07/11
Extended/additional learning time	Administrators/ Faculty/Staff/ Parents/ATP	Tutorial Stipends/Educational Materials/Use of Facilities/ Peer Tutoring	$0	1/11/10 to 1/07/11
Increased educational opportunity	Administrators/ Faculty/Parents/ AVID Program/ATP	Stipends/Educational Materials/ Use of Facilities/Busses for Educational Trips/ Substitutes	$0	1/11/10 to 1/07/11
Involvement of staff, parents and community (Activity addressed through Action Team Partnership seminars discussing a-g – pg. 41 of plan)	Administrators/ Faculty/Staff/ Parents/ATP	Communication Materials Refreshments/Substitutes/Teacher websites	$0	1/11/10 to 1/07/11
Auxiliary services for students and parents	Administrators/ Counselors/Sp. Ed., AVID Faculty/ School Psychologist	Stipends/Communication Materials/Mailings/Use of Facilities/Teacher websites/AVID	$0	1/11/10 to 1/07/11
Monitoring program implementation and results (Activity addressed through analyzing of a-g completion rate data- pg 35 of school plan)	Administrators/ Faculty/Staff/ATP Students/Parents	Office Materials/Refreshments/ Substitutes	$0	1/11/10 to 1/11/11
Other (Please describe)				

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
Salary Portions for Director of Special Programs, 2 District Trainers, Bookkeeper, Clerk Typist, and Program Aide, AVID Program Support and Transportation	0	GATE
Collection development (print and non print resources such as books, videos, DVDs); library education enhancements for student interests and motivation	0	Library
Salary Portions for Director of Special Programs, 2 District Trainers, Bookkeeper, Clerk Typist, and Program Aide, AVID Program Support and Transportation	0	LEP
Intervention Programs	$22,000	Intervention Coordinator

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the Student Improvement Plan through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	**Principal**	**Classroom Teacher**	**Other School Staff**	**Parent or Community Member**	**Secondary Student**
Dr. Paul A. Priesz	X				
Vincent Ferry			X		
Kevin Kornegay		X			
Marzena Langdon		X			
Lisa Duncan		X			
John Minkus		X			
Edie Wiessner		X			
Gavin Klinger		X			
Eve Itaya		X			
Theresa Long			X		
Michael McKee		X			
Charles Figueroa		X			
Elizabeth Wilson		X			
Ben Wobrock		X			
Nick Hall					X
Amanda Sadra					X
Katya Ortiz					X
Karen Howard				X	
Nanette Hamby-Bickel				X	
Jackie Hamby				X	
Beth McKinney				X	
Numbers of members of each category	1	11	2	4	3

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:
1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

- X English Learner Advisory Committee (ELAC)

- X Gifted and Talented Education Program Advisory Committee

- X Other: Special education teachers and parents of special education students

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The school site council adopted this school plan on: November 3, 2009

Attested:

Dr. Paul A. Priesz		
Typed name of school principal	Signature of school principal	Date
John Minkus		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Chapter Four

Essential Standards

CALIFORNIA CONTENT STANDARDS: GRADE 10	# of Items	%
WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD **Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.**	**60**	**100%**
Reporting Cluster 1 – DEVELOPMENT OF MODERN POLITICAL THOUGHT	**13**	**22%**
10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.	**5**	
1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	*	
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.	*	
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.	*	
10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	**8**	
1. Compare the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	**A****	
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).	**A****	
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	*	
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	**A****	
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	*	
Reporting Cluster 2 – INDUSTRIAL EXPANSION AND IMPERIALISM	**10**	**16.5%**
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.	**7**	
1. Analyze why England was the first country to industrialize.	**A****	

CALIFORNIA CONTENT STANDARDS: GRADE 10	# of Items	%
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	*	
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	*	
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.	*	
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	*	
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	**A****	
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.	*	
10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.	3	
1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	**A****	
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	*	
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.	**A****	
4. Describe the independence struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the role of ideology and religion.	*	
Reporting Cluster 3 – CAUSES AND EFFECTS OF THE FIRST WORLD WAR	**14**	**23%**
10.5 Students analyze the causes and course of the First World War.	7	
1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing civilian population in support of "total war."	*	
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).	*	
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	*	

CALIFORNIA CONTENT STANDARDS: GRADE 10	# of Items	%
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.	*	
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.	*	
10.6 Students analyze the effects of the First World War.	7	
1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of United States' rejection of the League of Nations on world politics.	**A****	
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.	*	
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	*	
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).	*	
Reporting Cluster 4 – CAUSES AND EFFECTS OF THE SECOND WORLD WAR	**13**	**22%**
10.7 Students analyze the rise of totalitarian governments after the First World War.	**6**	
1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).	*	
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).	*	
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting their common and dissimilar traits.	*	
10.8 Students analyze the causes and consequences of World War II.	**7**	
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939.	**A****	
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	*	
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	*	
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	*	
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution and the Holocaust resulted in the murder of six million Jewish civilians.	**A****	
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China and Japan.	*	
Reporting Cluster 5 – INTERNATIONAL DEVELOPMENTS IN THE POST-WORLD WAR II ERA	**10**	**16.5%**
10.9 Students analyze the international developments in the post-World War II world.	**8**	

CALIFORNIA CONTENT STANDARDS: GRADE 10	# of Items	%
1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.	B**	
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	A**	
3. Understand the importance of the Truman Doctrine and Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	A**	
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).	B**	
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.	B**	
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	A**	
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.	*	
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, and NATO, and the Organization of American States.	B**	
10.10 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.	1	
1. Understand the challenges in the regions, including the geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.	*	
2. Describe the recent history of the regions, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.	*	
3. Discuss the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy.	*	
10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).	1	

CALIFORNIA CONTENT STANDARDS: GRADE 11	# of Items	%
UNITED STATES HISTORY AND GEOGRAPHY: CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY **Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth-grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.**	60	100%
Reporting Cluster 1 – FOUNDATIONS OF AMERICAN POLITICAL AND SOCIAL THOUGHT (formerly titled FOUNDATIONS OF AMERICAN POLITICAL AND SOCIAL IDEOLOGY)	10	17%
11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.	5	
1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.	*	
2. Analyze the ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights.	*	
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	*	
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power.	*	

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary and non monetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

12.2 Students analyze the elements of America's market economy in a global setting.

1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
2. Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

12.4 Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

1. Distinguish between nominal and real data.

2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.
3. Distinguish between short-term and long-term interest rates and explain their relative significance.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.
4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

Essential Standards for Summative High School Mathematics

4.0*	Students simplify expressions prior to solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.
5.0*	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
6.0*	Students graph a linear equation and compute the x- and y- intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).
7.0*	Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.
10.0*	Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
12.0*	Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
14.0*	Students solve a quadratic equation by factoring or completing the square.
15.0*	Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
20.0*	Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
23.0*	Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.
3.0*	Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.
4.0*	Students prove basic theorems involving congruence and similarity.
7.0*	Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

8.0* Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

10.0* Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

18.0* Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$.

19.0* Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

21.0* Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.

1.0* Students solve equations and inequalities involving absolute value.

2.0* Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.

3.0* Students are adept at operations on polynomials, including long division.

4.0* Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.

6.0* Students add, subtract, multiply, and divide complex numbers.

7.0* Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.

8.0* Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

10.0* Students graph quadratic functions and determine the maxima, minima, and zeros of the function.

11.1* Students understand the inverse relationship between exponents and logarithms, and use this relationship to solve problems involving logarithms and exponents.

12.0* Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.

15.0* Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.

18.0* Students use fundamental counting principles to compute combinations and permutations.

19.0* Students use combinations and permutations to compute probabilities.

23.0* Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.

Essential Standards for Algebra I

2.0* Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

4.0* Students simplify expressions prior to solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0* Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0* Students graph a linear equation and compute the *x*- and *y*- intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

7.0* Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.

9.0* Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0* Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

12.0* Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0* Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0* Students solve a quadratic equation by factoring or completing the square.

15.0* Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

19.0* Students know the quadratic formula and are familiar with its proof by completing the square.

20.0* Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0* Students graph quadratic functions and know that their roots are the *x*-intercepts.

Essential Standards for Algebra II

1.0*	Students solve equations and inequalities involving absolute value.
2.0*	Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.
3.0*	Students are adept at operations on polynomials, including long division.
4.0*	Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.
5.0*	Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.
6.0*	Students add, subtract, multiply, and divide complex numbers.
7.0*	Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.
8.0*	Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.
9.0*	Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x\text{-}b)^2 + c$.
10.0*	Students graph quadratic functions and determine the maxima, minima, and zeros of the function.
11.1*	Students understand the inverse relationship between exponents and logarithms, and use this relationship to solve problems involving logarithms and exponents.
11.2*	Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.
12.0*	Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.
15.0*	Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.
18.0*	Students use fundamental counting principles to compute combinations and permutations.
19.0*	Students use combinations and permutations to compute probabilities.
20.0*	Students know the binomial theorem and use it to expand binomial expressions that are raised to positive integer powers.
23.0*	Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.

Essential Standards for Geometry

1.0* Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.

2.0* Students write geometric proofs, including proofs by contradiction.

3.0* Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.

4.0* Students prove basic theorems involving congruence and similarity.

7.0* Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

8.0* Students know, derive, and solve problems involving perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

10.0* Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

12.0* Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

14.0* Students prove the Pythagorean theorem.

16.0* Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.

17.0* Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.

18.0* Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$.

19.0* Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

21.0* Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.

22.0* Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.

Essential Standards for General Mathematics

1.2* Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

1.5* Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

1.7* Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

2.2* Add and subtract fractions by using factoring to find common denominators.

2.3* Multiply, divide, and simplify rational numbers by using exponent rules.

2.5* Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.

1.3* Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.

3.3* Graph linear functions, noting that the vertical change (change in *y*-value) per unit of horizontal change (change in *x*-value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.

3.4* Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

4.1* Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

4.2* Solve multistep problems involving rate, average speed, distance, and time or a direct variation.

1.3* Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

3.3* Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.

2.5* Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.

3.1* Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.

3.3* Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if *P* is the probability of an event, 1-*P* is the probability of an event not occurring.

3.5* Understand the difference between independent and dependent events.

1.3* Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Foreign Language

Foreign Language relies on National Foreign Language Goals and Standards.
Standard #1 states:

Goals: Communication

1. Students engage in communication, provide and obtain information, express feelings and emotions and exchange opinions.

2. Students understand and interpret written and spoken language on a variety of topics.

3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Practical Arts Essential Standards:

2.4 Listening and Speaking
(2.4) Deliver multimedia presentations:
a.Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

5.0 Problem Solving and Critical Thinking
5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety
6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 Responsibility and Flexibility
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.

8.0 Ethics and Legal Responsibilities
8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 Leadership and Teamwork
9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

Essential Standards Physical Education

Standard: Demonstrates responsible personal and social behavior in physical settings.

- Apply safe practices, rules, procedures, and etiquette in all physical activity settings.
  - Rules on the website
  - Test on website
  - Demonstrated in class
  - Performed and refined daily in class

Assessment: Website rules and rules test.

- Acts independently of peer pressure.
  - Competitive play
  - Captains duties

Assessment: Captain selection by instructor.

- Resolve conflicts in appropriate ways.
  - Referee assignments
  - Resolve conflict using proper channels
  - Resolve conflict independently on field of play

Assessment: Referee evaluation (Develop)

- Keep the importance of winning and losing in perspective relative to other established goals of participation.
  - Common goals
  - Teamwork
  - Grade as a goal
  - Importance of effort and participation

Assessment: Final participation grade.

Physical Education

Standard 1. Movement Skills and Movement Knowledge

The student will be competent in movement activities and will excel in a few movement activities.
Students in high school, course two, who meet this standard will be able to:
Show advanced competence in more then one activity from the curriculum.

The following is a task that might be used to meet the standard:

Students will document their abilities to excel in at least two movements

Forms, such as using advanced offensive and demonstrating a complex shooting nine out of ten arrows on the target from 40 feet. Support can be a videotape demonstrating skill mastery, a certification, for example), or an acceptable grade on a rubric-based skill evaluation. Students will include this documentation as part of their portfolios.

Standard 2. The student will understand how and why one moves in a variety of situation and will use this information to enhance his or her skills.

Student in high school, course two, who meet this standard will be able to:

Use the principles of movement to accomplish a task with the least effort.

Apply knowledge of scientific or biomechanical principles to improve performance in a specific activity or sport.

Analyze and apply offensive and defensive strategies in games and sports.

The following are assignments and tasks that might be use to meet the standard:

In cooperative groups, students are asked to define an assigned biomechanical principle such as Newton's second law of motion, develop an athletic which demonstrates the principle, and present the activity to the class.

Students will select and interview an adult who is an elite-level performer in a particular movement activity. The purpose of the interview is to determine what elite performers know about the scientific factors and principles that affect their performance.

A written or oral report is prepared describing the factors that the athlete believes affects the quality of his or her performance.

Students will include any additional factors they think the athlete may have omitted.

Prior to a game the teams will meet to discuss the offensive and defensive strategies they will apply to that day's competition. Considered factors should include strengths and weaknesses of one's own team and those of opponents. Following the game, the team members will analyze the effectiveness and execution of their strategies and make necessary changes.

Standard 3. The student will achieve and maintain health-enhancing level of Physical fitness.

Students in high school, course two, who meet this standard will be able to:

Design and execute a physical fitness program that relates to total wellness.

Use results of fitness assessments to guide changes in their personal physical activity program.

Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.

Understand that the level of participation and proficiency in physical activity is likely to change as a person matures and develop strategies to ensure fitness throughout the life cycle.

Understand the relationship between nutrition and a healthy lifestyle.

The following are assignments and tasks that might be used to meet the standard:

Students will interview a man and a woman from each of the following age ranges: ten-thirty years, forty-fifty years, and sixty-five years. They should determine the physical activity patterns for each individual and evaluate the physiological and social benefits of the activity.

Students will work individually or cooperatively to design fitness programs based on the needs of individuals described in case studies. The programs will include the fitness concepts that relate to total wellness.

Students will each keep a three-day diary recording everything they eat. This record will include type and amount of food. After the three-day period, they will analyze their diets and prepare written self-assessments.

Standard 4. Self-image and Personal Development

The student will exhibit a physical activity lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in high school, course two who meet this standard will be able to:

Demonstrate the skills and knowledge needed to maintain an active lifestyle independent throughout their life.

Identify ways in which personal characteristics, performance styles, and activity preferences will change over the life cycle.

Identify personal physical activities, which provide enjoyment and challenge.

The following are assignments and tasks that might be used to meet the standard:

Students will prepare a report that discusses their physical activity plans upon graduation. The report will include what plans the students have for maintaining a satisfactory level of physical fitness ten years after graduation and what barriers they may face in attempting to maintain their fitness level.

Students will do individual research projects to survey the community for opportunities to participate in health-enhancing physical activities. Their research will include type of facility, activities offered, location and accessibility, telephone number, cost to participate
(Including student discounts/membership), and cost/quality compared comparison Based on their findings, student will select the facilities which best meets their current needs.

Standard 5. The student will demonstrate responsible personal behavior while participating in movement activities.

Students in high school, course two, who meet this standard will be able to:
Set personal goals and work toward their achievement.
Create a safe environment for their own skill practice.
Keep the importance of winning and losing in perspective relative to other established goals of participation.

The following are assignments and tasks that might be used to meet their standard.

Students will analyze their potential for success and set goals for personal achievement at the beginning of a unit. At the end of the units, students will each evaluate their own progress by writing paragraphs about how they were responsible for the level of achievement of their personal goals.
Students will attend or watch on television a sport function. They will comment on influence

Visual and Performing Arts

Nine Through Twelve – Proficient Visual and Performing Arts: Visual Arts Content Standards.

1.0 ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
Develop Perceptual Skills and Visual Arts Vocabulary
1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
Analyze Art Elements and Principles of Design
1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
Impact of Media Choice
1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts. 2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in the Visual Arts
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
Skills, Processes, Materials, and Tools
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
2.4 Review and refine observational drawing skills.
Communication and Expression Through Original Works of Art
2.5 Create an expressive composition, focusing on dominance and subordination.
2.6 Create a two or three-dimensional work of art that addresses a social issue. 3.0 HISTORICAL AND CULTURAL CONTEXT
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
Role and Development of the Visual Arts
3.1 Identify similarities and differences in the purposes of art created in selected cultures.
3.2 Identify and describe the role and influence of new technologies on contemporary works of art.
Diversity of the Visual Arts
3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
3.4 Discuss the purposes of art in selected contemporary cultures. 4.0 AESTHETIC VALUING
Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
Derive Meaning
4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
Make Informed Judgments
4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
4.5 Employ the conventions of art criticism in writing and speaking about works of art. 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications
5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
Visual Literacy
5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.
Careers and Career-Related Skills
5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Grades Nine Through Twelve – Proficient Visual and Performing Arts: Theatre Content Standards.

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of Theatre after the student has attained the level of achievement in Theatre required of all students in grade eight. 1.0 ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre
Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.
Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.
Comprehension and Analysis of the Elements of Theatre

1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing. 2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in Theatre
Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.
Development of Theatrical Skills

2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.
Creation/Invention in Theatre

2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism. 3.0 HISTORICAL AND CULTURAL CONTEXT
Understanding the Historical Contributions and Cultural Dimensions of Theatre
Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.
Role and Cultural Significance of Theatre

3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.

3.2 Describe the ways in which playwrights reflect and influence their culture in such works as Raisin in the Sun, Antigone, and the Mahabarata.
History of Theatre
3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods. 4.0 AESTHETIC VALUING
Responding to, Analyzing, and Critiquing Theatrical Experiences
Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.
Critical Assessment of Theatre
4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.
Derivation of Meaning from Works of Theatre

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers
Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.
Connections and Applications
5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.
Careers and Career-Related Skills
5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.
5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

Grades Nine Through Twelve-Proficient Visual and Performing Arts: Music Content Standards.
Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of music after the student has attained the level of achievement in music required of all students in grade eight. 1.0 ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music
Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.
Read and Notate Music
1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1-6).
1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).
Listen to, Analyze, and Describe Music
1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures. 2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in Music
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.
Apply Vocal and Instrumental Skills
2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
2.2 Sing music written in three or four parts with and without accompaniment.
2.3 Sing in small ensembles, with one performer for each part.
2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
2.5 Perform on an instrument in small ensembles, with one performer for each part.
Compose, Arrange, and Improvise
2.6 Compose music, using musical elements for expressive effect.
2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.
2.9 Improvise harmonizing parts, using an appropriate style.
2.10 Improvise original melodies over given chord progressions. 3.0 HISTORICAL AND CULTURAL CONTEXT
Understanding the Historical Contributions and Cultural Dimensions of Music
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
Role of Music
3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
Diversity of Music
3.3 Describe the differences between styles in traditional folk genres within the United States.
3.4 Perform music from various cultures and time periods.

3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification. 4.0 AESTHETIC VALUING
Responding to, Analyzing, and Making Judgments About Works of Music
Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.
Analyze and Critically Assess
4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
Derive Meaning
4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures. 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.
Connections and Applications
5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
5.2 Analyze the role and function of music in radio, television, and advertising.
Careers and Career-Related Skills
5.3 Research musical careers in radio, television, and advertising.

LANGUAGE ARTS ESSENTIAL STANDARDS

WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT

APPLY KNOWLEDGE OF WORD ORIGINS TO DETERMINE MEANING OF NEW WORDS.

- 1.1 Identify the literal and figurative meanings of new words.
- 1.1 Identify word derivations.
- 1.3 Identify and use Greek and Latin roots to understand the origins and meanings of new words.
- 1.2 Distinguish between denotative and connotative meanings of words.

READING COMPREHENSION

READ, UNDERSTAND, AND ANALYZE GRADE-LEVEL APPROPRIATE INFORMATIONAL MATERIALS.

- 1.0 Comprehend grade level appropriate informational material.
- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through analysis, evaluation, and elaboration.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, comprehensiveness of evidence, and the way in which the author's intent affects the tone of the text. (e.g., professional journals, editorials, political speeches, and primary source materials).

LITERARY RESPONSE AND ANALYSIS

READ AND RESPOND TO HISTORICALLY OR CULTURALLY SIGNIFICANT WORKS OF LITERATURE THAT REFLECT AND ENHANCE THEIR STUDENTS' STUDY OF HISTORY AND SOCIAL SCIENCE.

- 3.1 Identify and recognize the purposes of different forms of dramatic literature.
- 3.3 Analyze interactions between main and subordinate characters in a literary text and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue and soliloquy.
- 3.5 Compare works expressing a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze the author's development of time and sequence, including the use of complex literary devices like foreshadowing and flashback.
- 3.9 Explain voice, persona, and choice of narrator affect characterization and tone, plot, and the credibility of a text.
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism and explain their appeal.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

WRITING STRATEGIES

WRITE COHERENT AND FOCUSED ESSAYS THAT CONVEY A WELL-DEFINED PERSPECTIVE AND TIGHTLY

REASONED ARGUMENT DEMONSTRATING AWARENESS OF AUDIENCE AND PURPOSE.

- 1.1 Establish coherent thesis and maintain tone and focus.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- 1.3 Create clear research questions and choose suitable research methods and sources.
- 1.4 Develop main ideas within the body of the composition and support them with evidence.
- 1.6 Integrate quotations and citations into written text maintaining the flow of ideas.
- 1.9 Revise and edit to improve organization and controlling perspective.
- 1.7 Use appropriate conventions for documentation in text, notes, works cited and bibliographies by adhering to the MLA style manual.

WRITING APPLICATIONS

WRITE ESSAYS OF AT LEAST 1,500 WORDS DEMONSTRATING A COMMAND OF STANDARD ENGLISH, RESEARCH, AND ORGANIZATION

- 2.1 Write autobiographical/biographical narratives with an emphasis on biography (show, not tell).
- 2.2 Write critical responses to literature demonstrating a grasp of significant ideas and supporting evidence through references to the text (thesis and support).
- 2.5 Write business letters to accomplish a specific task using conventional style.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

WRITE AND SPEAK WITH A COMMAND OF ENGLISH STANDARD CONVENTIONS

- 1.1 Identify and correctly use clauses (main and subordinate), phrases and mechanics of punctuation.
- 1.2 Understand sentence construction including parallel structure, proper placement of modifiers, consistency of verb tense and paragraph structure.

- 1.3 Demonstrate proper English usage and control of grammar.
- 1.4 Produce legible works with accurate spelling and punctuation.
- 1.5 Produce works which meet appropriate manuscript requirements including the integration of source and support material with appropriate citations.

Chemistry Essential Standards

5. Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:

a. *Students know* the observable properties of acids, bases, and salt solutions.

b. *Students know* acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.

C. Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.

8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:

a. *Students know* the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.

b. *Students know* how reaction rates depend on such factors as concentration, temperature, and pressure.

c. *Students know* the role a catalyst plays in increasing the reaction rate.

9. Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:

a. *Students know* how to use Le.Chatelier's principle to predict the effect of changes in concentration, temperature, and pressure.

b. *Students know* equilibrium is established when forward and reverse reaction rates are equal.

3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:

a. *Students know* how to describe chemical reactions by writing balanced equations.

b. *Students know* the quantity *one mole* is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.

c. *Students know* one mole equals 6.02. $\cdot^{23}$ particles (atoms or molecules).

d. *Students know* how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.

e. *Students know* how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

Earth Science Essential Standards

Dynamic Earth Processes:

Students know:

- Features of the ocean floor and provide evidence of plate tectonics.
- The principal structures that form the three different kinds of plate boundaries.
- Why and how earthquakes occur and the scales to measure their intensity.
- There are two kinds of volcanoes: one with violent eruptions and one with voluminous lava flow.
- The explanation for the location and properties of volcanoes that are due to hot spots and those that are to subduction.

Energy in the Earth System:

Students know:

- How differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
- Weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
- The effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean current.

Structure and Composition of the Atmosphere:

Students know:

- The thermal structure and chemical composition of the atmosphere.
- The location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation and its response to human activities.

California Geology:

Students know:

- The resources of major economic importance in California and their relation to California's geology.
- The principal natural hazards in different California regions and the geologic basis of those hazards.
- The importance of water in our society and the origins of California's fresh water supply.

Physics

Motion and Forces

1. Newton's laws predict the motion of most objects. As a basis for understanding this concept:
    a. *Students know* how to solve problems that involve constant speed and average speed. 60 MPH for 3 hours = 180 miles
    b. *Students know* that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law). A car will slide a long way on ice.
    c. *Students know* how to apply the law F=ma to solve one-dimensional motion problems that involve constant forces (Newton's second law). If you put an F350 engine put into a Volkswaggon, you'll get great acceleration.
    d. *Students know* that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law). If you punch the door, you'll probably break your fist.
    e. *Students know* the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth. A bowling ball and a marble dropped from the roof hit the ground at the same time.
    f. *Students know* applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed). Swing a sling around your head. There is a lot of tension (force) in the rope, but the sling doesn't speed up.
    g. *Students know* circular motion requires the application of a constant force directed toward the center of the circle. If you want your car to turn right, turn the wheel to the right.

Conservation of Energy and Momentum

2. The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:
    a. *Students know* how to calculate kinetic energy by using the formula $E=(1/2)mv2$. 500 kg car moving at 3 m/s has 4500 J of K.E.
    b. *Students know* how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) =mgh (h is the change in the elevation).

c. *Students know* how to solve problems involving conservation of energy in simple systems, such as falling objects.
d. *Students know* how to calculate momentum as the product mv.
e. *Students know* momentum is a separately conserved quantity different from energy.
f. *Students know* an unbalanced force on an object produces a change in its momentum.
g. *Students know* how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.

Heat and Thermodynamics

3. Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:
    a. *Students know* heat flow and work are two forms of energy transfer between systems.
    b. *Students know* that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.
    c. *Students know* the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.
    d. *Students know* that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.
    e. *Students know* that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.

Waves

4. Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:
    a. *Students know* waves carry energy from one place to another.
    b. *Students know* how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).
    c. *Students know* how to solve problems involving wavelength, frequency, and wave speed.
    d. *Students know* sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.
    e. *Students know* radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×108 m/s (186,000 miles/second).
    f. *Students know* how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.

Electric and Magnetic Phenomena

5. Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:
    a. *Students know* how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.
    b. *Students know* how to solve problems involving Ohm's law.
    c. *Students know* any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula Power = IR (potential difference) × I (current) = I2R.
    d. *Students know* the properties of transistors and the role of transistors in electric circuits.
    e. *Students know* charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.
    f. *Students know* magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.
    g. *Students know* how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.
    h. *Students know* changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.
    i. *Students know* plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.