

# Valencia High School

John Costanzo  
Principal



William S. Hart Union High School District  
Santa Clarita, California

## **FOCUS ON LEARNING**

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
ACCREDITATION SELF-STUDY

March 12-15, 2017

Welcome to Valencia High School! We are very pleased that you will be visiting our school and sharing your insights with us. We have put a lot of time and effort into this self-study and are excited to share our school with you. We have a great staff, great students, great parents, and a wonderfully supportive community. I am sure you will enjoy your visit and I am sure you can help guide our efforts towards future improvements.

Valencia High School has achieved a tremendous amount of success in both academics and athletics along with being a safe and healthy place for children to attend school. Our young people are among the highest achieving students, not only in the Wm. S. Hart Union High School District, but also in the county of Los Angeles and the State of California. Seventy-five percent of Valencia students who took an AP test in 2016 passed it, a higher rate than at any Hart District school. The award-winning Medical Science Academy has doubled in size since its inception, preparing students for post-secondary education in the health sciences field while supporting our Viking athletes through the Sports Medicine program. Successful students are those who have defined academic and career goals.

Our athletic teams are unparalleled, boasting multiple league, division, and state titles on a regular basis. The Pride of the Vikings Marching Band and Color Guard are consistently among the top in the state. Our Nanoscience and JROTC students support the local community via outreach into elementary schools. Special Education and general education students alike enjoy being a part of the largest Circle of Friends chapter in Santa Clarita. With over one hundred clubs, programs, and student-led groups on campus, Valencia High School has a place for every Viking.

We are grateful that you are coming to our school. We want to improve our practice and effectiveness. We want to find better ways to close the achievement gap in test scores and building upon our past success as we look to the future. We are committed to our cause and appreciate the time and effort you are putting into Valencia High School.

Sincerely,

John M. Costanzo  
Principal

# WASC Visiting Committee Members

**Mr. Don Williamson**

Visiting Committee Chairperson

Principal

Paloma Valley High School

**Ms. Maura Crossin**

Principal

Academy of Medical & Health Sciences, Roosevelt High School

**Dr. Marionette Dallas**

Teacher

Fulton College Preparatory School

**Mr. Hector C Gonzalez**

Teacher

Southwest High School

**Miss Jessica R. Insko**

Teacher

Narbonne High School

**Mr. Matt La Belle**

Assistant Principal

Moorpark High School

**Ms. Belen F. Pitones**

Spanish Teacher

Newport Harbor High School

**Dr. Lilia Postell**

Assistant Principal

Northridge Middle School

# Valencia High School

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**Sarah Delawder**, *Assistant Principal*  
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**Chad Powell**, *Assistant Principal*  
**Martha Spansel-Pellico**, *Assistant Principal*  
**Elizabeth Wilson**, *Assistant Principal*

# Valencia High School

## Leadership Team

### Department Chair(s)

<b>Counseling</b>	Justin Thomas
<b>English</b>	Victor Limon
<b>Fine Arts</b>	Christine Tavares-Mocha
<b>Foreign Language</b>	Laura Macias
<b>Math</b>	Charles Figueroa
<b>Physical Education</b>	Kevin Kornegay
<b>Practical Arts</b>	Melinda Wignal
<b>Science</b>	Gavin Klinger & Rick Phillips
<b>Special Education</b>	Lisa Duncan & Kristina Johnson

### Guidance Department

Justin Thomas, Department Chair  
Rhonda Carr, Counselor  
Kathy Ferry, Counselor  
Theresa Long, Counselor  
Kathy Rosenast, Counselor  
Jeannie White, Counselor  
Travis Wiese, Counselor

### Professional Development Team

Tiffany Bernier, **Special Education**  
Lisa Duncan, **Special Education**  
Nicole Ellis, **Science**  
Sheryl Grabow-Weiss, **Librarian**  
Eve Itaya, **English**  
Danielle Lahey, **Social Studies**  
Victor Limon, **English**  
Maya Loch, **Science**  
Joanne Lopez, **Physical Education**  
Laura Macias, **Foreign Language**  
Jerry Ostrove, **Practical Arts**  
Michelle Rivas, **Math**  
Stephen Whelan, **Fine Arts**  
Melinda Wignal, **Practical Arts**

# Valencia High School

## WASC Leadership Team

Eve Itaya, **Self Study Coordinator**  
Jennifer Burrill, **Self Study Co-Coordinator**  
Kathy Rosenast, **Self Study Co-Coordinator**  
Chad Powell, **Assistant Principal/ WASC Administrator**  
Martha Spansel-Pellico, **Assistant Principal**  
John M. Costanzo, **Principal**

### Focus Group Leaders

<b>A-Leadership</b>	Justin Thomas Travis Wiese
<b>B-Curriculum</b>	Sheryl Grabow-Weiss Brenda Monteleone
<b>C-Instruction</b>	Eve Itaya Danielle Lahey
<b>D-Assessment</b>	Jennifer Burrill Charles Figueroa
<b>E-Culture</b>	Michelle Fischer Kathy Rosenast Marci West

### Home Group Leaders

<b>Admin/Counseling</b>	John Costanzo/Justin Thomas
<b>English</b>	Victor Limon
<b>Fine Arts</b>	Christine Tavares-Mocha
<b>Foreign Language</b>	Laura Macias
<b>Math</b>	Charles Figueroa
<b>Physical Education</b>	Kevin Kornegay
<b>Practical Arts</b>	Melinda Wignal
<b>Science</b>	Gavin Klinger & Rick Phillips
<b>Special Education</b>	Lisa Duncan & Kristina Johnson

## **Valencia High School Vision Statement**

We are committed to forming a community of career and college ready Lifelong Learners who are: self-directed, critical & creative thinkers, technological innovators, effective communicators, responsible citizens, and healthy individuals.

## **Valencia High School Mission Statement**

We prepare students to meet the challenges of the future and to become responsible citizens through relevant learning opportunities, community involvement, innovative technology, and teamwork. Each student will develop the knowledge, skills, and character necessary to succeed.

## Preface: The Self-Study Process

The 2010-11 WASC onsite review afforded Valencia High School the opportunity to promote all the wonderful classes, programs and opportunities offered to students on the Valencia High School campus. It gave the school a chance to display Viking pride. We modestly flaunted everything that we believe makes Valencia a top high school. As a result, the WASC visiting committee lauded Valencia's professional staff, wide range of courses and extracurricular opportunities, and the extensive School-to-Career program. We were recognized for our commitment to ensuring that **all** students are prepared for the future. However, the visiting committee left behind a challenge: to integrate the "Focus on Learning" process into the culture of the school on a continual basis. This call to action has been the driving force behind Valencia's growth over the last three years.

Because our WASC journey has changed direction, our preparation has been very different. Instead of using WASC simply as a platform to show-off Valencia High School, we are now fully engaged in the process, rather than the product. After the midterm visit, we formed a site council leadership team, composed of all stakeholders; we revitalized the professional development team; we attended training offered by the district and we read current educational research; we trained the staff in establishing norms, engaging in dialogue and other means of working in successful collaboration; we created a new plan to increase student achievement called The Learning Cycle, involving the analysis of current reality data, the establishment of SMART goals, the incorporation of formative assessment, intervention and differentiation, and the ultimate use of summative assessment to establish new current reality. Valencia's commitment to this process is truly changing how Valencia stakeholders approach student achievement.

Obviously, this shift in Valencia's culture is still a work in progress. As Valencia shifts its culture to one in which all stakeholders are actively using this model, it is important for the school to continuously fine tune and evaluate its success. WASC always challenges us to question the extent of the stakeholders' buy-in. Developing means of accountability becomes a necessity. Consistent reflection and evaluation becomes a necessity. However, the ultimate measure of success will be increasing achievement for **all** students. This has been, and will continue to be the essential goal at Valencia High School.

Sincerely,

Eve Itaya  
FOL/Self-Study Coordinator



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# CHAPTER I

## STUDENT / COMMUNITY PROFILE



# Chapter I: Student / Community Profile

## A. General Background and History

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### 1. Community

Valencia High School has a rich tradition that spans two decades of service to the community. Our five core values reflect what we aspire for our students: caring and respect, integrity, learning, relevancy, and safety. Our guiding principle is that schools are for students and they exist to prepare every individual for the world that awaits them. Through the efforts of our committed staff and support personnel, as well as our parents and generous community, students find their way into the future. The Valencia High School family works together to ensure that our students are provided the best opportunities to grow and succeed while embracing lifelong learning.

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 as well as the Castaic community, an unincorporated area of the county of Los Angeles. With a population of 209,130 in December 2014, Santa Clarita is the third largest city in Los Angeles County and the 18th largest city in the State of California based on the 2014 Santa Clarita City profile. Santa Clarita has an average median household income of \$81,088, as compared to California at \$61,572.

*(Information found at [www.scag.ca.gov/Documents/SantaClarita.pdf](http://www.scag.ca.gov/Documents/SantaClarita.pdf))*

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 5<sup>th</sup> and 6<sup>th</sup> high schools in the district. It has begun to increase again as students from the Castaic community continue to enroll at Valencia High School; this enrollment is expected to fluctuate until a high school is built in the Castaic community.

The city of Santa Clarita, since its incorporation in 1987, has diversified in the population of its residents annually. From 2000 to 2014, the White population has decreased from 69.3% to 51.3%, whereas the Hispanic population has increased since 2000 from 20.5% to 32.4% in 2014.

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. Santa Clarita's breakdown is 51.3% white, 32.4 % Hispanic, 9.5% Asian and 3.4% African-American. Moreover, Santa Clarita's population is relatively young in age: the median age is 36.8 years-old, with approximately 29% falling between the ages of 35 and 54. The population of school aged children between the ages of 5 and 19 is 20%, with a drop in population of individuals between the ages of 20 and 34 to under 18%.

*(Information found at [www.scag.ca.gov/Documents/SantaClarita.pdf](http://www.scag.ca.gov/Documents/SantaClarita.pdf))*

The largest job sector, accounting for 24.4% in Santa Clarita, is in education and health. An additional 14.4% of the city's workforce is employed in the retail trade, followed by 12.2% in

manufacturing and wholesale, 7.9% in finance/insurance and real estate industries, 6.7% in construction and 3.8% in the wholesale trade. Thirteen percent of the City of Santa Clarita's workforce is in professional or specialized positions, while 12.5% fall into the leisure and service category, with the remainder of 5.1% falling in miscellaneous categories. The unemployment rate of Santa Clarita in 2008 was 4.9%.

*(Information found at [www.scag.ca.gov/Documents/SantaClarita.pdf](http://www.scag.ca.gov/Documents/SantaClarita.pdf))*

Santa Clarita's population is well-educated: 88.1% of adults at least 25 years of age have completed high school or higher. Thirty one percent of those 25 years or older have completed Bachelor's degree or higher. People in the city are more educated when compared to the Los Angeles County average, in which only 43% have attained some college or higher. This indicates a greater likelihood for professionals and technical employees residing in the city.

*(Information found at [www.scag.ca.gov/Documents/SantaClarita.pdf](http://www.scag.ca.gov/Documents/SantaClarita.pdf))*

The William S Union High School District is not currently receiving Title III funding. Valencia High School is not a Title I school and is not getting Title I funding.

The parents of 91 percent of the students at VHS have attended college and 62 percent have a college degree. This information can provide some clues to the level of literacy children bring to school.

Valencia High School utilizes additional resources for our small population of English Learners. These include English Language Advisory Committee (ELAC) and district-level English Language Advisory Committee (DELAC). ELAC and DELAC offer an open line of communication between parents and administration to meet the needs of English Language Learners.

Valencia High School, in conjunction with the Valley Industrial Association (VIA) and the School and Business Alliance, has developed a School-to-Career program that serves as a model for school districts across the country.

Valencia High School has an active Parent Advisory Committee (PAC), which provides all stakeholders with information, presentations, financial support and even teacher appreciation, including monthly lunches for the entire staff. Additional parent organizations support Valencia High School by raising money for our athletics and arts programs.

There are numerous athletic and performing arts programs at Valencia High School. These include: cross-country, golf, tennis, volleyball, basketball, soccer, football, baseball, softball, swimming and diving, track and field, lacrosse, wrestling, band/color guard, cheerleading, dance, hip hop, choir, and theatre arts. Our Associated Student Body (ASB) is a strong organization that supports all programs and clubs on campus. Over the last ten years, our student cheering section, Viking Nation, has grown to be one of the premier student clubs in our valley. These programs, along with over seventy student clubs, help to foster unity and a sense of belonging for our students at Valencia High School.

For a small population who require additional support regarding drug and alcohol addiction issues, Valencia High School provides a free and confidential program for both parents and students. CADRE, which stands for Comprehensive Alcohol and Drug Reduction and Education, is a district wide option that parents can choose to help ensure that their students remains drug and alcohol free. The program offers random drug testing at Valencia High School during the school day. The TIDE program, or Training and Intervention in Drug intervention, offers parents further assistance with their teens' addiction by providing referral services, support groups, drug education and other resources within the extended community to work with our students.

During the last two years, the Regional Occupational Program (ROP) has taken a new path by aligning itself with the state Career Readiness program; it is now referred to as Career and College Readiness (CCR) These courses provide students with the academic and technical skills, knowledge, and training necessary to succeed in future careers. Valencia High School has developed a coherent, articulated sequence of rigorous, academic, and career technical courses, creating a pathway for students to follow throughout their four years. Our pathways are maintained in partnership among secondary and post-secondary educational institutions, local businesses and employers. Currently we have fourteen pathways for our students to participate in.

Last year Valencia created a career academy in the area of medical science. The Medical Science Academy, known as MSA, was established to create an education plan for driven students, preparing them for positions in the medical field, Students are introduced to various medical careers and are given the tools to research each one. This program provides real life internship opportunities, incorporates medical studies into every core course, and allows for hands on learning experiences.

College of the Canyons, (COC) the local community college and all the district schools including Valencia, have dual enrollment classes for current juniors and seniors. The enrollment process is similar to that of the college students, but also includes parents and counselors in the process. Additionally, every semester COC offers College Now courses on the high school campuses for the students to take.

Along with the other comprehensive high schools in the valley, Valencia High School participates in the Every 15 Minute program on an every other year basis. This program was started in order to help decrease adolescent drunk and distracted driving incidents. This program is a joint collaboration between the Hart School District, the California Highway patrol, and California Office of Traffic Safety, in partnership with the City of Santa Clarita and the LA County Sheriff's department. All stakeholders witness the dramatization of an automobile accident, caused by an intoxicated adolescent driver, followed the next day with personal stories and experiences in a memorial type setting. Since its inception, this program has proven to be both relevant and meaningful, affecting the choices our students make for themselves and others.

## **2. Staff Description**

The Valencia High School certificated staff is currently comprised of 123 teachers, six administrators, seven counselors, two psychologists, and one library-media teacher, with two teachers teaching an additional period.. Valencia High School staffing has fluctuated with the

student enrollment, with a high of 138 teachers in 2003/2004. During this 2016/2017 school year, 97.5 percent of the teachers are fully credentialed. 2.5 percent (or three) of our teachers currently hold an internship credential and one teacher in the area of special education is currently on a long-term substitute permit. Valencia High School's certificated staff is divided into the following ethnic groups: 105 white, 2 American Indian, 1 Pacific Islander, 4 African American, and 11 Hispanic. All Valencia High School's administrators hold a master's degree.

The certificated staff is complemented by an excellent classified staff and other support personnel. The Valencia High School Classified staff is broken down into 54 paraprofessionals (45 female and 9 male), 17 office and clerical staff (16 female and 1 male), and 19 other classified staff (3 women and 16 men). The ethnic breakdown of the 90 classified staff members include 50 White, 6 African Americans, 33 Hispanic, 2 Filipino, and 1 American Indian.

Additionally, Valencia has a full time Campus Resource Officer (L.A. County Sheriff's Deputy) stationed on the campus and a half-time Career Coach, funded through the local community college, College of the Canyons (COC).

### **3. WASC Accreditation History**

Valencia High's last full WASC accreditation visit was conducted on March 20-23, 2011. The school received an accreditation term of six years with a mid cycle progress report. During the 2011 Self-Study process the following Critical Areas of Need were determined by the Valencia High School staff/stakeholders:

- Goal #1: Valencia High School will close the achievement gap between our high academically performing subgroups and our subgroups performing at a lower level.
- Goal #2: Valencia High Schools' English Learners will have access to the school-wide curriculum with increased achievement levels.
- Goal #3: Valencia High School will increase the percentage of students meeting "a-g" requirements.

#### **Valencia High School Mission**

Valencia High School prepares students to meet the challenges of the future and to become responsible citizens through relevant learning opportunities, innovative technology, and teamwork. Each student will develop the knowledge, skills, and character necessary to succeed..

#### **Valencia High School Vision**

We are committed to forming a community of career and college ready, self-directed lifelong learners who are critical & creative thinkers, technological innovators, effective communicators, responsible citizens, and healthy individuals.

## Our Values

- Self-advocacy
- Perseverance
- Engagement
- Effective communication
- Proper character and citizenship
- Teamwork
- Relevance
- Learning through the extended classroom
- Compassion
- Tolerance
- Perseverance/ handling adversity
- Respect for each other and the classroom
- Self-directed learners
- Independent thinkers
- Creative thinkers
- Healthy
- Importance of the arts

## School's Values Statement

Caring	Each person has value and feels supported.
Respect	Each person makes unique contributions, which we recognize and appreciate. Each person contributes to maintaining a clean and beautiful campus.
Integrity	Each person strives to demonstrate responsibility, positive character, and honesty in their lives, and to reinforce it in others.
Learning	We believe all students can learn. We hold high expectations for success of all students and staff. We promote creativity and innovation. Each person will be given an equal opportunity to participate in our educational programs. We will work to help all students succeed.
Relevancy	We promote lifelong learning through a curriculum that is relevant to students, staff, and community members.
Safety	Students have a right to learn. Teachers have a right to teach. School is a place where all feel safe and belong, where risks can be taken without fear of failure.

## Valencia High School Motto:

“Learning for Life”

## Valencia High School's Schoolwide Learner Outcomes (SLO's)

### SELF-DIRECTED, LIFELONG LEARNERS

- create short and long term EDUCATIONAL GOALS
- work INDEPENDENTLY or COLLABORATIVELY to achieve common goals
- demonstrate learning in CHALLENGING subject matter
- demonstrate ACHIEVEMENT in reading, writing and mathematics ACROSS THE CURRICULUM
- demonstrate an understanding of career opportunities and THE ROLE EDUCATION PLAYS in attaining career goals

### CRITICAL AND CREATIVE THINKERS

- Demonstrate sound DECISION MAKING skills
- Use higher order thinking skills to ANALYZE and INTERPRET information and problem solve
- ACCESS, EVALUATE, ANALYZE, and use information from a variety of resources to meet personal and curricular needs.
- Able to use reading STRATEGIES and techniques to improve comprehension of content materials.
- Able to use mathematical CONCEPTS to solve both hypothetical and real-life situations.

### EFFECTIVE COMMUNICATORS

- EXPRESS themselves completely in written and oral form
- Exhibit COLLABORATIVE and presentational ability that meets or exceeds academic expectations

### RESPONSIBLE CITIZENS

- Are CULTURALLY aware and understands the importance of arts in society
- Behave in a manner that demonstrates respect for cultural DIVERSITY and INDIVIDUAL differences
- Behave in a way that demonstrates an understanding of the CHARACTER VALUES that underlie society

### TECHNOLOGICAL INNOVATORS

- Utilize technology for COMMUNICATION
- Function EFFECTIVELY with technology

### HEALTHY INDIVIDUALS

- Are physically FIT
- Are aware of balanced nutrition and the correlation between and ACTIVE lifestyle and good HEALTH



## 4. Program Improvement

Valencia High School is not a Title 1 school and is not in Program Improvement.

## 5. LCAP Identified Needs and Goals

Parents, students, school administrators, school site professional development coaches, community members, and representatives from the District's two employee bargaining units were actively involved in the development of the District's Local Control and Accountability Plan (LCAP). Input was solicited from various parent and community groups. The Parent Communication Council (PCC) serves as the Parent Advisory Committee to the LCAP Stakeholder Committee. The PCC includes one or more parent representatives from each school in the District. Members of the PCC provide input to the needs assessment, review District goals, and serve as liaisons with their school's Parent Advisory Councils. This group was instrumental in determining and refining the actions for the Parent Engagement goal. A second Parent Advisory Committee to the LCAP Stakeholder Committee was the District English Learner Advisory Committee (DELAC). The DELAC secretary, as well as an ELD teacher representative, were both members of the LCAP Stakeholder Committee. The members of the DELAC made recommendations that were specific to the needs of our English Learners and Long-Term English Learners. Other groups that have contributed to the development of the District's LCAP plan are the District Student Communication Council (SCC) which includes at least one student representative from every school, the District Advisory Council (DAC) which is comprised of parents, students, teachers, and classified personnel and the District Administrative Council which includes school site principals and District administrators. On June 24, 2015 at a Special Board Meeting/Public Hearing, the LCAP was approved by the Hart District Governing Board.

Based on District wide data analysis and input from all stakeholders, the following six goals were adopted by the William S. Hart School District:

- **Goal #1:** Ensure that all students have access to highly qualified teachers, safe, orderly, and uncrowded school facilities in good repair, and standards-aligned textbooks.
  - **Metrics:** Annual report of credential monitoring, Safe School Plans, and Williams Report
- **Goal #2:** Narrow the achievement gap in literacy and math between high and low performing groups
  - **Metrics:** SBAC/CAHSEE/CELDT/AMAOs 1-2, EL reclassification rate, Student Grade Reports
- **Goal #3:** Increase graduation rate and the number of students prepared for college and career by enrolling students in a broad course of study that includes a third year of math and science and CTE/ROP courses.
  - **Metrics:** High School graduation rate percentage, "A-G" completion rate, 3+ on AP Exams, EAP results, ROP/CTE enrollment, number of 9th grade students with 4-year plan in NAVIANCE, JHS Non-Promotees

- **Goal #4:** Decrease truancy rate, out of class and out of school disciplinary actions for disruption and defiance.
  - **Metrics:** CDE annual report for attendance and chronic absenteeism, Infinite Campus
- **Goal #5:** Implement Common Core State Standards into all classrooms for all students, including English Learners and Special Education.
  - **Metrics:** Percent of teachers observed using CCSS standards and strategies, percentage implementation based on classroom observations.
- **Goal #6:** Increase Parent Engagement
  - **Metrics:** Sign-in sheets, number of parents accessing health/wellness centers, number of parents actively involved in site PAC/PTA/PTSA

In the 2015-2016 school year, Valencia High School identified three school-wide goals that align with our Single Plan for Student Achievement (SPSA) as well as the District's LCAP goals # 2 and #3. The SPSA is typically reviewed on a yearly basis and is approved by School Site Council for that year. In 2016-17, the Williams S, Hart Union High School District is not requiring the school to develop a current school plan, since no Title I money is being received in the District. Last year's goals are as follows:

- **School Goal #1:** All students will demonstrate an increase in English Language Arts proficiency. (LCAP goal #2)
- **School Goal #2:** All students will demonstrate an increase in math proficiency. (LCAP goal #2)
- **School Goal #3:** All English Learners will demonstrate an increase in English proficiency. (LCAP goal #2)
- **School Goal #4:** Increase the percentage of students meeting "a-g" requirements and all students will graduate from high school prepared for college and career. (LCAP Goal #3)

## B. School Program Data

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Valencia High School provides a myriad of programs for all students. During the end of their 8th grade year, students attend a Welcome to High School presentation, offered by the VHS counselors. Then, each student is provided the opportunity to meet with a counselor individually to discuss their freshman schedule. Students are able to follow the college prep track or challenge themselves with a more rigorous path involving AP and Honors courses. Valencia High School offers a college preparatory program designed and approved to meet the University of California (UC) “A-G” requirements.

All students have the opportunity to enroll in Advanced Placement and Honors courses throughout their high school career. Advancement Placement courses are offered in eighteen subjects. Valencia students who are juniors or seniors are required to complete 220 credits in order to graduate. Students graduating in 2019 and beyond will be required to complete 230 credits as an additional year of math is now being required for graduation. A modified non-college preparatory program is available to students within Special Education. These options include General Education credits in lieu of college preparatory courses, in addition to programs that offer a Certificate of Completion instead of a diploma.

### VHS Graduation Requirements

<b>English</b>	40 credits	<b>Science</b>	10 credits (Life) 10 credits (Physical)
<b>Math</b>	20 credits <i>(30 credits for class of 2019)</i>	<b>Health</b>	2.5 credits
<b>Social Science</b>	30 credits Mod Civ US History Gov/Econ	<b>General Electives</b>	72.5
<b>Practical Arts</b>	5 credits	<b>Physical Education</b>	20 credits
<b>Fine Arts</b>	10 credits	<b>Pass Algebra</b>	Required

Valencia High School follows the district wide graduation requirements. Each student has the opportunity to initially create their own four year plan in order to prepare them for their post-secondary plans. The students then follow up with their counselor to adjust their plan as necessary, before they register for the upcoming school year. Beginning in 2015, all students have had access to the CCR courses, and juniors and seniors are able to attend COC for dual course enrollment as well as academic advancement.

## Daily Schedule

Valencia High School has traditionally followed the same class schedule since its opening. This year a “late start” Wednesday adjusted schedule was initiated to allow staff time for collaboration, professional development, department meetings, student intervention and tutoring time. Although it was not fully embraced at its inception, it is now something all stakeholders benefit from. The majority of students begin at 8 am, with second period. A limited number of first period courses, starting at 7 am, are offered each year for those students needing an alternative schedule or additional coursework. Some students attend beyond the traditional day, meeting after 3 pm for programs including: Athletics, Theater, Speech and Debate, Academic Decathlon and Mock Trial.

### Regular Bell Schedule

Period	Time	Minutes
Period 1	7:00 - 7:55 AM	55
Period 2	8:01 - 8:56 AM	55
Brunch (1st)	8:56 - 9:07 AM	11
Period 3	9:17 - 10:12 AM 9:02 - 9:57 AM	55 55
Brunch (2nd)	9:57 - 10:08 AM	11
Period 4	10:18 - 11:18 AM	60
Period 5	11:24 - 12:19 PM	55
Lunch	12:19 - 12:55 PM	34
Period 6	1:05 - 2:00 PM	55
Period 7	2:06 - 3:01 PM	55

Valencia High School piloted a required freshman seminar class for the district. This course includes navigating high school, planning for the future, time management, career interest inventories, introduction to Naviance, as well as many other topics. A nine week course, taught in tandem with the required Health class, is an amazing introduction to the College and Career readiness program the culminates with a senior project.

For our special needs students, matriculation meetings are held during the last quarter of the 8th grade year. In these meetings, the most appropriate placement for the upcoming year is determined for each special needs student. Resource and SDC programs are provided for students and often times, the programs are blended so that student can access the least restrictive environment.

## **Intervention**

Valencia High School offers a structured Intervention Program, supported by the District's Office of Special Programs and a site-based Intervention Coordinator. Over the past five years Valencia High School has had an ongoing intervention program that consisted of two days of open library, along with individual intervention classes two days a week for Algebra, Geometry, English, and Modern Civilization. Students were recommended by teachers and counselors to participate in these interventions on a regular basis. Additional courses designed to support underperforming students targeting CAHSEE Math and English were incorporated into the after school programs. Due to changes, the Intervention program has undergone some adjustments. With the elimination of the CAHSEE, intervention classes are no longer offered solely for those tests. After school intervention is still offered in the areas of Mathematics and English. Each area has an intervention specialist who works with teachers and students to create a supportive learning environment for the students in need. This year, on late start Wednesdays, there is specific targeted intervention in all content areas. Along with the structured programs, many teachers in a variety of subject areas offer before school, lunch and after school help to their students, both in groups and on an individual basis. \_

Additional courses have been created to help those students who, at the semester, are still in need of additional help and support in the areas of Algebra and Geometry. Students who are struggling in these areas take a prep class that provides extra support to help them strengthen their skills. Along with these prep courses, Valencia is piloting a math fundamentals class, linked with a study skills class, for incoming freshman who were either non promotees or who are struggling and need additional help. These courses are taught in a block format and the teacher has created an extremely motivating and supportive intervention plan for these students.

Valencia High School offers EL classes to students whose primary language is not English. These students are tested using the California English Language Development Test (CELDT), in four areas: listening, reading, speaking, and writing. The level the student scores determines their placement in one of the five following courses: ELA 1,2,3,4 or General Education English. Many of these students are not only enrolled in the EL course, but a traditional English course as well. EL students have access to instructional assistants in many of their classes and are provided with additional support as needed on an individual basis. All EL students are monitored, regardless of enrollment in EL class.

Valencia High is not a Title 1 school; therefore, it does not receive funding under this program.

Approximately 12% of VHS students are part of the free and reduced lunch program. Intervention programs for the socio-economically disadvantaged students include the interventions that are available to all students. Students who are identified as Homeless, under the federal McKinney-Vento Homeless Assistance Act of 1987, are offered a number of services at Valencia High School in accordance with the law. Once identified, counselors meet with the student to do a needs assessment, determining what supplies, services, and/or support the students and families require. This may include, but is not limited to, free school supplies including PE clothes, backpacks, notebooks, and writing utensils. In addition, students have access to fee waivers for the SAT, ACT, and AP tests. These students are also invited to participate in the annual Operation School Bell program, in which the Assistance League of Santa Clarita invites students and parents one night a semester to a local retail store to shop for over \$100 in free school clothing and are also provided a gift card to Payless for shoes. These students are identified in the Infinite Campus system by a tag on their student screen so that all staff are able to identify them, and can provide them with these services and supplies as needed.

Valencia High School and the William S. Hart School District provide additional support to socioeconomically disadvantaged students, including Foster Youth and Homeless, through programs including Family Promise, Foster Ed-Connect, TAP card for transportation and SCFS for tutoring. Last year the William S Hart School District created two new certificate full-time positions, Social Workers, to support all students struggling with social, emotional, financial, and/or attendance issues. These Social Workers work in conjunction with the District's Child Welfare and Attendance personnel.

Over the last five years we have offered an evening presentation put on by one of our teachers entitled: *The Value of an Education*. This is offered to all students, but is especially targeted to families of students who are struggling either academically or motivationally. The information presented provides students and parents strategies to improve communication and progress in classes.

Valencia High School has the largest number of students with special needs in the district--over 368 students (11.5%) participate in the special education program. Valencia strives to create an environment in which all special needs students feel supported and safe. Programs include Resource, SC1 ,SC2, and SC5. Valencia High School provides students with the least restrictive environment in the sincere belief that all children, regardless of ability, deserve access to rigorous and relevant education with the necessary supports needed to succeed. All special needs students are provided access to the courses that interest them. Mainstreaming is done wherever and whenever possible and students are fully included in all classes they are enrolled in. Accommodations and modifications are used when students require additional support to be successful. These include, but are not limited to, adapting assignments, providing additional time and peer tutors, differentiating instruction, and reducing class size. Along with the academic support provided, Valencia High has a Circle of Friends program that links general education students with special needs students and provides them with mentorship and a thriving social environment. This program allows students to eat lunch together, attend school functions as a group and participate in outside activities with each other. It has been wonderful to see how these relationships have not only benefitted the students while at Valencia, but friendships have been created that continue long past high school graduation.

Each special needs student is provided with an IEP based upon a thorough review of assessments that is designed to meet their needs and address their learning challenges. The IEP is created by a team comprised of a special education teacher, school psychologist, teacher, parent and student. Additional professionals, such as an EL teacher, speech pathologist, or DIS counselor may also be involved. The meeting of the IEP team, led by the case manager, is used to identify goals, accommodations and resources to support that student's achievement. The student is then placed in classes that will meet their needs. Many of the students are placed in general education courses with a study skills class for support, while others may be placed in a more restrictive environment depending on their needs. Each case manager is responsible for a certain number of students and they follow them throughout the year, working with them to increase their success and self-esteem. An administrator and counselor works with the case manager to make sure the students are correctly placed and are given the necessary supports that they need throughout the day. During the IEP process, graduation options may be discussed as well. There are three basic options for graduation:

- Students will participate in the general education setting and complete 220 (230 starting in 2019) units. They will have access to all courses with possible accommodations as needed.
- Students may take courses that have been modified (Basic English, Math and Science). These courses meet district graduation requirements, but are taught in smaller environments with curriculum and instructional modifications.
- Graduation requirements are adjusted and students earn what is known as a Certificate of Completion. This certificate is given to students who meet their goals, but are not able to complete the traditional graduation requirements.

### **Online Instruction**

Currently Valencia High does not offer online instruction. In select circumstances, a student may take courses for remediation through a WASC accredited institution. Besides being accredited, courses must be UC approved and district approved.

### **Focused Programs**

Valencia High School is made up of a variety of academically, culturally, and socioeconomically diverse students. VHS provides programs to promote excellence, encourage growth, and prepare all students for post-secondary opportunities. Some career-oriented programs include:

- Armed Forces Reserve Officer's Training Corp (ROTC),
- REACH (Reaching Excellence at College Heights),
- Gifted and talented offerings such as Honors and AP courses
- Career Pathways
- Career and Technical Education (CTE) previously Regional Occupational Programs (ROP)
- Special Education Programming including
  - Resource Program (RS)
  - SC1, SC2, SC5
- English Language Learners (ELL)

Valencia High students are able to participate in over thirty-five College and Career Readiness (CCR) courses. Two years ago there was a shift in the program and we transitioned from the ROP program to the CCR program. The program has developed into Career Pathways that are structured to follow a multi-year course sequence beginning with an introductory course and culminating with a capstone course and possible state certification. These classes take place in a traditional classroom setting, meeting anywhere from five to ten hours a week. The weekly meetings are based on allotted credits given to each course. There is a CTE specialist on campus who enrolls and advises students on educational opportunities in the CTE program. In the past only juniors and seniors were allowed to take these courses as of now all students are eligible to take CTE courses. Counselors continue to encourage all students to participate in CTE classes.

Valencia High School has continued to lead the way in the CTE pathways over the years. Currently there are fourteen pathways at VHS. These pathways include:

- Business
- CAD/Drafting
- Computer Science
- Culinary Arts
- Environmental Studies
- Graphic Design
- Health/Medical Services
- Instrumental Music
- Journalism
- Leadership
- Studio Arts
- Theater Arts
- Video Production
- Vocal Music

To be eligible for pathway certification, students must complete specific courses as well as meet all criteria. Students who fulfill all requirements by their senior year receive Career Pathway certificates and cords at a special awards evening. The School and the District are continuing to develop and restructure Career Pathways, with the addition of introductory and capstone classes in each area of interest. Valencia High School has 1336 students enrolled in twenty-eight CTE courses in the fall semester of 2016, with an additional eighty-eight students in twenty-eight district CCR courses.

In 2015, the Sports Medicine Program, a fast growing pathway, transitioned into an academy. The Medical Science Academy began in the Fall of 2015 with a freshman class totalling sixty-four students. Throughout the year, an additional five students were added to the class and the 10th grade class is now made up of sixty-nine students. The incoming freshman class this year contains sixty students. The academy has a solid four year plan that will help students to continue their post secondary education in the health fields with a wealth of knowledge and experience. Over the years, first through the sports med pathway and now through the MSA Academy, the students have won many awards and received community accolades for their achievements.

Another new course that has been created is the AP Computer Science Principles class. It introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to fruition.



To appeal to a broader audience, including those often underrepresented in computing, this course highlights the relevance of computer science by emphasizing the vital impact advances in computing have on people and society. By focusing the course beyond the study of machines and systems, students also have the opportunity to investigate the innovations in other fields that computing has made possible and examine the ethical implications of new computing technologies. This is an introductory class that will help students follow the computer science pathway and prepare them more thoroughly for their post-secondary education.

Valencia High School starts students as freshman thinking about their interests and inevitably their post-secondary plans. The majority of freshman take the 9th Grade Career Seminar class and explore the question, "Who Am I?" through assignments about their own strengths, weaknesses, skills and interests. They learn to use the Naviance system by completing personality, college, and career match surveys. Additionally, students explore pathways and complete a four-year plan with their counselor.

Sophomores focus on career awareness. Counselors present to sophomores during their social studies class. The students utilize the results from Naviance to identify and explore potential occupations. Sophomores are encouraged to investigate many helpful applications and links that will assist them in answering the age old question: "What do I want to be when I grow up?" while developing effective strategies to achieve their career goals.

During the first semester, all juniors attend an all day off-campus conference called "Connecting to Success." There is a keynote address and breakout sessions taught by local business leaders. Topics include:

- Ethics in the workplace
- Building Your Image
- Money Smarts

During the Spring semester, juniors are required to participate in a four hour Junior Job Shadow. Students choose a career option and arrange to shadow an employee in that field for at least a half day to experience the work environment.

Seniors focus on the transition to post high school life, with an emphasis on post secondary education. Seniors are required to take the Career Exploration class, a one semester class involving a minimum forty-five hour internship with a mentor. At the end of the semester, seniors create a ten minute presentation based on their internship experience to share with teachers and community members. During the class, students refer back to the Naviance system and complete the personality and career match surveys, then compare and reflect on how they have changed and grown during their high school experience.

Valencia High School has shifted the AVID program to a district program called REACH. REACH is a college preparatory program designed for students within the 2.5 - 3.5 GPA range or higher who demonstrate a genuine desire to attend a four year college or university. These students are often the first-generation in their families to attend college, they may be from lower socio-economic backgrounds, or they are otherwise underrepresented in the post-secondary demographic. REACH encourages students in the academic middle or in specific underperforming target groups to achieve greater academic success by offering additional support for their rigorous classes and with the college application process. REACH provides tutorial support, academic counseling, guidance in college search and selection, career exploration and awareness, college representatives as guest speakers and SAT/ACT preparation. The students participate in biannual field trips to local universities. The goal of the program is to promote university awareness, preparation, and attendance directly after high school.

Special Education students are provided a variety of opportunities to fine tune their post-secondary college and career plans. Transition goals are written into every IEP and reviewed yearly in order to help the students develop their plans and be prepared to continue on after high school. The Special Education program has an important partnership with the Disabled Students Programs and Services (DSPS) office at College of the Canyons. An annual field trip is taken to provide the students with the information they need in order to apply to, attend, and succeed at COC. This field trip introduces them to a variety of individuals who they will work with in the future. Additionally, Valencia High School offers a Workforce Prep class for special education students. The class is made up of twelve to fifteen juniors and seniors who have qualified for the Department of Rehabilitation and demonstrate a desire to be in the program. The students receive work preparation skills, including individual and group interviewing, job searching, on-the-job performance and job retention. Each student has an opportunity to earn up to 200 hours of paid work, as well as a certificate of completion when they finish. These opportunities help to promote post-secondary choices for special needs students.

The Safe School Ambassador program (SSA) is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. Student bystanders see, hear, and know things adults don't, can intervene in ways adults can't and are often on the scene of an incident before an adult. They are a critical and under-utilized resource for positively impacting the crisis of bullying in schools. Valencia High School has approximately sixty students involved in its program with eight adult leaders. New students are trained each year. The program provides a proactive, preventative approach to keeping students safe at VHS.

Valencia High Associated Student Body (ASB) is a program that requires a great deal of investment by both the staff and the students. Students participate both during school hours and outside of school hours to help promote positive school spirit at Valencia High. During the year, ASB plans for Homecoming, dances, Prom, fundraisers, rallies, support for sports programs and a myriad of other events and activities. Over the past ten years, the "Viking Nation" has developed as an offshoot of ASB. The group cheers the athletics teams in a creative, spirited and supportive way. As a group, the Valencia ASB fosters an environment of tolerance and inclusion of all students.

## C. Demographic Data

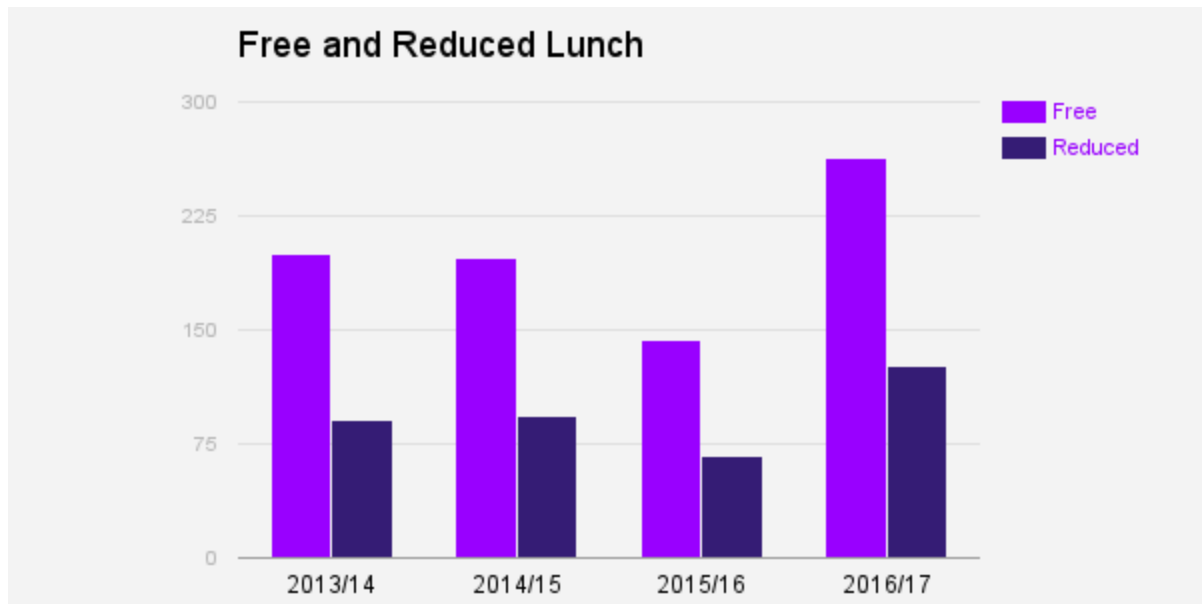
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### Parent Education Level

Education Level	Percent
Other Graduate Degree	10.8%
Master's Degree	37.1%
Bachelor's Degree	36%
Some College	11.8%
High School	1.6%
Other	2.7%

### Free and Reduced Lunch Program Participation

The number of Valencia High School students participating in the Free and Reduced Lunch Program has seen an increase over the past few years. The 2016/17 has 263 students on Free lunch and an additional 126 students on reduced lunch.



## Student Enrollment

Valencia High School's overall enrollment has fluctuated over the last four years in regards to boundary lines and open enrollment. Along with the full time students at Valencia High School, we also have dual enrolled students who are on campus at least two periods a day or more. These include students from Hart at Home, Learning Post, and JROTC. The enrollment list below is the number of full time students. In the current school year, there are 3174 current students, 1557 females and 1617 males.

### Enrollment by Grade Level

Grade Level	2013-2014	2014-2015	2015-2016	2016/2017
9	862	806	731	749
10	769	831	823	768
11	790	734	820	812
12	653	806	729	845
<b>Total</b>	3074	3177	3103	3174

The Valencia High School student body is a diverse group of students which mirrors the ethnic distribution of the City of Santa Clarita. The ethnic distribution of the student body is 46.9% White, 26.5% Hispanic, 4.5% African American, 16.3% Asian, Filipino, and Pacific Islander, and .15% American Indian. English Language Learners come from forty-seven different countries and constitute 3.7% of Valencia High students. Fifty-five percent of the English Language Learners are native speakers of Spanish.

### Population Based on Ethnicity

	2013/14	2014/15	2015/16	2016/17
<b>Hispanic</b>	787	840	827	842
<b>American Indian</b>	1	2	2	2
<b>Pacific Islander</b>	5	6	4	5
<b>Asian, Not Hispanic</b>	282	291	284	294
<b>Filipino</b>	181	203	213	221
<b>African American, not Hispanic</b>	132	126	138	142
<b>White, not Hispanic</b>	1559	1547	1454	1490
<b>Two or more races, not Hispanic</b>	127	162	181	178
<b>Total</b>	3074	3177	3103	3174

### Enrollment by Gender

	2013/14	2014/15	2015/16	2016/17
<b>Male</b>	1547	1604	1567	1599
<b>Female</b>	1527	1573	1536	1575

Special education students account for 11.6% of Valencia High School’s student population. Valencia High School’s special education department includes the following programs:

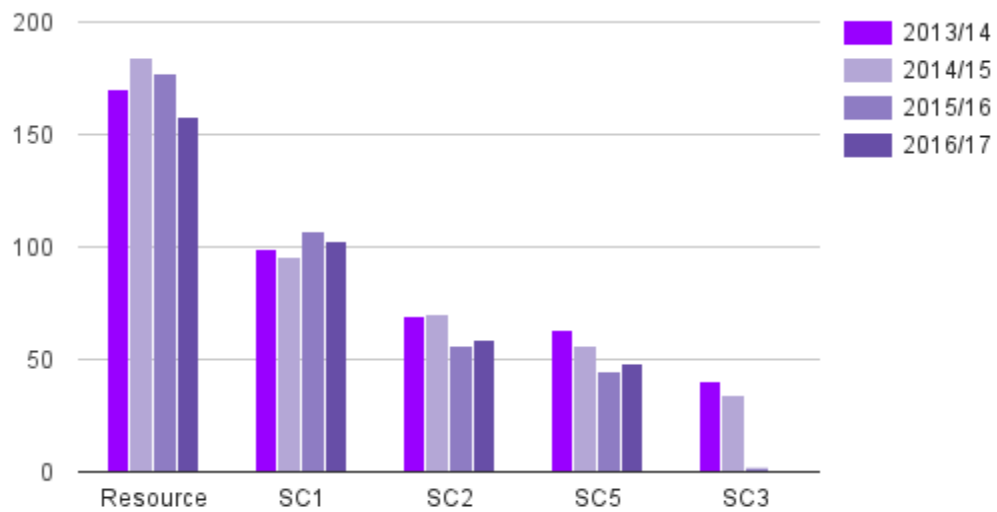
- Resource, which services students in a mainstream setting.
- SDC1, which services students with learning disabilities with a modified curriculum and setting.
- SDC2, which services students with cognitive disabilities with modified functional skills curriculum and setting.
- SDC5, which services students with multiple handicaps with a daily living skills curriculum.

Over the past five years the the Special Education program at Valencia High School has changed. Two years ago the SDC3 program, which accommodated our students with emotional difficulties, was moved to another district high school. Most of those students moved at that time, while a few stayed in order to graduate from Valencia. Even with the loss of those students, the special education program numbers continue to fluctuate, especially between the Resource and SDC1 students.

### Enrollment by Special Education Designation

<b>Designation</b>	2013/14	2014/15	2015/16	2016/17
<b>Resource</b>	170	184	177	158
<b>SDC1</b>	99	96	107	103
<b>SDC2</b>	69	70	59	59
<b>SDC5</b>	63	56	45	48
<b>SDC3</b>	40	34	2	0
<b>TOTAL</b>	441	440	390	368

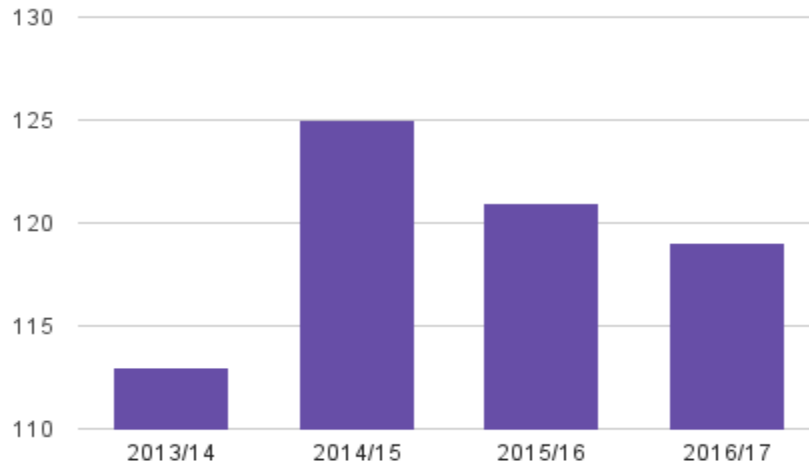
### Special Education Enrollment



### English Language Learners

While the school population has remained relatively stable, Valencia’s English Language Learner (ELL) population has decreased over the last few years.

### English Language Learners



## D. Data on the Eight State Priorities:

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### Conditions of Learning

The total certificated staff in 2016-2017 is composed of 64 males and 59 females. The ethnicity of our certificated staff is 85% White, 8% Hispanic, 3% African American, 2% American Indian, and 1% Other Asian. The Administrative Team is comprised of one Principal and five Assistant Principals with a support staff of three Administrative Assistants. The Counseling Department currently has seven Counselors and two Counseling Secretaries. The school is also supported by a Registrar, Library staff, College and Career specialist, Textbook Clerk, Health Assistant, two School Psychologists, three Speech Pathologists, Athletic Director, Associated Student Body (ASB) Advisor, and many other classified personnel, including office staff, custodial staff, and campus supervisors.

Valencia High School's teaching staff is well educated, dedicated, and experienced. The majority of the Valencia High School certificated staff has an average of sixteen years of experience in education; 52% of the staff has been in the William S. Hart district for over sixteen years. There has been a recent turnover in our Certificated staff population--23% of the staff has been recently hired during the last three years. Of Valencia's 123 teachers, 79% have a CLAD certification or the equivalent. 35% have a Career Technical Education (CTE) Credential, 14% are Nationally Board Certified and 67% of the certificated staff has a Master's Degree or higher. The Valencia teaching staff has a 90% attendance rate on a daily basis. The regular school day consists of seven 55-minute periods; teachers are assigned to teach five of those periods. Modified schedules throughout the year include minimum days, Planning Wednesdays with a late start, reverse minimum days, rally schedules, disaster drills, and professional development (pupil-free days) days.

The Professional Development program at Valencia High School continues to focus on improving instructional practice with the purpose of positively impacting student achievement. Staff members meet weekly as part of our late start program on Wednesday mornings. This time has been set aside for professional development opportunities, department collaboration (including SMART Goal development and review), Common Core lesson plan development, Lesson Study, and WASC related activities. During the 2013-2014 school years, Valencia High had three Common Core Content Team Leaders in English Language Arts and three more in Math. These teachers assisted their peers in the implementation of the Common Core State Standards. Starting last year, a Literacy Coach position was established on campus. The Literacy Coach primarily supports teachers with Common Core implementation and Lesson Study practice. The Literacy Coach is a member of the Professional Development team and assists teachers in utilizing information gained from training sessions. The Literacy Coach is given specific training through the District. PD materials for the last two school years are located on a dedicated website (linked to the school website) and are accessible by all Valencia High School teachers. Ongoing professional development opportunities have also been provided by the District. The District has offered a variety of teacher trainings on a wide variety of topics. Teachers can sign-up for as many workshops as they like and are paid for their time. Valencia High School's efforts are consistent with the William S. Hart School District's three year focus on the implementation of Common Core Standards based curriculum and instructional materials.

All students at Valencia High School have been provided State approved instructional materials and have access to the most current curriculum in the classroom.

<b>WASC Dates</b>	
August 9	WASC focus group prompts reviewed
August 24	SMART Goals: Expectations with Department Chairs
September 2	SMART Goals Due
September 14	Focus Group evidence collection
September 21	Focus Group evidence collection
October 26	Focus Group evidence analysis
November 9 morning	SMART Goals Review
November 9 afternoon	Focus Group evidence analysis (critical areas of need)
November 30	Focus Group: whole group discussion/analysis
December 7	Focus Group: whole group discussion/analysis
January 18	Staff Meeting: WASC Visit Q&A
January 25	SMART Goals Review
February 8	Mock Focus Groups
February 15	Mock Focus Groups Debrief
March 12-15	WASC Visit
March 29	SMART Goals Review



<b>Late Start Wednesday Meetings</b>	
Fall	
Aug. 17	Faculty
Aug. 24	Professional Development
Aug. 31	Department
Sep. 7	Professional Development
Sep. 14	WASC
Sep. 21	WASC
Sep. 28	Department
Oct. 5	Professional Development
Oct. 12	Professional Development
Oct. 19	Faculty
Oct. 26	WASC
Nov. 2	Professional Development
Nov. 9	Department
Nov. 16	Professional Development
Nov. 23	WASC
Nov. 30	WASC
Dec. 7	WASC

<b>Late Start Wednesday Meetings</b>	
Spring	
Jan. 11	Faculty
Jan. 18	WASC
Jan. 25	Department
Feb. 1	Professional Development
Feb. 8	WASC
Feb. 15	WASC
Feb. 22	Department
Mar. 1	Faculty
Mar. 8	WASC
Mar. 15	Professional Development (week of WASC Visit)
Mar. 22	Professional Development
Mar. 29	Department
Apr. 12	Faculty
Apr. 19	Professional Development
Apr. 26	Professional Development
May 3	Department
May 10	Professional Development
May 17	Faculty
May 24	Professional Development

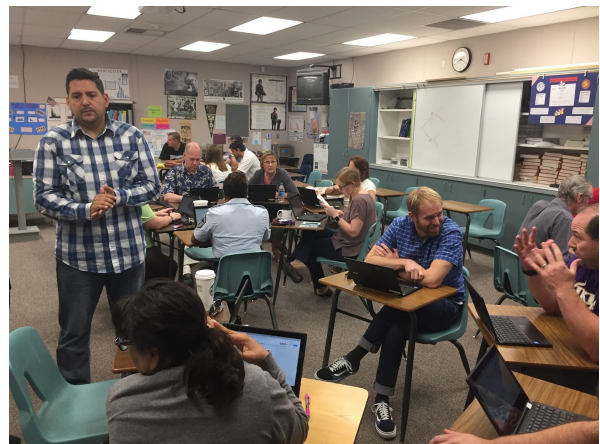
Valencia High School's Professional Development program is researched based and builds upon the concepts of autonomy, mastery, and purpose. It has been past practice to set aside approximately twenty hours per year for dedicated professional development training. Our program this year divides that time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

1. Individual Professional Goals (7 hours)
2. Department Goals (2 hours)
3. School Goals (WASC time)
4. District Goals (8 hours)
5. Record Keeping (1)

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

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

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



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

### 2016-17 Professional Development Meetings/Topics

Fall	Category 1 Individual Professional Goals	Category 2 Department Goals	Category 4 District Goals
Aug. 24	<u>Teacher Requested Presentations</u>	<u>Gathering Data</u>	<u>CCR Anchor Standards Presentations</u>
Sep. 7 <i>Presentations begin with Writing 4 and Tech Foundations</i>	<b>Technology Foundations:</b> This VHS presentation is focused on helping teachers attain foundational understandings of instructional software such as Google Docs and Google Classroom.	Teachers are given time to design assessments that measure Department Goals and to collect data related to those goals (quarterly).	<b>Reading 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Oct. 5 <i>All Presentations available</i>			<b>Writing 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
Oct. 12 <i>All Presentations available</i>	<u>Purpose Driven Activities</u> Most teachers will be working autonomously or in small cohorts pursuing their own professional learning. This is documented on activity logs that are kept and shared in Google Sheets.		<b>Speaking &amp; Listening 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Oct. 20 (2hrs) <i>All Presentations available</i>			<b>Math Practice 4:</b> Model with mathematics
Nov. 2	Teachers are given regular support by PD coaches who check in on their progress and present themselves as resources.		
Nov. 16 <i>All Presentations available</i>			<i>All presentations will emphasis differentiated instruction and using technology to enhance instruction</i>

Spring	Category 1 Individual Professional Goals	Category 2 Department Goals	Category 4 District Goals VHS Presentations
Feb. 1 <i>All Presentations available</i>	<u>Teacher Requested Presentations</u> <b>Technology Foundations and Beyond:</b>	<u>Gathering Data</u> Teachers are given time to design assessments that measure Department Goals and to collect data related to those goals (quarterly).	<u>CCR Anchor Standards Presentations</u> <b>Reading 2:</b> Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas. <b>Writing 4:</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. <b>Speaking and Listening 6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <b>Math Practice 6:</b> Attend to precision
Mar. 2 (2hrs) <i>All Presentations available</i>	This VHS presentation is focused on helping teachers to go beyond a foundational understandings of instructional software such as Google Docs and Google Classroom.		
Mar. 15 <i>All Presentations available</i>			
Mar. 22 <i>All Presentations available</i>	<u>Purpose Driven Activities</u> Most teachers will be working autonomously or in small cohorts pursuing their own professional learning. This is documented on activity logs that are kept and shared in Google Sheets.		
Apr. 19 <i>All Presentations available</i>			
Apr. 26 <i>All Presentations available</i>	Teachers are given regular support by PD coaches who check in on their progress and present themselves as resources.		
May 10 <i>All Presentations available</i>			
May 24 <i>All Presentations available</i>			

\*Category 3 refers to school wide goals and is addressed in 2016-17 by the WASC self-study process.

The purpose of the PAR Program is precisely what the name suggests: Peer Assistance and Review. The primary goal is to provide both newer teachers (those who have a clear credential with fewer than three years of full-time teaching experience) and 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. Additionally, the WSHUHSD offers a two year induction program, Beginning Teacher Support and Assessment (BTSA), for all new teachers to help prepare preliminary credential holders to qualify for a professional clear credential.

WSHUSD has made it a priority to acquire updated standards-aligned instructional materials. For the current school year, instruction materials for Algebra, Geometry, and Alg 2 Trig have been purchased and all teachers have been trained in using the new materials. The District Teacher on Special Assignment (TOSA) is continually updating and creating new materials to be used in the classroom by all math teachers in those levels. District designed unit/module tests are given and routinely reviewed in order to provide the best possible learning environment for our students.

Valencia High School has always strived to implement the current standards. The curriculum has been adapted to meet the California Standards. The English department has established district-wide performance tasks that are given to all 9th, 10th, and 11th grade students once per semester. Release time is provided for all English teachers to grade and norm the performance tasks as a group. The math department is incorporating more writing prompts and activities into their classes. The Science department is continually working to adapt the curriculum to meet the upcoming NGSS standards.

Since August 1994, Valencia High School has continued to provide a safe, clean, and healthy atmosphere conducive for student learning and social development. Valencia High School has not yet been through re-modernization. However, Valencia High School has completed many improvement projects across the campus, most notably are three new science classrooms and a science core rebuilt as a wet lab space in 2014. The new construction includes two new science portables, the remodel of two existing science rooms, along with the remodel of the science core. Additionally, with the construction and remodel came new flooring, cabinetry, student desks and chairs, drop-down electricity, computers, projectors, document readers, and two seventy inch televisions per room equipped to handle all the viewing and computer needs for student teaching and presentations. Furthermore, we added a Career Technical Education (CTE) classroom and remodeled an existing career technical education classroom. Each of these CTE classrooms has the same new furniture and equipment as the science classes. One classroom has robotics and the other has 3-D printers and a new laser engraver. Lastly, we have just refinished the Valencia High School theater stage, creating a safer, cleaner environment for our performers.

During the summer of 2015, Proposition 39 monies made it possible for us to replace the fluorescent lighting to LED lighting, the old roofs to new composite roofing, and the air conditioning units to newer, more efficient and quieter ones. The entire campus is saving energy and money. Most importantly, the air-conditioners are now quiet in the classrooms allowing for a fuller, richer learning environment.

Valencia High School has twelve employees responsible for custodial, grounds, and maintenance work on campus. Quarterly inspections are conducted by the District through an outside agency. Needed repairs or any safety concerns are noted and with expediency, addressed. Examples are slip, trip, and fall hazards, as well as keeping safe the evacuation routes indicated in the safety plan. Over this past year, our groundsmen and plant manager replaced broken sprinklers and piping, ran soaker hose and adjusted our watering schedule, thereby decreasing Valencia High School's water usage by 30%, over 9 million gallons!

All courses meeting the "D" laboratory "A-G" UC requirements have laboratory facilities in the classroom or have access to the science core lab facility that includes water, gas, and safety equipment, such as goggles, a fire blanket and extinguisher, eyewash, and shower. The teacher-supervised, hands-on laboratory activities that are directly related and support the curriculum constitute a minimum of 20% of class time. All chemicals are stored in the chemical storage area that is well ventilated, locked, and contains separate cabinets for flammables, acids, and bases. All chemicals are organized according to MSDS standards for safety.

### **District Policies and School Financial Support**

Valencia High School receives funding from the district office for various programs such as: Intervention, Professional Development, and ELD. Funds are allocated based on the District's LCAP.

The District also provides all high schools with funding from the state-level. The District has received funding at the rate of \$7,811 per student in 2014-15, \$8,637 in the 2015-16, and an estimated \$9,223 for the 2016-17 school year. The school site receives a percentage of that money based on the Average Daily Attendance (ADA) of Valencia High School.

## UC/CSU “A--G” Rate Completion

Since the last WASC visit in 2011, the overall rate of students meeting the UC/CSU “A-G” requirements has fluctuated. The completion rate continued to rise until the 2014/15 school year when it took a dip and then bounced back the following year. With more courses being offered and more opportunities opening up for the students, this rate should continue to grow over the upcoming years. The course approval list is updated on a yearly basis by the counseling department. Students who are part of the general education population are enrolled in UC approved courses in the areas of English, math, social studies, science, foreign language, and fine arts. Students are encouraged to take more than just the minimum to meet the “A-G” requirements in order to allow them the largest array of opportunities as they enter their post-secondary education.

### “A-G” Completion Rates

	2012/13	2013/14	2014/15	2015/16
<b>Students enrolled in UC approved courses</b>	96%	96%	97%	97%
<b>Students meeting UC “A-G” requirements</b>	64%	69%	63%	66%

At Valencia High School, the Algebra program has been adjusted over the last four years. With the onset of Common Core, the district, in partnership with the junior high and high schools, has worked to create a more fluid path from one level to the next. The majority of students who enter Valencia High School as freshmen are enrolled in Algebra. Up until last year, any student who did not pass the first semester of Algebra would have to repeat the class, thus many found themselves off-track for the remainder of high school. With so many changes happening in math, a few new courses were created for the 2015/16 school year. In conjunction with the district, two new classes were created for students still struggling at the end of the first semester: Algebra Prep and Geometry Prep. These intervention courses prepare students to retake Algebra or Geometry with better success. These students then enrolled in Algebra the following year or repeated Algebra over the summer through a district program. This does seem to help struggling students be more prepared the second time around. This year, the district implemented a district wide math placement test. This score, in addition to the 8th grade math test score and junior high school math grades, insures better math placement during freshman year.



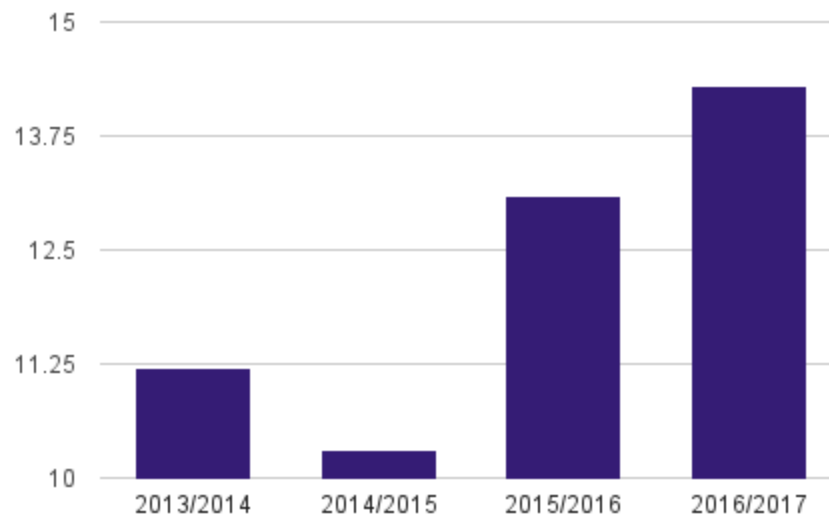
Honors Algebra was created for those who might not be completely ready for Geometry, but need more of a challenge. This course covers the Algebra curriculum as well as a unit that was formally taught in Pre Calculus. Students who continue on the Honors Math path after completing freshman Honors Algebra are typically eligible to enroll in AP Calculus during their senior year. The first year that Honors Algebra was offered, there were three sections totalling 113 freshman; this year, with the implementation of the above mentioned placement test, there are currently five sections totalling 157 students.

Along with general education Algebra and Honors Algebra, we offer a SDC1 Basic Algebra class and this year we have added an Algebra Fundamentals class for those students who scored below the 30% mark on the test and received a D or F in math during their 8th grade year.

### Algebra Placement

	2013/2014	2014/2015	2015/2016	2016/2017
<b>Grade 9</b>	373	463	540	486
<b>Grade 10</b>	49	28	43	115
<b>Grade 11</b>	5	3	8	21
<b>Grade 12</b>	7	17	33	44
<b>Alg Fundamentals</b>				48
<b>SDC1 Basic Alg</b>	51	42	56	24
<b>Basic Math App</b>				32

**Percentage of 9th Graders Taking Below Algebra**



Although it may appear that the number of students who are in a class lower than Algebra in 9th grade seems to have increased over the last four years, it is important to note that the number of students that have to repeat Algebra has gone down. During the 2014/15 school year, 137 freshman had to retake Algebra during the second semester, whereas during the 2015/16 school year, only 108 had to repeat Algebra. Of those 108, almost half took the class over the summer and are currently enrolled in Geometry.

At Valencia High School, there are numerous co-curricular and extracurricular activities. We field eighteen CIF governed athletic teams, each comprised of a Frosh, JV, and Varsity level. Approximately 1,000 students participate annually in our athletic program. Valencia High School's marching band, flags team, cheer, theater, Choir, hip hop and dance programs expand our co-curricular offerings and include a diverse cross section of our student body.

In addition to the above activities, students have numerous opportunities to participate in clubs and organizations on campus, as indicated by the following chart.

<b>Club Name</b>	<b>Advisor</b>	<b>Room</b>	<b>Members</b>
A Novel Idea	Mrs. Itaya	503	48
American Mathematics Competition	Mrs. Rivas	829	19
Anime Club	Mr. Minkus	801	78
Asian Culture Club	Ms. Blok	501	131
Breast Cancer Awareness	Mr. Broers	828	10
California Scholarship Federation	Ms. Henry	505	450
Circle of Friends	Mrs. Johnson	817	326
Comedy Club	Mr. Limon	927	16
Community Outreach	Mrs. Forbes	605	77
Computer Science Club	Mr. Ostrove	830	13
Direct Effect	Mr. Hayes	619	16
Dungeons & Dragons Club	Ms. Grimes	101	37
Echo Music	Mrs. Feeder	205	22
Equity Club	Mr. Whalen	522	14
Equestrian Team	Mrs. Valentine	103	8
Find & Follow	Mr. Cuyler	615	95
Foreign Language Club	Mrs. Langdon	934	43
Furry Friends	Mrs. Forbes	605	185
Future Business Leaders of America	Mr. Mifflin	510	4
Generations	Mrs. Kalmer	204	97

High School Democrats of America	Mr. Marcucilli	807	5
Hiking Club	Mrs. Itaya	503	71
Humanities Club	Mr. Marcucilli	807	28
Injustices of our Justice System	Mr. Gilkey	815	18
Junior State of America	Mr. Hayes	619	7
Key Club	Mrs. Komen	517	174
Kindness Club	Mrs. Villalvazo	937	99
Kpop Club	Mrs. Villalvazo	937	5
Medical Science Academy	Mr. Monteleone	705	7
Miles for Charity	Mr. Gilkey	512	64
Model United Nations	Ms. Blok	501	33
National Art Honor Society	Mrs. Pharis	104	53
National Honor Society	Mr. Ostrove	830	360
Open Mic Club	Mr. McKee	516	72
Pencils of Promise VHS	Mrs. Monteleone	808	16
Politiclub	Mrs. Feeder	205	33
Project Linus	Mrs. Monteleone	808	2
Smash Club	Mr. Spann	818	41
Spikeball Club	Mrs. Ferry	Counseling	46
STEMs Club	Mrs. Duran	207	9
Student Counselors	Mrs. Desso	206	102
Student Task Force	Mrs. Langdon	934	77
Tesoro Tutors	Mrs. Itaya	503	39
The Humanitarian Network	Mr. McKee	516	107
UNICEF	Mr. McKee	516	18
Valencia Paintball Club	Mr. King	826	65
VHS Surf Club	Mrs. Burrill	810	95
VHS Vikings Water Safety	Mr. Bechtholdt	923	16
VIBES	Ms. Blok	501	71
Viking Nation	Mr. Albert	ASB/704	98
WAGS	Mrs. Itaya	503	93
<b>Total Members:</b>			<b>3638</b>

## Pupil Achievement Outcomes

Valencia High School has gathered data over the past six years from the California Standards Tests (CSTs), California High School Exit Exam, (CAHSEE), Early Assessment Program (EAP), California Assessment of Student Performance and Progress (CAASPP) and National Assessments, including the SAT, ACT, and AP exams.

In the spring of 2015, when Valencia High School tested 660 11th grade students on the ELA Performance CAASPP, 65% met or exceeded the standards on the summative ELA/Literacy section. This score was 8% lower than the District average and 9% higher than the State average. In the following year, Valencia's score jumped to 83%, which was 1% percent higher than the district average and 24% higher than the state average. The rise in scores can be predominantly attributed to the major changes in test administration, to increased student and teacher investment and to the variety of programs that Valencia High School implemented in order to raise the scores. Though Valencia High's stakeholders are pleased in regards to the CAASPP progress, it is clear that there remains additional room for growth.

2014/15 - California Standard Tests - All Students  
Student Performance Summative ELA/Literacy 11th Grade

	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Total % Standard Met/Exceeded</b>
<b>Hart District Percentage in Each Achievement Level</b>	9%	17%	38%	35%	73%
<b>Valencia HS Percentage in Each Achievement Level</b>	13%	22%	40%	25%	65%

2015/16 - California Standard Tests - All Students  
Student Performance Summative ELA/Literacy 11th Grade

	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Total % Standard Met/Exceeded</b>
<b>Hart District Percentage in Each Achievement Level</b>	6%	13%	36%	46%	82%
<b>Valencia HS Percentage in Each Achievement Level</b>	5%	11%	36%	47%	83%

2014/15 - CAASPP - Valencia High School - ELA/Literacy - 11th Grade by Ethnicity

	<b>All Students</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Hispanic Or Latino</b>	<b>Filipino</b>	<b>White</b>	<b>Two or More Races</b>
<b># of Students</b>	660	56	36	186	37	309	35
<b>Average Scale Score</b>	2607.6	2668.2	2582.7	2579.2	2670.1	2604.7	2643.5
<b>% Standard Exceeded</b>	13	48	14	14	46	24	44
<b>% Standard Met</b>	22	34	39	40	46	41	25
<b>% Standard Nearly Met</b>	40	18	36	28	8	18	25
<b>% Standard Not Met</b>	25	0	11	17	0	16	6

Results for Student Claims Performance Category ELA/Literacy  
 11th Grade Valencia HS - Average Percentage  
 2014/15

	<b>Below Standard</b>	<b>At/Near Standard</b>	<b>Above Standard</b>	<b>Total % of Students At/Near or Above Standard</b>
<b>Reading</b>	15	51	34	85
<b>Writing</b>	17	46	37	83
<b>Listening</b>	19	64	17	81
<b>Research/ Inquiry</b>	12	52	36	88

Results for Student Claims Performance Category ELA/Literacy  
 11th Grade District - Average Percentage  
 2014/15

	<b>Below Standard</b>	<b>At/Near Standard</b>	<b>Above Standard</b>	<b>Total % of Students At/Near or Above Standard</b>
<b>Reading</b>	11	47	42	89
<b>Writing</b>	11	40	49	89
<b>Listening</b>	13	63	24	87
<b>Research/ Inquiry</b>	8	46	46	92

CAASPP Valencia High School ELA/Literacy 11th Grade by Ethnicity

2015/16

	<b>All Students</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Hispanic Or Latino</b>	<b>Filipino</b>	<b>White</b>	<b>Two or More Races</b>
<b># of Students</b>	776	73	25	199	52	381	45
<b>Average Scale Score</b>	2664	2712.4	2631.4	2631.1	2704.2	2666.2	2682.1
<b>% Standard Exceeded</b>	47	77	32	32	67	47	55
<b>% Standard Met</b>	36	15	44	42	27	38	34
<b>% Standard Nearly Met</b>	11	7	16	17	6	10	11
<b>% Standard Not Met</b>	5	1	8	10	0	5	0

Results for Student Claims Performance Category ELA/Literacy  
 11th Grade Valencia HS - Average Percentage  
 2015/16

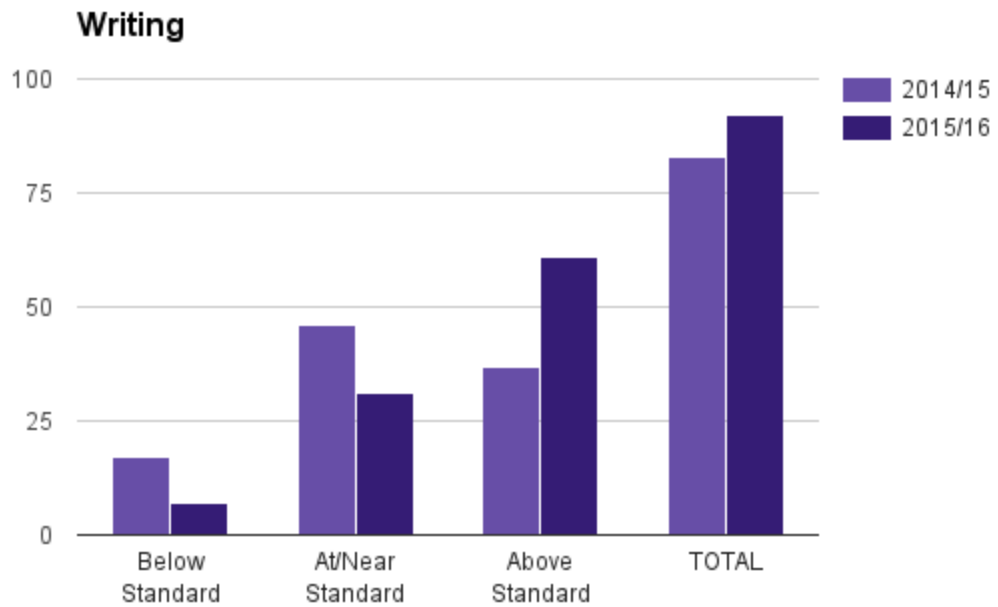
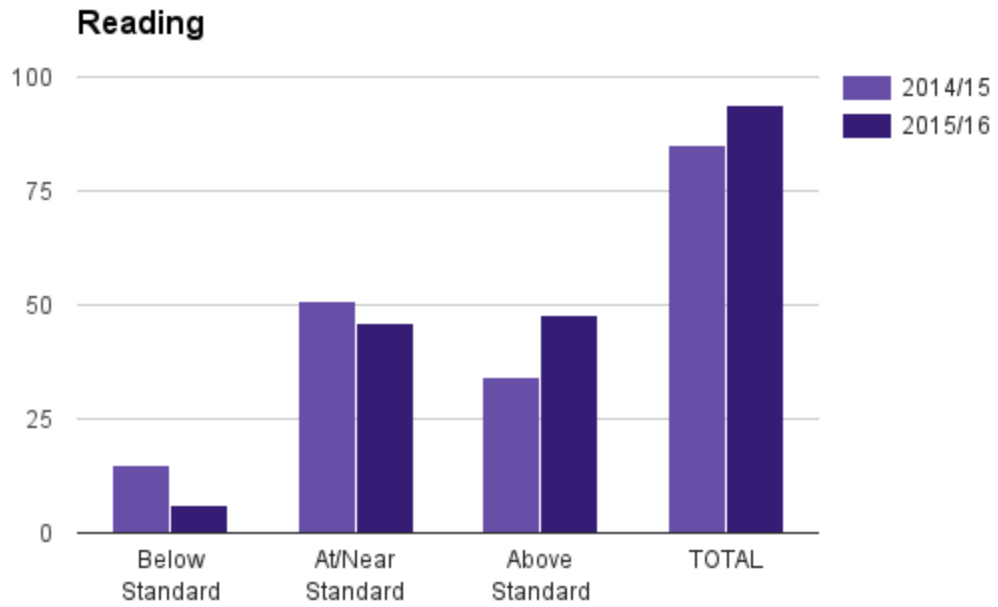
	<b>Below Standard</b>	<b>At/Near Standard</b>	<b>Above Standard</b>	<b>Total % of Students At/Near or Above Standard</b>
<b>Reading</b>	6	46	48	94
<b>Writing</b>	7	31	61	92
<b>Listening</b>	6	60	34	94
<b>Research/Inquiry</b>	5	39	56	95

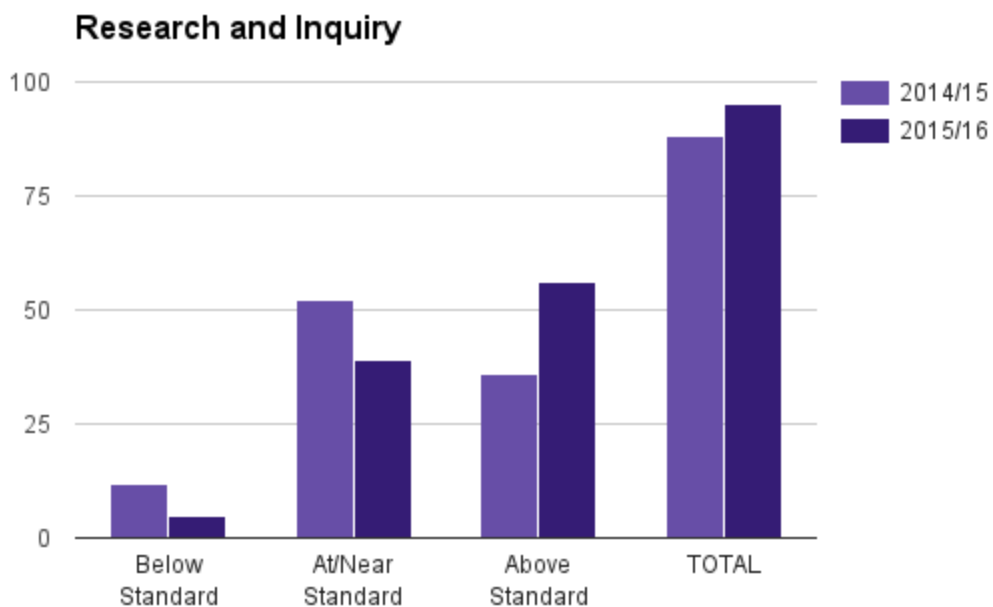
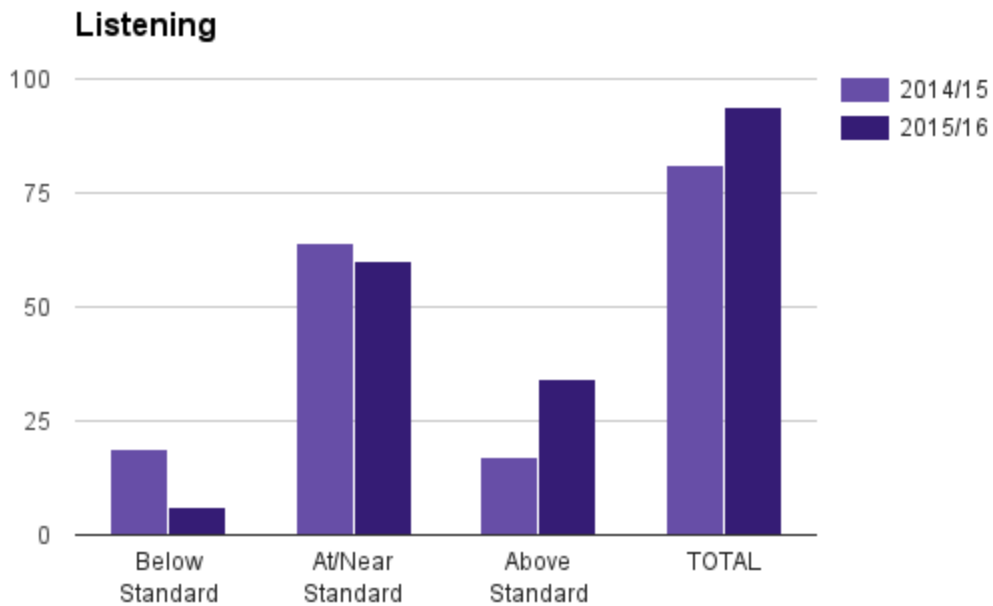
Results for Student Claims Performance Category ELA/Literacy  
 11th Grade District - Average Percentage  
 2015/16

	<b>Below Standard</b>	<b>At/Near Standard</b>	<b>Above Standard</b>	<b>Total % of Students At/Near or Above Standard</b>
<b>Reading</b>	8	47	46	93
<b>Writing</b>	6	34	59	93
<b>Listening</b>	7	61	32	93
<b>Research/Inquiry</b>	5	39	56	95



ELA/Literacy Comparisons  
2014/15 and 2015/16





Valencia High School tested 776 students on the ELA Claims Performance Categories in the spring of 2016. Valencia students scored at or above the District average of students at/near or above standard. Even though the Valencia students scored increasingly higher than in the previous year, stakeholders realize that there is definitely room for additional growth and plan to continue to refine ways to help students be better prepared in the future. Further analysis reveals that there was major growth in our underrepresented populations. The data shows that there still is an achievement gap, however there was a sizeable increase of 20% or more in the Standard Met and Standard Exceeded for both African American and Hispanic populations.

2014/15 - California Standard Tests - All Students  
 Student Summative Performance CAASPP Math 11th Grade

	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Total % Standard Met/Exceeded</b>
<b>Hart District Percentage in Each Achievement Level</b>	29%	27%	27%	17%	44%
<b>Valencia HS Percentage in Each Achievement Level</b>	32%	29%	26%	13%	39%

2015/16 - California Standard Tests - All Students  
 Student Summative Performance CAASPP Math 11th Grade

	<b>Standard Not Met</b>	<b>Standard Nearly Met</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>	<b>Total % Standard Met/Exceeded</b>
<b>Hart District Percentage in Each Achievement Level</b>	25%	25%	28%	22%	50%
<b>Valencia HS Percentage in Each Achievement Level</b>	24%	24%	28%	25%	53%

Valencia High School Summative Performance Math  
11th Grade by Ethnicity  
2014/15

	<b>All Students</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Hispanic Or Latino</b>	<b>Filipino</b>	<b>White</b>	<b>Two or More Races</b>
<b># of Students</b>	660	56	36	186	37	309	35
<b>Average Scale Score</b>	2586.4	2665.8	2560.7	2561.0	2636.5	2579.6	2643.5
<b>% Standard Exceeded</b>	13	34	3	6	14	24	44
<b>% Standard Met</b>	26	39	22	22	43	41	25
<b>% Standard Nearly Met</b>	29	14	31	34	30	18	25
<b>% Standard Not Met</b>	32	13	44	38	14	16	6

Valencia High School Summative Performance Math  
11th Grade by Ethnicity  
2015/2016

	<b>All Students</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Hispanic Or Latino</b>	<b>Filipino</b>	<b>White</b>	<b>Two or More Races</b>
<b># of Students</b>	774	73	25	199	52	379	45
<b>Average Scale Score</b>	2625.8	2720.2	2568.4	2576.5	2656.5	2629.3	2657.9
<b>% Standard Exceeded</b>	25	56	12	15	27	24	32
<b>% Standard Met</b>	28	29	28	19	42	30	32
<b>% Standard Nearly Met</b>	24	11	16	26	21	26	25
<b>% Standard Not Met</b>	24	4	44	40	10	21	11

Results for Student Claims Performance Category Math  
 11th Grade Valencia HS - Average Percentage  
 2014/2015

	<b>Below Standard</b>	<b>At/Near Standard</b>	<b>Above Standard</b>	<b>Total % of Students At/Near or Above Standard</b>
<b>Concepts and Procedures</b>	36	39	26	65
<b>Problem Solving Modeling &amp; Data Analysis</b>	27	60	13	73
<b>Communicating Reasoning</b>	19	62	19	81

Results for Student Claims Performance Category Math  
 11th Grade District - Average Percentage  
 2014/2015

	<b>Below Standard</b>	<b>At/Near Standard</b>	<b>Above Standard</b>	<b>Total % of Students At/Near or Above Standard</b>
<b>Concepts and Procedures</b>	34	39	27	66
<b>Problem Solving Modeling &amp; Data Analysis</b>	23	54	23	77
<b>Communicating Reasoning</b>	18	59	23	82

Results for Student Claims Performance Category Math  
 11th Grade Valencia HS - Average Percentage  
 2015/2016

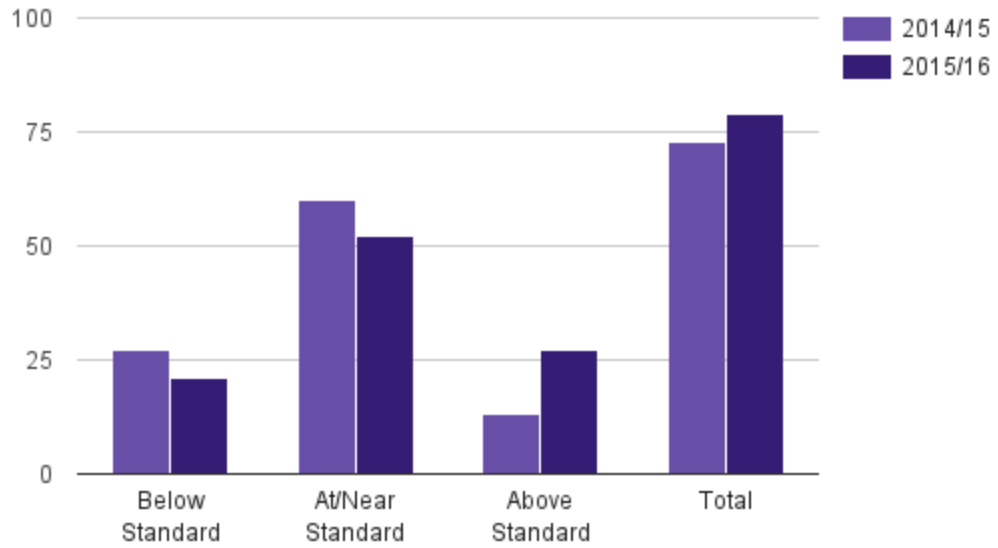
	<b>Below Standard</b>	<b>At/Near Standard</b>	<b>Above Standard</b>	<b>Total % of Students At/Near or Above Standard</b>
<b>Concepts and Procedures</b>	29	34	37	71
<b>Problem Solving Modeling &amp; Data Analysis</b>	21	52	27	79
<b>Communicating Reasoning</b>	13	54	33	87

Results for Student Claims Performance Category Math  
 11th Grade District - Average Percentage  
 2015/2016

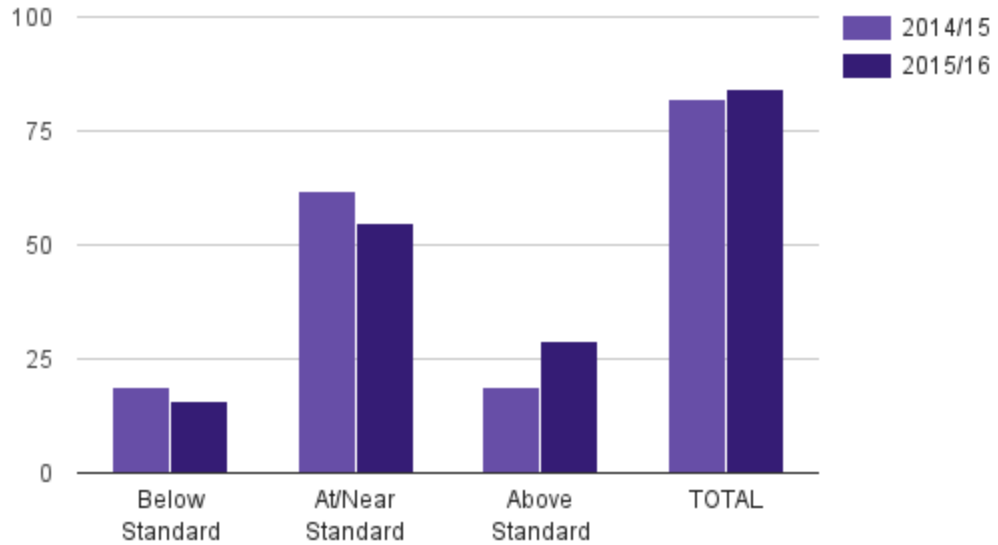
	<b>Below Standard</b>	<b>At/Near Standard</b>	<b>Above Standard</b>	<b>Total % of Students At/Near or Above Standard</b>
<b>Concepts and Procedures</b>	31	34	35	69
<b>Problem Solving Modeling &amp; Data Analysis</b>	50	54	25	79
<b>Communicating Reasoning</b>	16	55	29	84

Math Comparisons  
2014/15 and 2015/16

**Problem Solving, Modeling & Data Analysis**

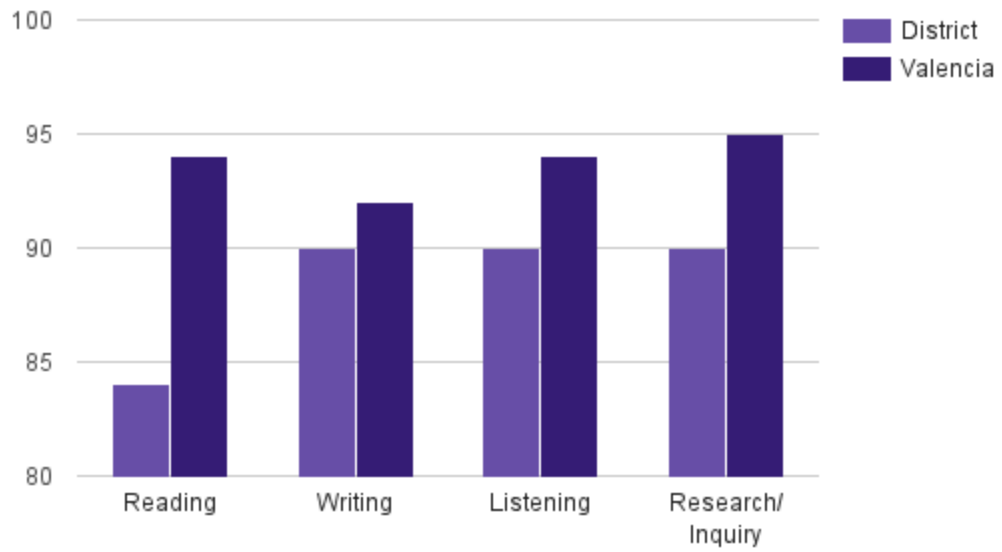


**Communicating Reasoning**

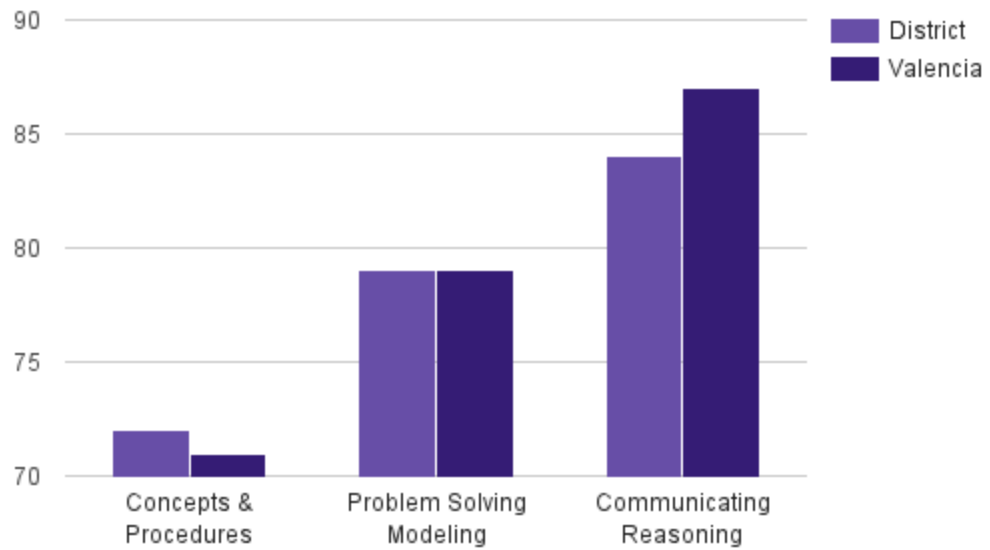




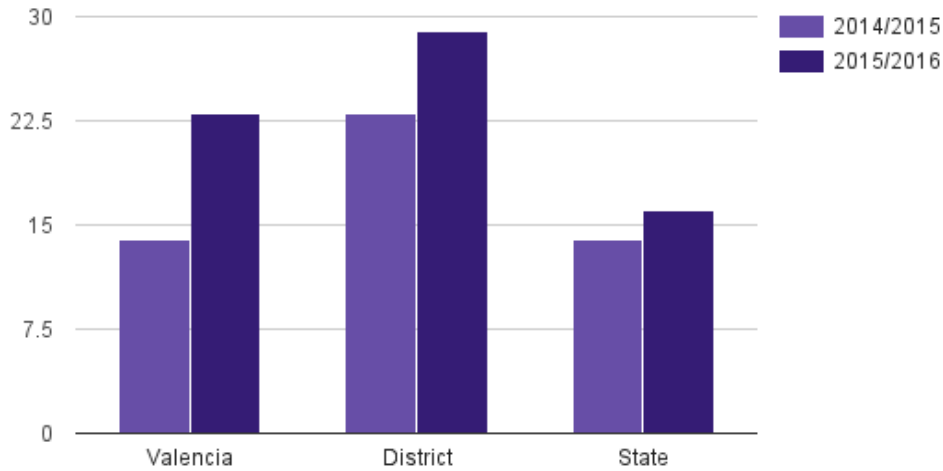
### 2015 ELA/Literacy Comparisons



### 2015/2016 Math Performance Comparisons

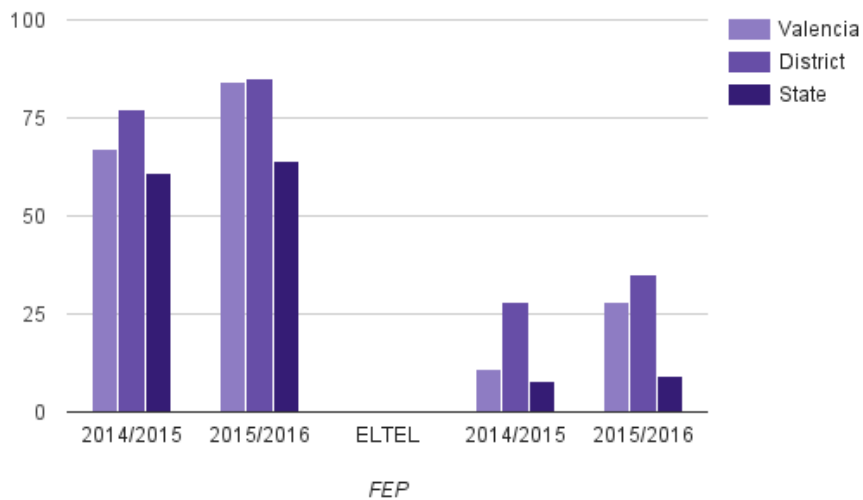


**Special Education CAASPP ELA/Literacy Performance Results**



In looking at the results of the past two years, it is evident that changes have taken effect and that not only have the scores improved, but during the 2015/2016 school year, Valencia High School scored higher in all four areas of the ELA/Literacy claims performance categories. Also, Valencia scored higher than the district in one of the three mathematics claims performance categories. Although Valencia and the district have the same total percentage of students At/Near and Above the Standard in the Problem Solving Modeling/Data Analysis category, more students scored in the Above Standard at Valencia High School than in the district. Though the growth results are definitely positive, all stakeholders at Valencia High School recognize the need for continued improvement of students scoring At/Near Standard and Above Standard in all areas.

**FEP and ELTEL CAASPP ELA/Literacy Performance Results**



Since the CSTs have been phased out and the CAHSEE test has been suspended until after the 2017-18 school year, there are no current results for the last two years. However, through 2014, the achievement level of Valencia High School's students was impressive. School-wide, Valencia High School consistently scored equal to or above the districts averages, and well about state/county averages in all areas. Some of the sub groups continued to struggle, but did progress a small percentage. The Hispanic and African American subgroups consistently scored below the rest of the school's averages. As a whole, Valencia High School students scored well above the state averages, while the African American and Hispanic subgroups scored similar to state averages.

In regards to the CAHSEE, through the March 2015 test date, the average pass rate in both math and ELA was over 90%. Previous years reveal pass rates on average in the low 90% in both areas.

Valencia High School stakeholders were very invested in achieving high scores on these two tests; therefore, the disappointment with the first year CAASPP results was palpable. Because of the huge discrepancy in scores, the faculty and staff worked hard to provide interventions and assistance to help improve the scores and to help students to see the importance and value of the new test.

### **Adequate Yearly Progress**

School wide, Valencia High School met all the AYP academic criteria for English Language Arts (ELA), Mathematics, CAPA proficiency and graduation rates for the 2014/15 school year. In 2014/15 over 95% of students participated in the English Language Arts test and Math test. In that same year, Valencia met AYP in seven of the seven criteria areas. Although all the criteria was met, this was the lowest year in the past six years for student scores. The overall percentage of students who scored at or above in ELA was 64.9% and in Math, the percentage dropped to 38.9%. In previous years, both scores ranged from 78% to 81% in both ELA and Math. The Valencia stakeholders were concerned with this radical drop and worked together to figure out how to get the scores back to where they had been previously. With a change in administration, and the testing changes during the 2014/2015 school year, the challenge was a difficult one. When evaluating the higher CAASP scores during the 2015/2016 school year, it was obvious to see that that the additional intervention and support strategies proved effective. Valencia High School stakeholders will continue to work collaboratively to increase student achievement, as measured by the yearly CAASPP testing.

## Graduation Rates

Valencia High School's graduation rate for 2016 was 98.6%. LCAP Goal #3 strives to maintain the graduation rate and the career readiness for all graduating seniors. In order to accomplish this, Valencia will continue to analyze and intercede with struggling students prior to graduation. During the senior year, students meet with their counselors to view and monitor their graduation progress. For those struggling students, a variety of interventions are used in order to help with the completion of graduation requirements. Along with counselors, special education teachers also monitors their caseloads to make sure their students are successful as well.

2015 Graduation Rates

	<b>Students</b>	<b>Grads</b>	<b>Rate %</b>	<b>Dropout Rate</b>	<b>SpEd Completers Rate</b>	<b>Still Enrolled Rate</b>	<b>GED Completer Rate</b>
<b>VHS</b>	734	707	96.3	0.8	0.3	2.6	0
<b>Hispanic</b>	169	160	94.7	1.2	0	4.1	0
<b>Asian</b>	75	71	94.7	0	1.3	4	0
<b>Filipino</b>	47	46	97.9	0	0	2.1	0
<b>African American</b>	30	30	100	0	0	0	0
<b>White</b>	378	366	96.7	0.8	0.3	2.1	0
<b>Two or more Races</b>	31	31	100	0	0	0	0
<b>English Learners</b>	41	32	78.1	0	2.1	19.5	0
<b>Special Education</b>	90	69	76.7	1.1	2.2	20	0
<b>Socioecon Disadv</b>	139	129	92.8	1.4	0.7	5	0

2014 Graduation Rates

	<b>Students</b>	<b>Grads</b>	<b>Rate %</b>	<b>Dropout Rate</b>	<b>SpEd Completers Rate</b>	<b>Still Enrolled Rate</b>	<b>GED Completer Rate</b>
<b>VHS</b>	587	567	95.6	0.7	0.5	3.2	0
<b>Hispanic</b>	110	102	92.7	0.9	0.9	5.5	0
<b>Asian</b>	67	67	100	0	0	0	0
<b>Filipino</b>	35	35	100	0	0	0	0
<b>African American</b>	33	31	93.9	3	0	3	0
<b>White</b>	336	321	95.5	0.6	0.6	3.3	0
<b>Two or more Races</b>	Not reported						
<b>English Learners</b>	24	20	83.3	4.2	0	12.5	0
<b>Special Education</b>	83	59	71.1	2.1	3.6	22.9	0
<b>Socioecon Disadv</b>	155	145	93.6	0.6	0	5.8	0

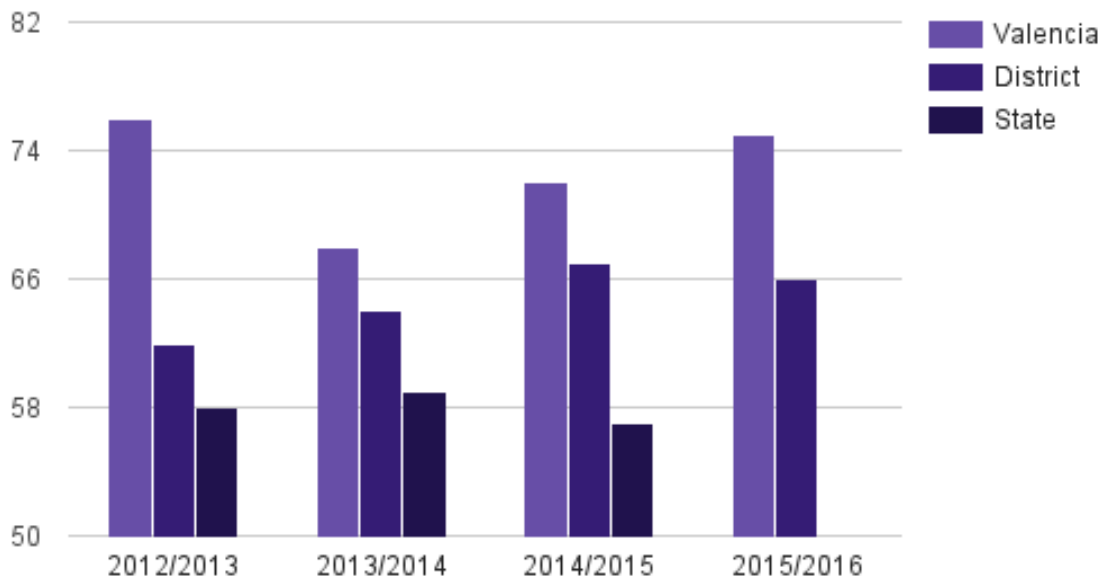
Graduation Rates 2013

	<b>Students</b>	<b>Grads</b>	<b>Rate %</b>	<b>Dropout Rate</b>	<b>SpEd Completers Rate</b>	<b>Still Enrolled Rate</b>	<b>GED Completer Rate</b>
<b>VHS</b>	657	623	94.8	1.5	0.2	3.5	0
<b>Hispanic</b>	108	100	92.8	0.9	0	0	0
<b>Asian</b>	65	63	96.9	0	0	3.1	0
<b>Filipino</b>	51	49	96.1	2	0	2	0
<b>African American</b>	34	32	94.1	2.9	0	2.9	0
<b>White</b>	389	369	94.9	1.8	0	3.3	0
<b>Two or more Races</b>			100				
<b>English Learners</b>	29	22	75.9	0	3.4	20.7	0
<b>Special Ed</b>	264	236	89.4	2.3	0.12	8.0	0
<b>Socioecon Disadv</b>	146	131	89.7	0.7	0.7	8.9	0

## Advanced Placement

Students at Valencia High School take Advanced Placement (AP) exams in Art History, Biology, Calculus AB, Calculus BC, English Language and Composition, English Literature and Composition, Economics, Environmental Science, European History, Government, Human Geography, Physics 1, Psychology, Spanish Language, Statistics, Studio Art, U.S. History, and World History. Over the past four years, Valencia High School has exceeded the district and state AP enrollment averages. The pattern of AP score and passing rate achievement has fluctuated over the last four years, only dropping once during the 2013/14 school year. In 2012/2013, Valencia High School's passing rate was 76%. During the 2015-2016 school year, 666 students took 1,111 AP exams with an overall passing rate of 75%. In the chart below, the participation rate and passing rate for each AP exam is listed. Also listed below is the number of students who took AP exams during the last four years and the passing rate for each of them.

**AP Scores of 3 or Higher**



	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Total AP Students *</b>	1275	1563	1489	1546
<b>Total AP Students Testing</b>	568	685	698	666
<b>Number of AP Exams</b>	980	1201	1159	1119
<b>Number of AP Students with Scores 3+</b>	745	831	829	844
<b>% of Total AP Students with Scores with 3+</b>	76	69	72	65

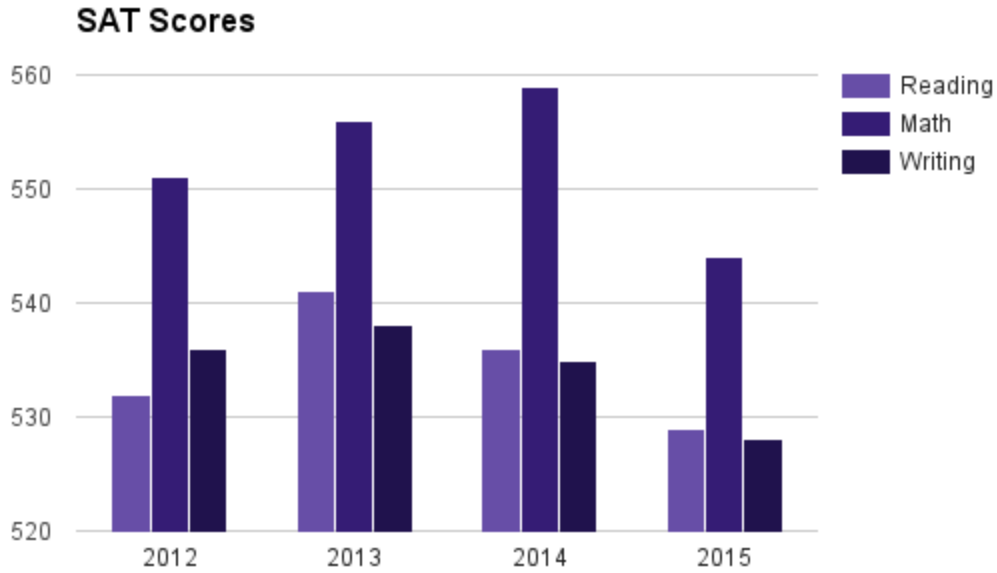
\*This number reflects all students many of whom take multiple AP Courses.

<b>Advanced Placement (AP) Pass Rate</b>	<b># of 3+</b>	<b>% of 3+</b>	<b># of 3+</b>	<b>% of 3+</b>	<b># of 3+</b>	<b>% of 3+</b>	<b># of 3+</b>	<b>% of 3+</b>
<b>Art History</b>	20	67	13	76	11	64	20	57
<b>Biology</b>	25	74	33	80	38	75	27	77
<b>Calculus AB</b>	98	84	119	77	107	88	102	94
<b>Calculus BC</b>	36	100	46	100	53	100	52	100
<b>Chemistry</b>	12	57	47	28	42	43	56	58
<b>Computer Sci</b>							21	64
<b>AP Language</b>	127	80	118	71	109	73	147	84
<b>AP Literature</b>	74	74	79	37	95	73	80	73
<b>Environmental Studies</b>	21	41	13	45	21	47	25	53



<b>European History</b>	16	76	13	62	13	59	DNT	DNT
<b>Micro Econ</b>	11	79	20	80	12	52	5	71
<b>Human Geography</b>	10	77	23	88	20	71	20	74
<b>Music Theory</b>	3	100	6	85	8	80	DNT	DNT
<b>Physics B</b>	18	78	31	86				
<b>Physics C</b>	15	100			14	78		
<b>Physics 1</b>					18	58	15	65
<b>Psychology</b>	13	68	32	89	11	50	13	65
<b>AP Spanish Language</b>	19	66	35	85	24	63	30	79
<b>Statistics</b>			28	85	24	63	30	79
<b>Studio Art 2D</b>	2	100	2	100	4	80	5	100
<b>Studio Art 3D</b>					1	100		
<b>Studio Art Drawing</b>	8	100	4	100	6	100	8	100
<b>Government</b>	44	69	36	68	30	71	14	61
<b>US History</b>	93	73	81	84	60	72	63	62
<b>World History</b>	80	84	62	65	85	77	86	71

Valencia High SAT Results  
Reading, Math, Writing



2014/2015  
SAT Comparison Scores

	<b>Critical Reading</b>	<b>Mathematics</b>	<b>Writing</b>
<b>Valencia High</b>	529	544	528
<b>District</b>	524	535	519
<b>State</b>	489	500	484

2013/2014  
SAT Comparison Scores

	<b>Critical Reading</b>	<b>Mathematics</b>	<b>Writing</b>
<b>Valencia High</b>	536	559	535
<b>District</b>	520	535	515
<b>State</b>	492	506	489

## ACT Comparison Scores

	2011/12	2012/13	2013/14	2014/15
<b>Valencia High</b>	24.97	25	24	24.5
<b>District</b>	24.28	23.81	23.5	24
<b>State</b>	21.81	21.87	21.75	22

Valencia High School students have fluctuated in their SAT participation rates over the last four years. During the 2011/12 school year, 429 students took the SAT test, as compared to 2014/15, when 493 students took the test. During the two years in-between, participation fell to 411 in 2012/13 and 389 in 2013/14. This was largely due, not only to the change in the SAT test but also to the increased number of students taking the ACT. In 2011/12, 227 students took the ACT, compared to 2014/15 school, when 240 students took the test. Not only has the number of students taking the test fluctuated, but so has the scores. While Math, Reading and Writing mean scores increased from 2012 to 2015, the scores fluctuated during the years in-between. In regards to the ACT test, the number of students who took the test between the 2011/12 school year and the 2014/15 school year did increase, however, the average scores have remained very similar from year to year. During this same time period, Valencia High School students continually scored higher than both the district and the state average, on both the SAT and ACT and in all areas.

### Academic Performance Index (API)

Even though we are longer using API scores at this time, it is important to note that Valencia High Schools, API scores increased every year. In 2011 they were at 849 and by 2013, the score rose to 855. Looking at the individual target groups, there was also a significant increase in the scores of the Hispanic population, as well as the students with disabilities. These two targeted subgroups received much support; therefore, it was gratifying to see them improving and on target. The API was suspended in 2014.

### Post-enrollment Data

With college attendance near 98%, Valencia High School continues to prepare students primarily for postsecondary education. In the 2012/2013 school year, the college attendance rate was at 89% and it has risen continually over the last five years. Last year, two students entered the military and a handful took a year off and joined the workforce. When we evaluate what changes have helped to increase the postsecondary percentages, it is evident that College and Career Readiness programs have increased student awareness, making them better prepared for their next steps after high school. They have a better understanding of what they want to do, so they are more actively following a path to insure their future success.

English Language Learners - CELDT

2016

	9th Grade	10th Grade	11th Grade	12th Grade	Total
<b>Advanced</b>	6 (33%)	4 (12%)	5 (23%)	6 (19%)	21 (20%)
<b>Early Advanced</b>	6 (33%)	15 (47%)	6 (27%)	3 (10%)	30 (29%)
<b>Intermediate</b>	5 (28%)	5 (16%)	5 (23%)	2 (6%)	17 (17%)
<b>Early Intermediate</b>	0	1 (3%)	2 (9%)	4 (13%)	7 (7%)
<b>Beginning</b>	1 (6%)	7 (22%)	4 (18%)	16 (52%)	28 (27%)
<b>Number Tested</b>	18	32	22	31	103

2015

	9th Grade	10th Grade	11th Grade	12th Grade	Total
<b>Advanced</b>	5 (16%)	3 (15%)	9 (35%)	8 (27%)	25 (23%)
<b>Early Advanced</b>	11 (35%)	8 (40%)	4 (15%)	7 (23%)	30 (28%)
<b>Intermediate</b>	8 (26%)	5 (25%)	4 (15%)	2 (7%)	19 (18%)
<b>Early Intermediate</b>	1 (3%)	2 (10%)	1 (4%)	1 (3%)	5 (5%)
<b>Beginning</b>	6 (19%)	2 (10%)	12 (31%)	12 (40%)	28 (26%)
<b>Number Tested</b>	31	20	26	30	107

**2014**

	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>	<b>Total</b>
<b>Advanced</b>	4 (15%)	7 (22%)	8 (31%)	8 (29%)	27
<b>Early Advanced</b>	7 (27%)	7 (22%)	9 (35%)	5 (18%)	28 (25%)
<b>Intermediate</b>	9 (35%)	7 (22%)	3 (12%)	0%	19 (17%)
<b>Early Intermediate</b>	3 (12%)	3 (9%)	2 (8%)	2 (7%)	10 (9%)
<b>Beginning</b>	3 (12%)	8 (25%)	4 (15%)	13 (46%)	28 (25%)
<b>Number Tested</b>	26	32	26	28	112

**2013**

	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>	<b>Total</b>
<b>Advanced</b>	1 (4%)	6 (21%)	9 (43%)	6 (23%)	22 (22%)
<b>Early Advanced</b>	6 (26%)	13 (45%)	7 (33%)	5 (19%)	31 (31%)
<b>Intermediate</b>	6 (26%)	5 (17%)	2 (10%)	1 (4%)	14 (14%)
<b>Early Intermediate</b>	4 (17%)	0%	0%	1 (4%)	5 (5%)
<b>Beginning</b>	6 (26%)	5 (17%)	3 (14%)	13 (50%)	27 (27%)
<b>Number Tested</b>	23	29	21	26	99

As Valencia High’s Hispanic enrollment continues to increase, from 787 in 2013 to 842 in 2016, the number of students who take the CELDT test has varied: 2013 (99 students), 2014 (112 students), 2015 (107 students), and 2016 (103 students). Although the number tested varies, the percentage of students scoring early advanced or advanced remains in the low 50s, thus new strategies have been implemented to improve scores and increase student achievement.

Beginning in the 2016/2017 school year, all students who were enrolled in the ELA 2, 3, and 4 classes were also given a general education English class for additional support and instruction.

## Early Assessment Program (EAP)

Beginning in 2015, the EAP was administered as part of the CAASPP. The results are congruent with the four Achievement Standards of the CAASPP.

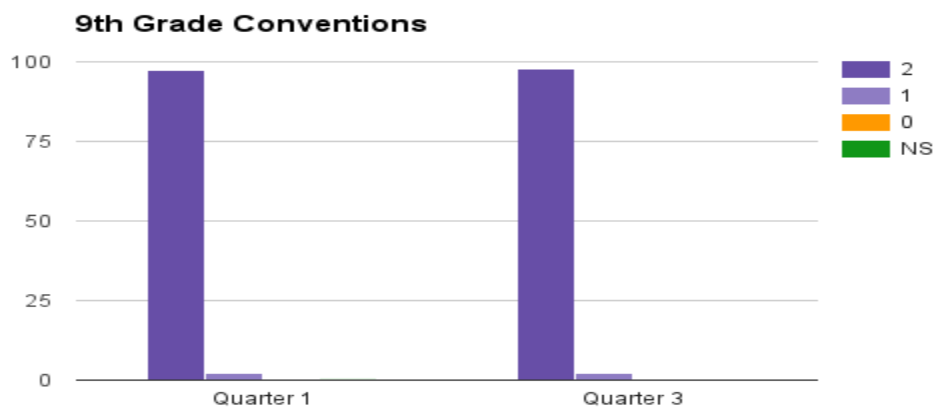
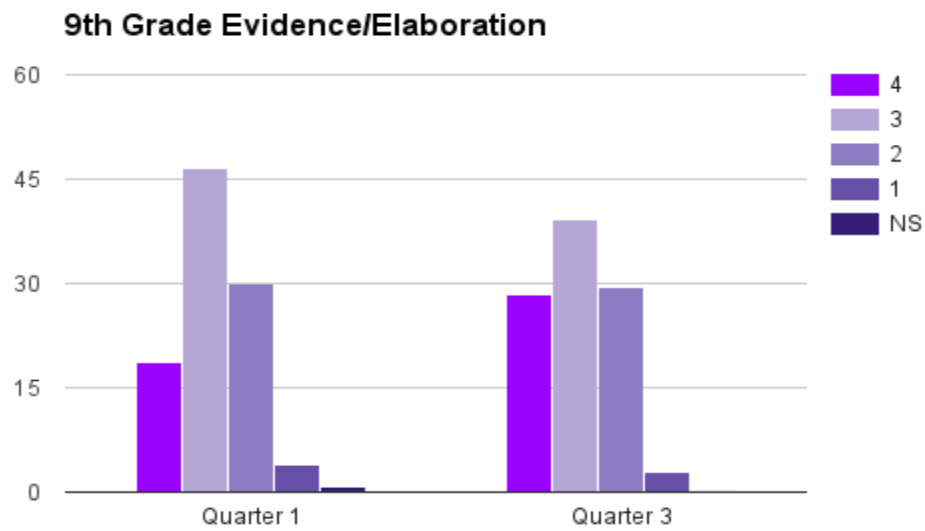
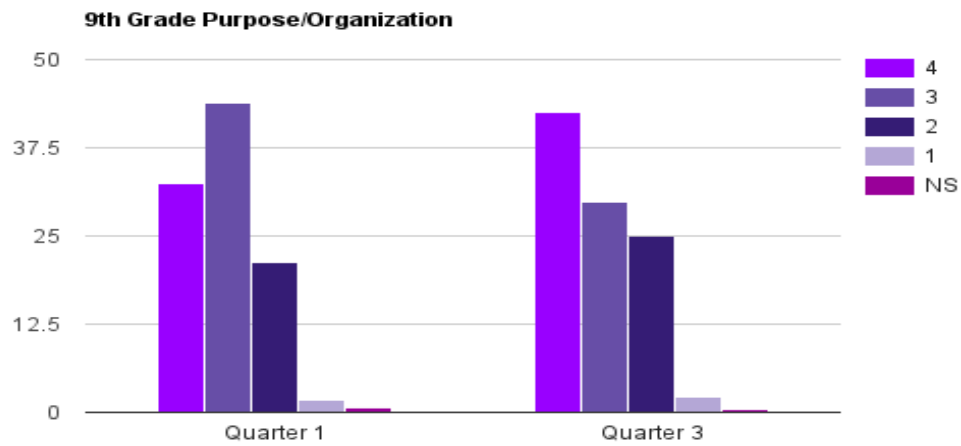
CAASP	EAP
Standard Exceeded	Ready, to enroll in college classes
Standard Met	Conditionally Ready, student must continue taking courses during 12th grade
Standard Nearly Met	Not yet Ready, to enroll in college courses student must meet certain criteria
Standard Not Met	Not Ready, to enroll in college courses student must meet certain criteria

	Ready	Conditionally Ready	Not Yet Ready	Not Ready
<b>ELA Literacy Overall</b>	364 (48%)	268 (36%)	87 (11.5%)	35 (4.5%)
<b>Mathematics Overall</b>	191 (25.5%)	215 (28.5%)	179 (23.7%)	169 (22.3%)

Because the EAP is administered to 11th graders, both the “Ready for College” category, and the “Ready for College-Conditional” categories are significant. These students who score in these categories are encouraged to take an extra year of math during their senior year. In English, these same students are advised to take either AP Literature and Composition or Expository Reading and Writing, in order to prepare for the rigors of college writing and analysis.

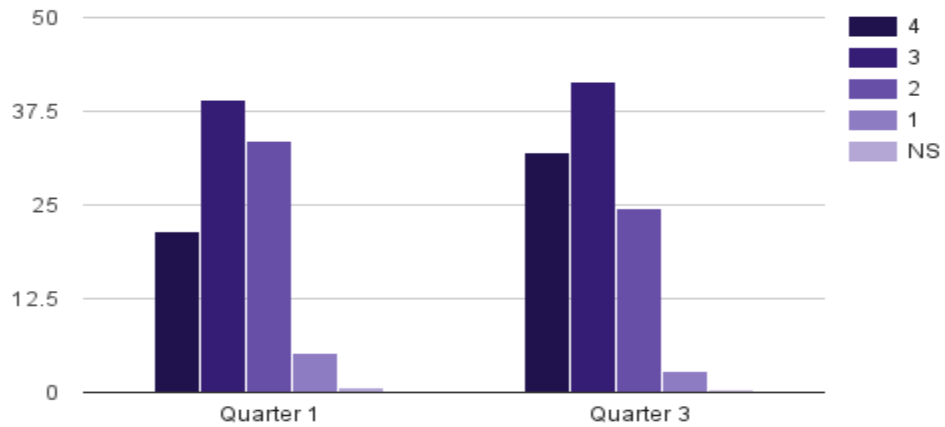
## Other Assessments

### 9th Grade English Benchmark Scores

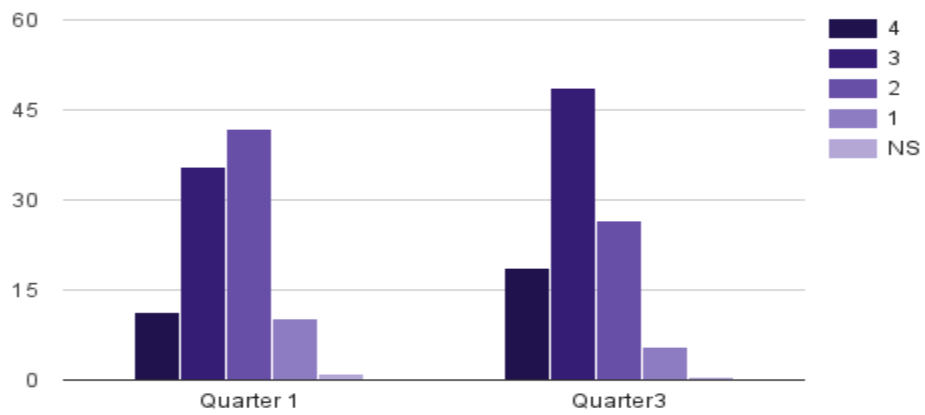


## 10th Grade English Benchmark Scores

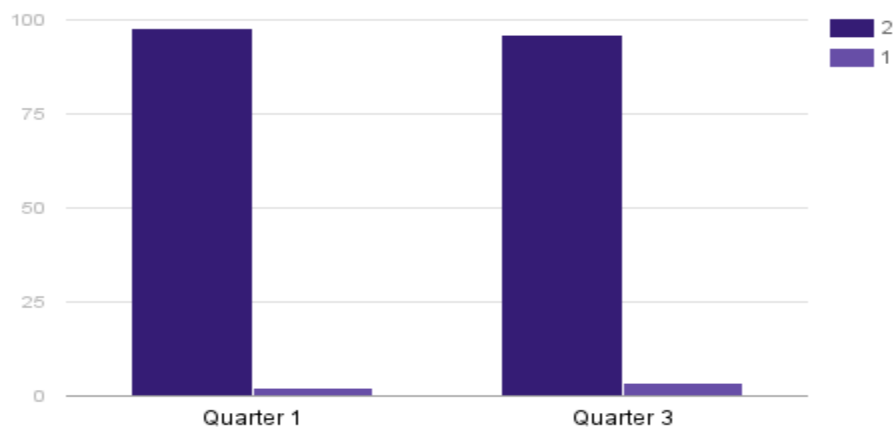
### 10th Grade Purpose/Organization



### 10th Grade Evidence/Elaboration



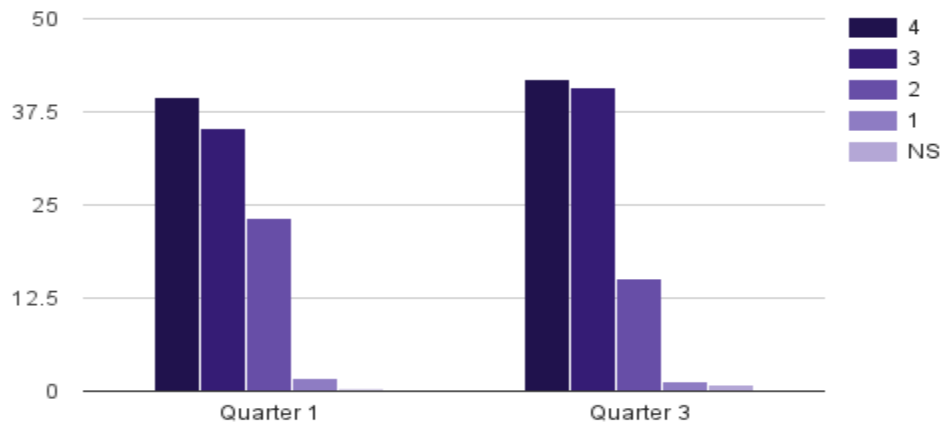
### 10th Grade Conventions



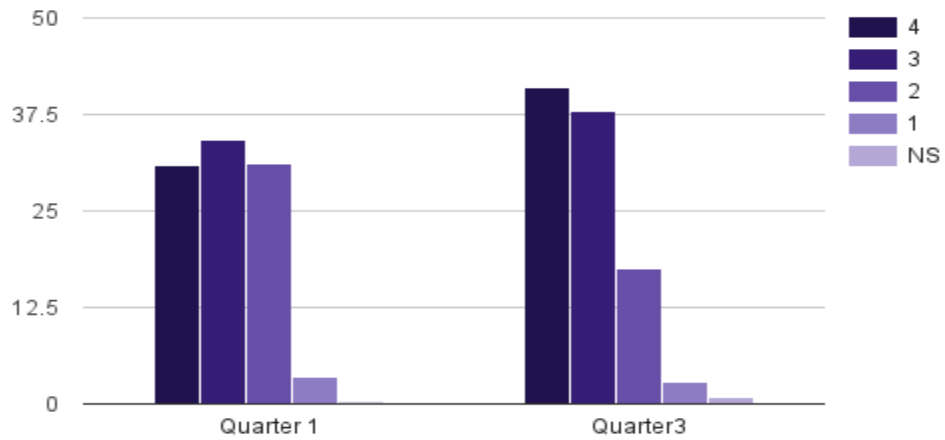


# 11th Grade English Benchmark Scores

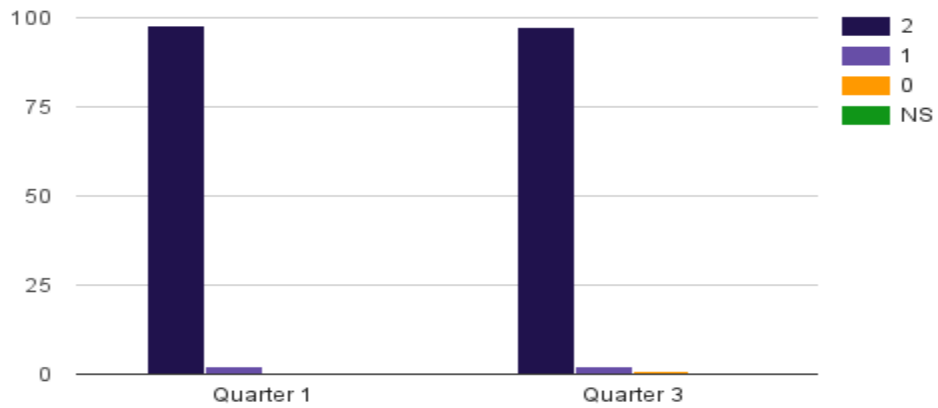
## 11th Grade Purpose/Organization



## 11th Grade Evidence and Elaboration

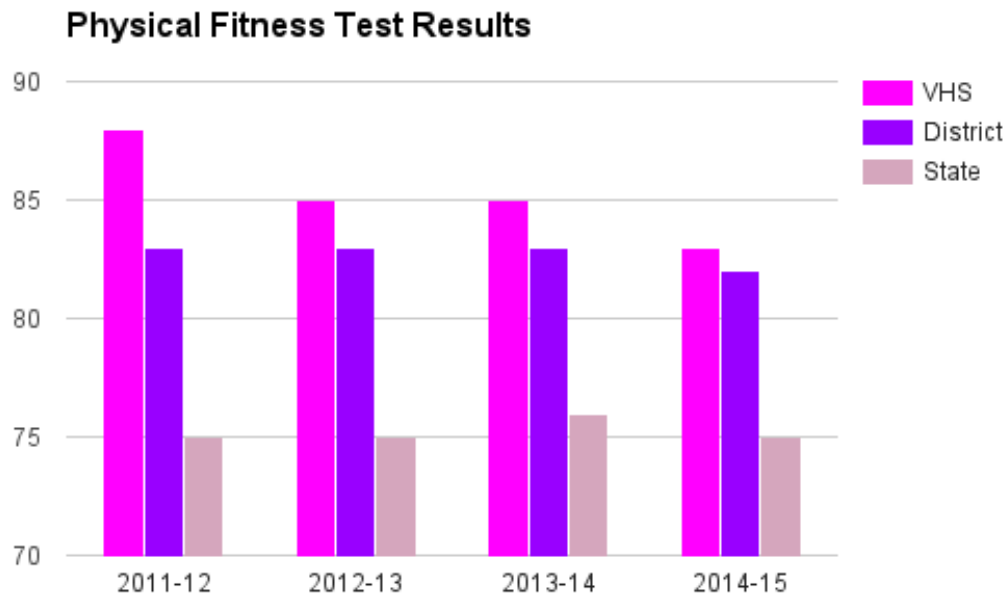


## 11th Grade Conventions



## Physical Fitness Tests

A core value at Valencia High School is to educate and inspire our students to be healthy individuals who are physically fit. Currently all 9th students are enrolled in a Physical Education or Sports class. Within these classes, the California Fitness test is administered to all 9th graders. As shown in the following graph, Valencia High School's results are significantly higher than the rest of Los Angeles County, as well as the William S. Hart High School District. The graph below indicates the percentage of 9th grade students who performed in the Healthy Fitness Zone (HFZ).



## Math Placement Test

Approximately 681 incoming 9th grade students took the Math Placement Test for the first time this year. Results from this test, along with class grades, were used to determine appropriate math class placement for our students. This test was administered at the feeder junior high schools, in conjunction with the VHS math department and counseling department. In previous years, Valencia High School only used class grades and teacher recommendations to determine math level placement. In accordance with the new state law, SB 359, the District developed a placement test to ensure that all students receive a fair and objective math placement recommendation as a critical component to their future academic success.

## Report Card Analysis: Percentage of D's and F's

2015 Spring	9th Males	9th Females	10th Males	10th Females	11th Males	11th Females	12th Males	12th Females
<b>D Grades</b>	224	53	115	91	100	58	76	41
<b>F Grades</b>	164	66	142	83	95	47	51	20

\* Total grades given: 18,118

2015 Fall	9th Males	9th Females	10th Males	10th Females	11th Males	11th Females	12th Males	12th Females
<b>D Grades</b>	104	47	128	89	119	75	90	47
<b>F Grades</b>	190	57	156	90	203	80	70	43

\* Total grades given: 17,997

2016 Spring	9th Males	9th Females	10th Males	10th Females	11th Males	11th Females	12th Males	12th Females
<b>D Grades</b>	95	63	128	88	90	55	100	45
<b>F Grades</b>	167	45	120	74	93	45	48	27

\* Total grades given: 17,452

Valencia High School continues to focus on decreasing the number of Ds and Fs, while continuing to provide a rigorous curriculum for all students. The above charts represent the total number of D and/or F grades. These numbers can include multiple D and/or F grades for one student. Interventions for underperforming students are offered through our targeted intervention programs, teacher tutorials, and study skills electives. Study skills classes are also offered to parents and students in the evening once per semester. At the 10-week, 15-week, and 20-week, counselors meet with students who have multiple D's and F's and discuss possible strategies for success. If needed, they will refer students for a Student Study Team meeting to discuss the possibility of special education testing.

## Engagement Indicators

### Parent Input in Decision-Making

Valencia High School has an active parental community who are deeply involved with their students' education. Several forums exist for parents to get involved and voice their opinions. These include: booster clubs for almost all extra-curricular activities, PAC (Parent Advisory Council) meetings, LCAP meetings, ELAC/DELAC meetings, and DAC (District Advisory Council) meetings. Annually, parents are encouraged to attend Back to School Night and Open House, which allow parents to have direct dialogue with teachers, staff, and the administration. With the addition of Infinite Campus and Google Applications (Gmail), parents have immediate access to their students grades, attendance, and an open line of communication with classroom teachers and counselors. Since Valencia High School and the William S. Hart Union High School District isn't receiving Title I money for the 2016-17 school year, the District has suspended our SPSA (Single Plan for Student Achievement) and the formation of our School Site Council (SSC) for the school year. Valencia High School continues to solicit parent input through other parent site-level groups, such as booster clubs, PAC, and ELAC.

In order to better communicate and solicit parent input this year, we have implemented Coffee with the Counselors. Coffee with the Counselors is a monthly meeting in which all parents are invited to discuss pertinent information and get questions answered, regarding their student's education.

### Parent Participation in Programs

In addition to the above committees and organizations, parents of the students with special needs are regularly involved in their student's education. Parents are invited to attend SST, 504, and IEP conferences. Parents and teachers develop plans and strategies to meet the individual needs of the students and families. Parents are notified of these opportunities to get involved through our E-communication (emails), website, traditional mail, and automated phone calls. The staff at Valencia High School makes a strong effort to communicate effectively with all our families, but especially with the families who have exceptional needs. The District social worker helps us reach out to those families on a regular basis.

## Dropout Rates

	Class Size	Drop-outs	% of Class	SPED	EL	White	Asian	Hispanic	Black	Filipino
<b>2015</b>	734	6	0.8	1.1	0	0.8	0	1.2	0	0
<b>2014</b>	587	4	0.7	2.4	4.2	0.6	0	0.9	3	0
<b>2013</b>	657	10	1.5	2.3	0	1.8	0	0.9	2.9	2
<b>2012</b>	735	12	1.6	1.7	14.8	1.4	3.2	2.7	0	0

Valencia High School has a high attendance rate and has shown an average daily attendance of 94% over the past three years. The administration tracks the attendance of students in order to anticipate potential dropouts. We are currently tracking students who exhibit poor attendance and/or single truanancies and are providing counselor and assistant principal intervention for students and parents. Phones calls are made daily, using the automated phone system, to the home of any student who was absent during the school day. Students who are truant or have any uncleared absences are assigned to Saturday School.

### Attendance rate, Absentee rate, and Tardiness Rate

	2015/16	2014/15	2013/14
<b>Average Daily Attendance</b>	2976.91	3072.84	2957.71
<b>Average Percent Present</b>	94%	96%	92%
<b>Tardiness Rate Students with 1 or more tardies during the school year.</b>	1789	23663	2218
<b>Percent of student body</b>	56%	74%	66%

### High School Graduation Rates

	2016	2015	2014
<b>Number of Students</b>	766	734	587
<b>Number of Graduates</b>	755	707	567
<b>Graduation Rate</b>	98.6%	96.3%	95.6%

Valencia High School maintains a high graduation rate, consistent with the overall District graduation rate. Again, these graduation rates include our Special Education students who are either on a non-diploma track and/or are returning to Valencia High School for additional years of support, based on their disability.

### Discipline Rates

	2011-12	2012-13	2013-14	2014-15
<b>Referrals</b>	No Data	210	187	160
<b>Suspensions</b>	194	237	30	60
<b>Suspension Rate</b>	6.0%	7.4%	0.9%	1.8%
<b>Expulsions</b>	8	1	3	4
<b>Expulsion Rate</b>	0.2%	0.0%	0.1%	0.1%

The chart above indicates the amount of referrals, suspensions and expulsions that our students received over the past four years. In between the 2012-13 and 2013-14 school year, our school drastically decreased the amount of days students were given out of school suspensions. This decrease is due to our District adopting an “Other Means of Correction (OMC)” policy. This shift in philosophy is aimed at reducing out of school suspensions by replacing them with an alternative consequence aimed to educate unruly students on the inappropriateness of their behavior. For example, students participate in TIDE (Training, Intervention, and Drug Education) program in lieu of being suspended out of school for a drug or alcohol related offense. Other forms of OMC include: written assignments, field trips to the Museum of Tolerance, drug counseling, behavior contracts, loss of privileges, and VIDA (Vital Intervention Directional Alternatives).

## E. Schoolwide Learner Outcomes

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Valencia High School's Vision and Mission revolve around the concepts of lifelong learning and preparing students for the future. Our Schoolwide Learner Outcomes reflect our expectations for our students--they communicate the skills necessary for our students to bring the vision and mission to fruition. Each outcome informs instruction and helps to define our school culture. Among them are the development of critical thinking skills and responsible citizenship.

- Be critical and creative thinkers

According to standardized testing data, including CAASPP, Valencia High School students are showing impressive gains. The CAASPP test is designed to challenge students' critical thinking and requires deeper analysis and creativity than the previous CST questions did. This can be seen especially in the English portions of the test. Our school scores increased from 65 to 83. This was the highest gain made by any school in our District and is well above the county and state averages. Students showed the greatest strength in Research and Inquiry. Additionally, Valencia student scores on English Benchmark Performance Tasks, AP Exams and the the SAT corroborate the high levels of academic preparation students are receiving. One key element supporting this preparation is teacher participation in ongoing professional development. Each teacher is required to demonstrate a knowledge of four Common Core Anchor Standards per semester. Since this program began, the Valencia faculty has received specific training in twelve Anchor Standards. This is in addition to training offered at the District level and work done with Common Core prior to the last two years. At each onsite training, teachers are assisted in "unpacking" the standard and are given specific and ready to use classroom activities that apply directly to that standard.

- Be responsible citizens

Teaching students how to work positively within a community and demonstrating the highest levels of citizenship is what we strive for at VHS. In addition to delivering a rigorous and relevant social science curriculum that attaches historical context to today's current events, our students have the opportunity to be involved in campus leadership and community service. We currently have fifty-nine clubs on campus, many that offer frequent opportunities for our students to give back to their community, locally, nationally and globally. Every club has a teacher advisor, officers, and a constitution that spells out the club's mission and structure. If a club does not exist, students are encouraged to form one. Although students can join clubs at any point during the school year, the Associated Student Body hosts an annual "Club Day" each September where clubs advertise and sign-up new members. Valencia High School also hosts local chapters of the National Honor Society and the California Scholarship Federation. These organizations promote academic excellence and active community involvement. For those that seek out more advanced leadership opportunities, both our ASB class and JROTC program provide curricular leadership pathways. Both classes give students access to greater levels of responsibility as they matriculate through the program.

## F. Perception Data

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### Student Survey

In January 2017, a survey was sent out to students using chromebooks under the direction of their teachers. Survey questions and complete survey results are included in the Appendix. Results included the following:

<b>Areas of Strength</b>	<b>Areas of Growth</b>
VHS has a wide variety of activities and programs for students to be involved in. 92% Strongly Agree or Agree	Valencia is a safe and nurturing environment and I feel emotionally safe. 22% Disagree, Strongly Disagree, or Don't Know.
Students are able to take the appropriate classes to be eligible for a four-year university or college after graduation. 89% Strongly Agree or Agree	I have less than three or more hours of homework each night. 40% Strongly disagree or Disagree
Teachers communicate grading criteria for essays, tests, projects and presentations prior to their due dates. 88% Strongly Agree or Agree	Teachers allow students to redo quizzes, tests, and projects if student scores poorly. 54% Disagree or Strongly Disagree
Teachers are available for extra assistance before school, during lunch, or after school. 91% Strongly Agree or Agree	



## Parent Survey

In November 2016, a parent survey was sent out to parents. Over 200 responses were recorded. Survey questions and complete survey results are included in the Appendix. Results included:

<b>Areas of Strength</b>	<b>Suggested Areas of Growth</b>
Parents are aware and utilize the variety of communication tools used by VHS. 90% Strongly Agree and Agree	Valencia High School is effectively implementing common Core Standards based curriculum and preparing students to be successful. 26% Strongly Disagree and Disagree
Parents are aware of the graduation requirements at VHS. 87% Strongly Agree and Agree	The homework my child is given is adequate and relevant. 21% Strongly Disagree and Disagree
My child understands teacher expectations. 95% Strongly Agree or Agree	Parents are made to feel welcome and heard at Valencia High School. 22% Strongly Disagree and Disagree
My child is receiving a rigorous academic program which prepared him/her for post secondary education. 88% Strongly Agree and Agree	Parents are aware of academic support programs at Valencia. 24% Strongly Disagree and Disagree

## Staff Survey

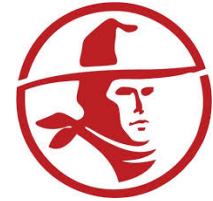
One hundred and eleven staff member responded to a survey in the Spring of 2016. This survey was 49 questions and asked staff members to respond to a variety of different questions in different areas. The survey was conducted online and answers were anonymous. Survey questions and complete survey results are included in the Appendix.

Areas of Strength	Suggested Areas of Improvement
Students participate in a challenging and relevant curriculum. 91% Strongly Agree and Agree	I have a website that posts current grades as well as current and upcoming assignments and tests.  27% Strongly Disagree and Disagree and 8% Don't know
I require students to use critical thinking skills throughout my daily lessons. 90% Strongly Agree and Agree	I pose essential questions and learning objectives on the board for students to see. 26% Strongly Disagree and Disagree
I utilize a variety of teaching strategies that actively engage students and help them succeed at higher level thinking skills. 91% Strongly Agree and Agree	I spend time with subject-alike teachers creating common rubrics for projects, essays, exams, presentations, etc. 26% Strongly Disagree and Disagree
There are sufficient number of co-curricular and extracurricular activities for students to become involved in. 91% Strongly Agree and Agree	Staff development dates are meaningful and productive. 36% Strongly Disagree and Disagree
The VHS library and its staff supports the curriculum and teachers and provides sufficient resources to students and staff. 93% Strongly Agree and Agree	There is a positive atmosphere present throughout the school 22% Strongly Disagree and Disagree

These surveys have already started to help with change. For example, this year professional development has been revamped and many of the skeptics are now enjoying and benefiting from the current program. Teachers are making a real effort to not only post grades quicker but to create websites to help students be better informed and prepared. The Valencia Stakeholders are working together to make Valencia an even stronger and greater place.



# CHAPTER II



## STUDENT / COMMUNITY PROFILE ANALYSIS OF THE DATA



## Chapter II: Student/Community Profile - Analysis of Profile Data

### Significant Developments

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Since the last full accreditation visit, several noteworthy changes have occurred at Valencia High School that have had a major impact on the school culture, as well as specific curricular programs.

The most significant developments at Valencia since 2011 included a complete turnover in the school's leadership, as well as a thirty percent turnover in staffing. The principal since the school's opening retired in 2014. Of the current administrators, the one who has been at Valencia the longest began in 2013. All stakeholders have needed time to adjust to the school's first major shift in leadership in school history. These many profound staffing changes occurring so rapidly provided the impetus to examine the school's action plan with fresh eyes, and to begin work anew at implementing the actions described there.

#### ADDRESS DROP IN TEST SCORES

For example, fully integrating the WASC process into the culture of Valencia continues to be a work in progress. As of 2008, a plan was established to form a delineated organizational structure to implement the schoolwide action plan by turning the department chair meeting into a site council composed of all the various stakeholders, including parents and students. The group was formed and met on a regular basis for approximately two years, but it never became rooted in the school culture and was not addressed in the transition of leadership. It has since shifted back to a department chair/administrative monthly meeting that does not regularly address the action plan as of yet, to assure program continuity and continuous school improvement.

On the other hand, the other leadership group, the Professional Development team, composed of an administrator, the literacy coach and instructional leaders from different departments continues to meet on a regular basis. Guided by current research, and aligned with district expectations, this team drives instructional practice. This team strives to achieve progress by sharing collaborative district strategies and using data to measure student achievement. The team places an emphasis on using a learning cycle, starting with the establishment of department SMART goals based on student need, followed by rigorous instruction, formative assessment to guide instruction, designing strategies for differentiation and intervention, and the final analysis of summative assessment data.

This year, Valencia has adopted a collaboration schedule in which staff members meet regularly each Wednesday morning for an hour, to make strides in professional development and to work on WASC. This new schedule replaces the former plan in which we gathered on minimum days every three weeks, creating difficulty for teachers with extracurricular activities to participate. The staff continues to increase rigor through the implementation of Common Core Standards. We

have increased the availability of technology to support standards based instruction with the addition of thirty-five chrome carts, for a ratio of one cart per every three teachers. We offer regular, targeted intervention in math and English as well as tutorial support in all other subjects within the school day, to ensure that all students can participate, regardless of after school activities or transportation issues. Our Literacy Coordinator has worked hard to implement lesson studies as a tool for professional reflection and instructional improvement across the curriculum.

In order to promote college and career readiness, students use Naviance, an extensive database allowing students and parents to identify college and career pathways appropriate to their areas of strength and interest. The counseling department assists students in the navigation of Naviance. We are also very proud of our first career academy, devoted to students interested in pursuing a career in sports medicine. The Medical Science Academy is taught by an interdisciplinary team of teachers who collaborate to integrate health science and specialized medical-oriented curriculum into the course of study; upon completion, students earn certifications in Emergency Medical Training, physical therapy and sports medicine.

While we celebrate our continued progress, Valencia is prepared and committed to move forward with a clear purpose: to establish a permanent system of using data on a consistent basis to drive instructional practice. As part of this system, we will reinstitute a leadership team composed of all stakeholders to regularly monitor data that informs student achievement. The professional development team will continue to train teachers, using data to reveal needs. The new ‘Late-Start Wednesdays’ will allow teachers to collaborate weekly--to analyze relevant data, to create common formative and summative assessments to measure student achievement, to share best instructional practices, and to strategize ways to close achievement gaps for underperforming target groups. We are hoping that this commitment to collaboration will be an impetus to increase communication and collegiality amongst the staff.

## Schoolwide Critical Areas for Follow-up

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Valencia High School’s last full WASC visitation occurred in Spring of 2010. The Visiting Committee recommended a term of accreditation for six years. During that self-study process, Valencia stakeholders identified the following schoolwide critical areas for improvement:

1. Decrease achievement gaps between identified underperforming target groups and the general student population.
2. Increase level of achievement for English Language Learners
3. Increase the percentage of students meeting the A-G requirements

The 2010 visiting committee affirmed these recommendations. The progress report submitted during the 2013-2014 school year demonstrated that stakeholders were continuing to address the

critical areas with slow, steady, measured progress in some growth targets, as well as strategies to address growth targets that were not showing progress.

## Ongoing Follow-up Process

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After the 2014 Progress Report, an immense shift occurred in both the leadership and professional development teams. At the same time, the Common Core Standards and the new SBAC Summative Assessment replaced the familiar California State Standards, the CAHSEE assessment and CST testing. This was a mammoth adjustment over a short duration.

Per district guidance, we used professional development time to focus on becoming familiar with new Common Core State Standards and new means of assessment. Much time was also devoted to reemphasizing and reviewing new academic vocabulary and practices for instruction: essential questions, depth of knowledge, formative assessments, summative assessments, differentiation, intervention. In addition, when our first CAASPP assessment resulted in a dramatic drop of scores across the entire student population, we used collaboration time to address this paramount crisis, including increasing staff training, involving more teachers in the testing process, and developing a greater sense of urgency.

In facing these emerging challenges, the monitoring of the action plan was somewhat shortchanged--our needs shifted and we focused on more immediate concerns. As a result, two significant components of **monitoring** the plan were discontinued or never initiated:

1. a regular meeting of a site council composed of various stakeholders to continually review and discuss the Single Plan for Student Achievement
2. a systematic plan to review and evaluate data in order to increase student learning and to decrease achievement gaps.

We recognize the need for Valencia to refine our School Site Council and to increase staff and community awareness of and access to the Single Plans. At the same time, we need to embed the practice of data analysis and data-driven instruction as part of an ongoing, systematic process into our school culture.

## Progress, Evidence, Impact on Student Learning for Action Plan

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Goal #1: Valencia High School will close the achievement gap between its high academically performing subgroups and the subgroups performing at a lower level.

Growth Target:

- Set new growth targets for subgroups performing at a lower level based on the results of the CAASPP assessment
- Set new growth targets for subgroups performing at a lower level based on the results of departmental common benchmark assessments that address the standards measured on the CAASPP assessment.
- The A-G completion rate growth target for both African-American and Hispanic students will be adjusted to 60% or above by 2016.

**Summary:** We have administered the CAASPP test twice--in 2015 and 2016. The overall scores dropped drastically across the entire school population in 2015. We consider those score to be a one time anomaly that would potentially skew the data. We administered the test for the second time in 2016 and the scores rose dramatically. As part of this increase in test scores, our most at-risk students made impressive gains. The 2016 scores will be used to establish the current reality of Valencia students and growth targets for future testing will be established based on those scores. (see Goal #3 below for A-G data)

Goal #2: Valencia High School's English Learners will have access to the school-wide curriculum with increased levels of achievement.

Growth Target:

- Increase English Language Learners' GPAs by .035 annually
- Provide ongoing training pertaining to differentiated reading practices and close reading strategies.

**Summary:** We were able to increase GPAs for our English Learners by .035 each year, beginning in 2013 after the midyear report, from an average in 2013 of 2.37 to the current average of 2.66. This can be attributed to professional development in SDAIE strategies, as well as an increased focus on Common Core Literacy Standards, close reading strategies and differentiation across the curriculum.

Goal #3: Valencia High School will increase the percentage of students meeting A-G requirements.

Growth Target:

- The A-G completion rate growth target for both African-American and Hispanic students will be adjusted to 60% or above by 2016.
- 2% increase in A-G completion annually, including an increase of graduating seniors who complete Algebra 2 or higher, Chemistry or higher, and two or more years of foreign language.

**Summary:** Valencia High School's Hispanic subgroup met the growth target; 61% successfully completed A-G coursework by the 2015/2016 school year. Unfortunately, the African-American subgroup did not achieve this growth target, falling 10% short by the 2015/2016 school year. Overall, the total number of Valencia High School students completing A-G coursework has remained consistent over the last four school years--in the range between 63%-69%.

### Critical Areas For Follow-Up Not Currently in the Action Plan

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1. Valencia needs to identify school-wide methods of measurement to monitor student progress. In addition to using the CAASPP assessment, we must continue to use district common assessments and to further develop our own departmental ones as well. Once these summative assessment are administered, we need to develop a systematic approach to analyzing the results. What we glean from this analysis needs to be used to better instructional practices, increase student achievement and narrow gaps between our high performing and our underperforming target groups. Furthermore, analysis of the data needs to shape procedures for schoolwide intervention.
2. We are currently in the process of transitioning some of our department chair meetings back into a site council composed of various stakeholders, including administration, teacher leaders, parents and students. Monthly meetings will be held to review progress and address concerns in connection with the Action Plan.
3. In addition to supporting students in fulfilling the A-G requirements, we have begun broadening our approach to college and career readiness. In addition to Naviance, our freshman career seminar, our junior year Connect-to-Success pull-out day, our senior year career project, CTE class opportunities and career paths, we are piloting a career academy in the field of sports medicine. This cutting edge program aligns curriculum, instruction and career support for students interested in pursuing a career in this area. We hope to do even more to engrain college and career readiness into our school culture. We also need to develop a means of evaluating the effects that these programs are having.
4. The Intervention program is continuing to expand. In addition to offering tutorial help across the curriculum, we are offering targeted intervention in both ELA and math , to



provide support for standards based instruction, as well as performance based assessment. Participation in intervention by the students most in need continues to be a concern; we need a proactive plan to target those students, as well as a means to measure the success of the programs in order to close achievement gaps.

5. Valencia is transitioning from minimum day collaboration time to 'late-start' Wednesdays in an effort to foster the establishment of subject-alike professional learning communities. The function of the PLCs will be to share standards based strategies, to create common assessments and to analyze assessment data in order to inform instructional practices, including differentiation and intervention. As teachers work together to master Common Core Standards, the Professional Development Leadership Team will continue to provide district aligned standards-based training.





# CHAPTER III

## PROGRESS REPORT



## Chapter III: Progress Report

During the 2015-2016 school year, the Valencia High School Mission Statement and School-wide Learner Outcomes (SLOs) were discussed and revised based on the then current data and department and Leadership Team input. Beginning in the second semester of the 2016 school year, all staff members provided input on the VHS program strengths, as well as critical learner needs.

The Leadership Team established Focus Groups, which included administrators, teachers, staff, students, parents. Home groups were also formed for each department. Three additional Home Groups were formed for parents, students, and student support staff. Both Home and Focus groups met often to discuss student data, progress since the last WASC visit, current areas of strength within the program, critical needs and questions for VHS to address going forward. The Leadership Team and Focus Groups shared information, both verbally and in writing, using Google Docs to share and edit information. WASC chairpersons conducted interviews with each Department Chairperson as well as the Counselors, the College and Career Center Advisor, Athletic Director and English as a Second Language teacher. Surveys were conducted of staff, students and parents. All stakeholders were encouraged to share any input they felt was important that perhaps did not get addressed in the formal meetings. After many meetings, sharing input both verbally and through computer groups, we found very consistent results both in the areas of strength and growth.

### SUMMARY OF AREAS OF STRENGTH

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VHS continues to be a high performing school maintaining strong standards for students in areas including academics, athletics, performing arts and community involvement. General test scores continue to be above state averages. Although goals of improving these scores will continue, there is also an emphasis on increased participation in national exams such as Advanced Placement exams. **VHS is perceived to be a safe place for students. Surveys show that 80-84% of parents said their child feels “emotionally safe” and secure attending VHS.** Both staff and student absence rates are very low. Teachers use a wide variety of instructional strategies allowing students to build a strong skill set as preparation for any type of future learning experience. Technology is widely available and consistently supported for staff and students. Departments are encouraged to collaborate and participate in professional development. Students have a wide variety of courses, activities and clubs from which to choose. **Students social and emotional well-being are priorities at VHS.** For example, our Safe School Ambassador program has been recently revamped and revitalized. This program trains and

supports a diverse group of students to help identify, deescalate and resolve peer conflicts. These trained students are very familiar with the many resources that VHS has available to promote a safe and secure environment. Counselors, and a Career Coach sent from our local community college provide a wide range of resources to assist students with academic support, college applications and job information. The support staff is excellent and assists staff and students to assure that activities are well run, safe, and in line with school policies and procedures.



VHS strives to meet the needs of all students. Courses offered range from prep classes to honors and advanced placement. A significant number of special education students spend a majority of the school day mainstreamed in classes with assistance provided, as needed, both in those classes as well as Study Skills classes. There are resources available for all students to get help, if needed, including targeted intervention, department specific intervention and individualized tutoring offered by many teachers.

Based on the consensus of all the stakeholder groups, the top three strengths of VHS turned out to be an easy list to create.

1. We are proud of our variety of course choices and teaching styles available to students.
2. We are proud of our balance between exemplary academic, extracurricular and co-curricular programs.
3. We are proud of our history, as well as our continued advancement in College and Career Readiness.

## **SUMMARY OF CRITICAL NEEDS**

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Not only did we find consistency in our strengths, but we also had strong agreement in the areas of needed growth. All stakeholders were asked to identify and discuss the areas of needed growth in both their Home and Focus Groups. Those areas identified all fell within three main categories.

1. Develop curriculum and instructional strategies to increase levels of literacy and numeracy for all Valencia students, while closing the achievement gap between higher and lower performing subgroups. Strategies should always remain centered around the following significant questions: What do we want students to know? What skill sets do we want students to develop? How do we know if they are mastering the knowledge and skill sets? What do we do if they aren't?
  - continue to refine familiarity with the literacy and numeracy common core standards
  - collaborate to create best practices and curriculum
  - collaborate to define essential assessments that will be evaluated to measure student achievement
  - collaborate to analyze data, identify areas of students' needs, and set SMART goals, in order to inform instruction and increase student achievement
  - evaluate success of targeted intervention programs on a continued basis
  - establish a clear and delineated over-arching system with representative stakeholders to monitor the evolution and success of the action plan
  - continue to fine-tune the most effective strategies to address closing achievement gaps

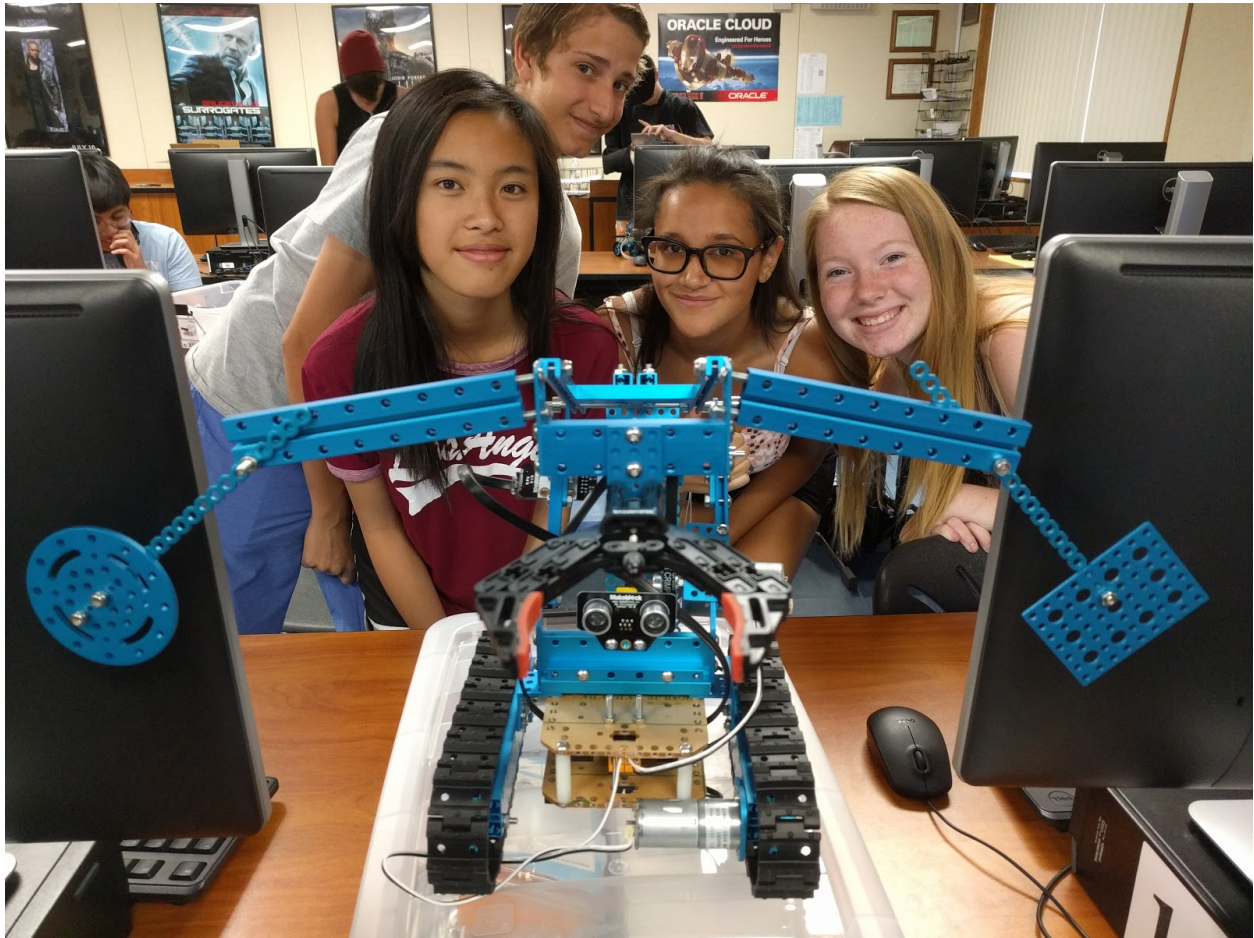
2. Develop strategies to evaluate existing programs and to create new post-secondary opportunities to ensure that all Valencia students are college and/or career ready.
  - continue to evaluate the relevancy and effectiveness of programs already in existence, including senior projects, freshman seminar, junior job shadow, Connecting-To-Success, and Naviance, making revisions and updates as necessary
  - remain on the forefront of college and career readiness programs, including the development of career academies, pathways and support systems to insure that all Valencia students are prepared for a variety of veritable post-secondary opportunities.
  - teach concepts by tying them to real world challenges, careers, and/or student interests; explain the rationale of assignments to students
  - prepare students to demonstrate their mastery of Common Core State Standards on assessments that are relevant to real life
  - increase A-G completion rates, SAT/ACT participation, enrollment in CTE and student achievement on the ELA and Math EAP exams
  - reduce achievement gaps in A-G completion rates, SAT/ACT participation, CTE enrollment and on the ELA and Math EAP exams
3. Implement new/refine current strategies to ensure an environment within classrooms and on campus in which all stakeholders are valued and are able to fulfill their potential.
  - foster more collaboration/cohesion/collegiality among stakeholders
  - monitor micro-aggressions to create a school culture of inclusion and acceptance
  - train staff on issues related to diversity and inclusion
  - increase community outreach to build partnerships between stakeholders
  - create student curriculum that addresses empathy, compassion, respect and responsible citizenship

Chapter 5 will address each of these critical needs along with details of implementation, resources, person/groups responsible and reporting of progress made for each action item.



# CHAPTER IV

## SELF-STUDY FINDINGS



# Chapter IV: Self-Study Findings

## A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources.

### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

*A1.1. Prompt: Evaluate the degree to which the development of the school’s statements have been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Evidence
<p>Valencia High School’s vision and mission statements have been updated to reflect the current needs of students. Valencia’s academic purpose is to provide relevant and rigorous curriculum and instruction based on research, common practices, student/community data and a belief that students should be lifelong learners who are prepared for college and careers.</p> <p>Valencia High School’s vision statement is in direct alignment with the School-wide Learning Outcomes. It addresses the belief that students should be self-directed, critical and creative thinkers, technological innovators, effective communicators, responsible citizens, and healthy individuals.</p> <p>Valencia High School’s mission statement revision reflects a more accurate depiction of Valencia High School’s goal, which is to prepare students to achieve both academically and in future career related endeavors. The current mission is as follows: “We prepare students to meet the challenges of the future and to become responsible citizens through relevant learning opportunities, community involvement, innovative technology, and teamwork. Each student will develop the knowledge, skills, and character necessary to succeed.”</p>	<ul style="list-style-type: none"> <li>● <a href="#">School Mission/Vision</a></li> <li>● Development and Maintenance of Schools Vision/Mission</li> <li>● <a href="#">Values</a></li> <li>● <a href="#">School Accountability Report Card</a></li> <li>● Site meeting minutes</li> <li>● SLO’s</li> <li>● Common assessments/results</li> <li>● Extensive and rigorous AP courses</li> <li>● District performance tasks (writing tasks, district-wide)</li> <li>● Service groups, clubs and educational activities</li> <li>● <a href="#">LCAP</a></li> </ul>



<p>The Vision and Mission Statement also address the goals established in the district LCAP. The alignment is evidenced by the goals in the LCAP which prioritize:</p> <ul style="list-style-type: none"> <li>● Access to highly qualified teachers</li> <li>● Safe, orderly, and uncrowded school facilities</li> <li>● Literacy and math achievement</li> <li>● Increased graduation rates; increase in students prepared for college and career; increased offerings of math, science, and CTE courses.</li> <li>● Decreased truancy rates and disciplinary actions</li> <li>● Global Implementation of Common Core State Standards</li> <li>● Increase Parent Engagement</li> </ul> <p>In the future, Professional Development and Site Council time will be devoted to familiarizing stakeholders with pertinent student/community profile data, the district LCAP, identified future global competencies and current educational research on an annual basis. This information will help to ensure that our mission and vision remains current and impactful.</p>	
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### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

*A1.2. Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Evidence
<p>The Vision and Mission statements have been through a periodic review and revision process involving staff stakeholders. The process started with a collaborative review addressing the need for revision based on implementation of Common Core State Standards, as well as adjustment of budgetary and funding sources through LCAP. The process extended over several meetings in which over 90% of the staff participated and provided input. As a result, the statements now address fully the ability to support the School-wide Learning Outcomes, the Single Plan for School Achievement, and the LCAP goals.</p> <p>The Vision and Mission statement are posted throughout the school-site, on the school’s website, and distributed in communications with parents and students. This process allows stakeholders access to review and comment if needed. In the future, the mission and vision will be reevaluated bi-annually by a School Site Council, to ensure that all stakeholders, including parents, students, board members and business/community leaders, have a voice in the process.</p>	<ul style="list-style-type: none"> <li>● Staff Meeting discussion and collaboration regarding updates to Mission/Vision</li> <li>● Website has the mission vision posted</li> <li>● Staff Meeting has posted Mission/Vision</li> <li>● Site meeting minutes</li> <li>● Department Meetings/Department Chair Meetings</li> <li>● The development and analysis of smart goals each year</li> <li>● Professional Development for Advanced Placement summer seminars.</li> </ul>

## Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

**AI.3. Prompt:** Evaluate the degree to which the school ensures that **students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.**

Findings	Evidence
<p>Students and parents have access to the Vision, Mission and Schoolwide learner outcomes (SLO) through several means. In addition, Valencia High School utilizes many different methods of distributing information related to supporting the Vision and Mission statements.</p> <p>Teachers have posted information in classrooms relating the SLO's, graduation requirements, A-G requirements, Career &amp; College Readiness Program and career related flyers. The campus is open to parents during Back to School night and Open House, showcasing all that Valencia High School has to offer as a means of supporting the vision and mission. Valencia High School has a large turnout every year.</p> <p>In meeting college and career readiness standards, students are encouraged and have open access to rigorous curriculum including 20 AP Courses, 9 Honors courses to assist in providing preparation for college and career, including the addition of AP Computer Science Principles. In the 2016-2017 school year 1826 students are enrolled in AP courses and 954 students are enrolled in Honors courses.</p> <p>In addition to AP and Honors coursework, students have access to community college courses through joint articulations with College of the Canyons and a partnership offering College Now courses on the Valencia High campus. Each year, Valencia High School has approximately 280 students take a variety of courses, which helps to increase the rigor of their educational experience and prepare them for college.</p> <p>In an effort to reduce the achievement gap, identified in the Single Plan for Student Achievement, the LCAP and the school-wide SMART goals, students have been identified and selected to participate in the REACH program, formerly AVID. Currently there are 64 students enrolled in the REACH program. The program's funding is no longer as it was when it was called AVID and is potentially being redesigned into a more beneficial program to meet students needs..</p> <p>Students in all grade levels currently have access to Career and College Readiness Pathways by means of high-quality Career Technical Education courses offered throughout the district. In the 2016-2017 school year, Valencia High School has</p>	<ul style="list-style-type: none"> <li>● Mission/Vision is included on several forms of communication with parents/students and other members. Open House - TriFold, Back to School - TriFold</li> <li>● Mission/Vision, SLO's posted schoolwide in classrooms.</li> <li>● Back-to-School Night &amp; Open House Classroom Sign-in sheets</li> <li>● Site council minutes</li> <li>● 11th grade job shadowing program</li> <li>● 11th grade Connecting-To-Success conference</li> <li>● Student Transcripts</li> <li>● Parent email newsletter</li> <li>● Senior project</li> <li>● AP Courses</li> <li>● Career &amp; College Readiness courses</li> <li>● College Representatives</li> <li>● District College Fair</li> <li>● Senior Survey Results</li> </ul>

157 students taking CCR coursework helping in preparing for potential careers and/or post-secondary education.

Valencia High School students participate in a four-year counseling curriculum that teaches students the knowledge, skills and attitudes needed to be successful in post-secondary choices. This curriculum covers a wide range of topics including four- year planning, personality and career interest assessments and analysis, career and college exploration based on assessment results and ultimately developing a post-secondary plan that ties all aspects of the curriculum provided. Each stage of the process is analyzed to determine the progress students are making with regards to planning and goals.

In addition to the counseling curriculum students participate in a series of courses and experiences beginning in 9th grade that help build upon the SLO's. Freshman participate in a freshman seminar class, juniors are required to perform a job shadow experience and seniors conduct a senior project. The senior project class is currently being analyzed and updated to reflect a more comprehensive approach to provide a more holistic experience for students. In collaborations with staff and students, it has been determined that the effectiveness of the senior project has diminished, but the value of the experience is beneficial for students. Therefore, the program is under review.

Each year, Valencia High School students complete a senior survey, from which the results are used to update the school profile to reflect what our students have planned after high school. The results reflect that 53% of students have plans to continue on to four-year colleges, 45% of students continue on to two-year colleges, < 2% go straight into the workforce, < 2% go into the military, and < 2% are undecided.

An analysis was conducted in relation to A-G completion and the four-year college acceptance rate. It was determined that there is a gap between the amount of students who complete the A-G requirements necessary to attend a CSU or UC school and the amount who actually attend a four-year college immediately following high school. We believe this is a result of individual student preferences or financial constraints, and are in the process of developing a supplement to the Senior survey to gather specific information.

Parents have access to students progress in class through utilization of parent portals through Infinite Campus. This tool provides an opportunity for parents to monitor student performance, attendance, and course selection.

It is obvious that a lot of work has gone into aligning the school's vision, mission and SLOs to the school's support programs, curriculum and instruction; however, there needs to be a more concerted effort to make sure that students and parents understand and are committed to them. This will be addressed annually as part of professional development and site council.

- [LCAP](#)
- [School Profile](#)

## A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

*A2.1. Prompt: **Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.***

Findings	Evidence
<p>The Governing Board has policies and bylaws that align with the school’s purpose to support the School Wide Learner Outcomes, as well as academic, college and career standards based on data-driven instructional decisions for the school. The board delegates implementation of these policies to the professional staff, monitors results regularly, and approves the Single Schoolwide Action Plan and its relationship to the Local Control and Accountability Plan (LCAP).</p> <p>The William S. Hart Union High School District Mission Statement declares, “We prepare students to meet the challenges of the future as lifelong learners and responsible citizens. In partnership with families and community, we create meaningful and diverse learning opportunities for all students so they develop the knowledge, skills and character necessary to succeed. In all of our work, we demand fairness, honor, quality, and expect achievement at each person’s highest level of ability.”</p> <p>The school’s vision and mission are aligned with the Board policies and are supported by the District hierarchy of administration, which includes the school board, superintendent, assistant superintendents, upper management, as well as directors and coordinators who support the California Education Code, the Hart District Board Policies, and Administrative Regulations.</p> <p>The district graduation requirements have been increased from 220 credits to 230 credits for the class of 2019 and beyond. The difference is 10 additional credits in math, increasing the graduation requirement to 30 credits.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Roles of Board Members Policy</a></li> <li>● <a href="#">District Administration</a></li> <li>● Board Policy</li> <li>● Administrative Regulations</li> <li>● LCAP parent/student meetings</li> <li>● P.C.C/PAC/Site Council</li> <li>● S.C.C</li> <li>● D.A.C</li> <li>● DELAC/ELAC</li> <li>● Certificated contractual language</li> <li>● <a href="#">Single Plan for Student Achievement</a></li> <li>● Eight State Priorities</li> <li>● <a href="#">Williams Complaint Procedures/Uniform Complaint Procedure</a></li> <li>● UCP forms</li> </ul>

The [Single Plan for Student Achievement](#) is written annually and shared with the governing board. It documents the progress that the school has made in the areas of academics, operations, and finances.

Valencia High School tries to seek participants from all stakeholders to create this plan to implement State Priority 3: “Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups.” (Priority 3). We recognize the need to create a systematic plan for more parent involvement.

Valencia High School established several goals in the 2015-2016 school year which are aligned with the LCAP. These goals are:

- All students will demonstrate an increase in proficiency in English Language Arts.
- All students will demonstrate an increase in proficiency in mathematics.
- All English Language Learner students will demonstrate an increase in English Language Arts proficiency (Priority 2).
- Increase the percentage of students meeting the A-G requirements.
- All students will graduate from high school prepared for college and a career (Priority 7).
- Narrow the achievement gap between our high academically performing subgroups and our subgroups performing at a lower level.

The Parent Communication Council (P.C.C) is comprised of three appointed or elected representatives from each of the Hart District school sites and meets with the superintendent on a monthly basis. The group’s sole purpose is to enhance two-way communication with parents regarding events, programs, services, instruction, concerns and/or questions within the Hart District. This forum provides a venue for discussion of topics that may be unclear to parents. It is also an opportunity for the district to provide accurate and factual information to students about topics in which they are interested.

The Student Communication Council (S.C.C) hold monthly meetings with representation from each school’s ASB to discuss topics with the Hart District’s superintendent.

The District Advisory Committee (D.A.C) is a monthly District meeting held for student representatives as well as school and parent representatives to discuss topics of public interest.

Hart District Board Meetings are held every other week on Wednesday nights. They are the official forum for governing trustees to hear instructional, financial, and operational business and make decisions based

<p>on reports prepared by District administrative officers.</p> <p>Valencia High School holds English Language Advisory Council (ELAC) meetings at the school where stakeholders discuss information disseminated through the quarterly District English Language Advisory Council meetings. Findings in the ELAC meetings also help drive future DELAC meetings.</p> <p>There is a structure in place to help all stakeholders resolve conflict. The process is typically initiated in the administrative offices. The Williams Complaint Procedures are in place to address any potential educational inequities and is utilized with the CDE Uniform Complaint procedures for other issues. Valencia High School addresses complaints on an as needed basis, and the number of complaints remain extremely low.</p>	
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## Understanding the Role of the Governing Board

*A2.2. Prompt: Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Evidence
<p>The Governing Board meets bi-weekly and provides direction to District Administration. The Administrative Council (ADCO) then meets every other week. District administrators (superintendents, directors, and coordinators) join site administrators (principals) to discuss various topics and calendar events. These topics include the following: professional development, personnel reports, CTE updates, academic frameworks, curriculum, Board concerns, and more. Following ADCO, site administrators disseminate pertinent information to Department Chairs in monthly meetings; Department Chairs in turn share this information with their respective departments.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Roles of Board Members Policy</a></li> <li>● Board Agenda provided to all staff through district email.</li> <li>● <a href="#">Contracts / Benefits</a></li> <li>● ADCO</li> <li>● Dept Chair</li> <li>● Meetings/Agendas</li> <li>● Dept. Meetings</li> <li>● Staff Meetings</li> <li>● Union communication of board activity</li> <li>● District Workshops</li> </ul>

## Governing Board and Stakeholder Involvement

*A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Evidence
<p>Currently, there is no School Site Council representing all VHS stakeholders. The purpose of the Council would be to function as part of a systematic plan to monitor the Single Plan for Student Achievement and the WASC action plan. This group started meeting after the last WASC visitation, but then it defaulted over time back into a traditional Department Chairperson meeting without parent or student representation. The reestablishment of this Council is a top, immediate priority.</p> <p>The Local Control and Accountability Plan (LCAP) was developed by studying financial needs and creating a budget that makes sense for the district. It was created based on the Eight State Priorities of the Local Control Funding Formula (LCFF) provided by the State of California. Valencia High Schools LCAP goals have been established based on a collaborative effort between administrators, school site council and Hart District CFO, to support the mission and vision and allocate appropriate funding to help reach the established goals.</p>	<ul style="list-style-type: none"> <li>● Parent Communications regarding meetings - <a href="#">PAC</a>, LCAP</li> <li>● eParent Bulletin</li> <li>● ELAC Communications</li> </ul>



## Board’s Evaluation/Monitoring Procedures

*A2.4. Prompt: Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual [LCAP](#) assessment of district goals and the [Eight State Priorities](#), the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Evidence
<p>Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)</p> <p>Ninety-eight percent of teachers at VHS are appropriately credentialed for their respective teaching assignments. (Priority 1)</p> <p>Updated attendance policy to address chronic tardies and truancies and to minimize on campus suspensions. (Priorities 5 and 6)</p>	<ul style="list-style-type: none"> <li>● Board Minutes</li> <li>● ADCO</li> <li>● District admin site visits</li> <li>● Principals board report</li> <li>● API scores</li> <li>● CAASPP scores</li> <li>● EAP results</li> <li>● IC query for RFEP students</li> <li>● AP exam scores</li> <li>● District credential analyst</li> <li>● School attendance records</li> <li>● Infinite Campus Behavior Tab</li> </ul>

## Complaint and Conflict Resolution Procedures

*A2.5. Prompt: Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Evidence
<p>There is a structure in place to help all stakeholders resolve conflict. The process is typically initiated in the administrative offices. The Williams Complaint Procedures are in place to address any potential educational inequities and is utilized with the CDE Uniform Complaint procedures for other issues. Valencia High School addresses complaints on a monthly basis, and the number of complaints remains extremely low.</p> <p>Per HDTA contract and VHS past practice, parent complaints are initially referred back to certificated staff member to address the issue.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Complaint Procedures</a></li> <li>● HDTA contract</li> <li>● Grievance process</li> <li>● Uniform Complaint Procedures / Williams Reporting</li> <li>● Infinite Campus Documentation of Parent Contacts</li> </ul>



### A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### Broad-Based and Collaborative

**A3.1. Prompt:** *Determine the effectiveness of the continual school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders. Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Evidence
<p>Valencia High School’s leadership teams, including the Department Chairs and the Professional Development Team, engage in ongoing, collaborative processes to ensure that student outcomes are positive and in accordance with School-wide Learning Outcomes. Their meetings solicit the input of stakeholders as they use student data to assess needs and set performance goals for students.</p> <p>The Professional Development (PD) framework involves two-way communication between administration and staff to communicate state and district goals, which the staff incorporates when creating the site-specific departmental goals, and when planning PD activities for the staff to improve their practice.</p> <p>Students need to be more involved in understanding the Common Core Standards and how they are being addressed by each lesson, and how mastery is measured on Summative Assessments. Formative assessment is used by some teachers to evaluate engagement and seek further improvement to instruction and standard mastery.</p> <p>Valencia High School engages with the business community in the planning of programs such as College and Career Readiness and Connecting to Success. A centerpiece of Valencia High’s commitment to its Schoolwide</p>	<ul style="list-style-type: none"> <li>● Department Chair Meeting Agendas</li> <li>● Professional Development Team Agendas</li> <li>● Ongoing professional development and staff meetings are collaborative.</li> <li>● PD goal is for continual school improvement and acquisition of skills. These directives are both district and school site driven.</li> <li>● Leadership communicates CAASPP needs and goals and is very active in monitoring the testing process.</li> </ul>

<p>Learning Outcomes, specifically career awareness, is the senior project, where students are mentored at a job site by local professionals. Business and other community leaders also participate by analyzing senior presentations at the end of each semester.</p> <p>Through these activities, Valencia High School maintains and fosters its relationship with its stakeholders and the surrounding community, with the aim of developing academic, vocational, and civic skills in its students.</p> <p>Again, there is currently no School Site Council representing all VHS stakeholders. The purpose of the Council would be to function as part of a systematic plan to monitor the Single Plan for Student Achievement goals and the WASC action plan. This would provide a forum for a continual school improvement planning process that is broad-based, collaborative and fosters the commitment of the stakeholders. The reestablishment of this Council, involving input from parent and student stakeholders, is a top, immediate priority.</p>	
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### Single School Plan for Student Achievement Correlated to Student Learning

*A3.2. Prompt: How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation?*

Findings	Evidence
<p>Staff and administration collaborate on an ongoing analysis of student success that feeds back into improvements of practice. The varied data that is collected includes the number of students who meet the requirements for admission to the California State University System (known as “A through G” requirements), the number of students who move on to two-year and four-year colleges, and the pass rates of advanced placement tests. Furthermore, the school is in the process of putting into place a systematic means to determine student success through the achievement of SMART goals, as well the goals set out in the most recent WASC self analysis. Close attention is paid to the new CAASPP test results, and to the pass rate on the CAHSEE, when it was relevant. This analysis includes disaggregation to examine subgroup performance when possible, with an eye toward identifying specific areas that still need improvement. There is still much progress to be made in this area, under the leadership of both the Professional Development Team and the Departmental Chairs.</p> <p>All relevant data is taken into account by the school administration in developing</p>	<ul style="list-style-type: none"> <li>● A-G Requirements</li> <li>● College Acceptance rates</li> <li>● AP pass rates</li> <li>● SMART Goals</li> <li>● Goals based on WASC self-analysis</li> <li>● CAASPP results</li> <li>● <a href="#">Single Plan for Student Achievement</a></li> <li>● Four- year plan/forecast</li> </ul>

<p>the <a href="#">Single Plan for Student Achievement</a> and direction is given back to staff regarding implementation via the department and staff meetings.</p> <p>Students are specifically included in this process when they create their personalized four- year plan/forecast with their counselors. This self-driven, dynamic plan involves choosing courses and activities for college and career readiness, and allows students to benefit directly from the staff and administration’s ongoing planning/analysis process that is reflected in the <a href="#">Single Plan for Student Achievement</a>.</p>	
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### Staff Actions/Accountability to Support Learning

*A3.3. Prompt: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Evidence
<p>The Department Chairperson Committee is composed of teachers elected by their peers to represent their respective departments. The school principal and assistant principals also attend their meetings. During these monthly meetings, this group addresses and decides curriculum and budgetary issues. Generally, the principal sets the agenda; however, department chairpersons often bring up issues that have arisen within their own departments. Student achievement data, including AYP, API, CAHSEE pass rates, CAASPP results, and graduation rates, are reviewed annually.</p> <p>Each department chair then shares with his/her own department at a later date. There is a clear agenda at each monthly meeting, and each issue/concern that is brought up is noted in the meeting minutes. This allows for further interactive communications between the other department chairs after each department has collaborated and reviewed what other staff members have said.</p> <p>The Professional Development Team Leaders have put together presentations that address the Anchor Standards. They have gathered information, based on current educational research, to share with the staff in helping to shape a new understanding as to how the Standards should be implemented and where staff can access helpful information related to their own subject area. Valencia High School uses regular Professional Development to aid in the acquisition of skills to insure student success. Coaches are now able to participate with the new Late-Start Wednesday schedule, bringing more cohesiveness to the physical education department and other teachers who weren’t able to attend prior to the new schedule. This also brings more accountability since all staff members are present, sign in before each meeting, share new ideas and acquire a deeper depth of knowledge. More</p>	<ul style="list-style-type: none"> <li>● Monthly Leadership meetings with dept chairs w/ clear agenda</li> <li>● Professional Development</li> <li>● Department collaborations/SMART goals</li> <li>● Lesson Studies</li> </ul>

<p>involvement allows the team leaders to make appropriate adaptations that benefit the needs of staff members schoolwide. It would be helpful if the district implemented more collaboration time in which all the high schools meet once a semester to bring about new ideas and bringing continuity within the district. Also, it would be helpful to have the junior highs meet with their sister high schools to help bridge the transition from junior high to high school and to help create more meaningful vertical alignment.</p> <p>Departments meet together once a month to collaborate with one another on issues and concerns brought up by department chairs and to discuss new topics that administration wants shared with all staff members. The departments discuss the SMART GOALS and discuss how each person's goals are doing. There could be more discussion on different ways to improve the SMART GOALS so that all students can reach their highest level of achievement. In order to achieve this, more subject-alike, data-driven collaboration time needs to be implemented. Department chairs may need additional training and support to move department meetings from simple conduits of information to meetings that incorporate more collaborative strategies.</p> <p>Lesson Study should be implemented at a faster and broader rate so that maximum instructional best practices can be achieved and so that students are ready to progress to the next level.</p> <p>Common Assessments need to be determined by each department through collaboration. This process needs to remain on the forefront of a systematic plan in order to measure student achievement, and plan for intervention strategies.</p>	
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## Internal Communication and Planning

*A3.4. Prompt: Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Evidence
<p>The sharing of responsibilities is accomplished through the departments. Departments and teachers are given freedom to <i>plan lessons and</i> programs which are best suited for the students on the foundation of Common Core, state, and district standards.</p> <p>Administration monitors the student achievement data and consults with the department chairpersons regarding potential changes. That information is communicated to the staff through department meetings and faculty training.</p>	<ul style="list-style-type: none"> <li>● Meeting agendas and notes</li> <li>● Department goals</li> <li>● Individual teacher data collection and evidence of student work</li> <li>● Course syllabi are located on websites and administrative folders</li> <li>● PAR?</li> <li>● Lesson Study</li> </ul>

Interaction between departments is accomplished through informal meetings and collaboration.

Individual teacher data relative to department goals is collected within departments and shared with administration.

Lesson Study has proven to be a meaningful, motivational, and impactful experience for numerous faculty members.

The Medical Science Academy works to integrate cross-curricular lessons as a part of its ongoing Professional Development. Stakeholders are working to integrate medical- based lessons across the curriculum. Examples of cross-curricular involvement include the study of medical language, such as root words, medical history, and the physiological, psychological, and sociological effects of modern medicine. These meetings take place as opportunities arise.

Since the last WASC Certification, the administration has implemented measures that have improved the effectiveness of internal communication. Regular meeting times have been integrated into the school schedule. This has made a significant improvement in staff meeting attendance rates. Additionally, the collaboration schedule delineates which sessions are for whole staff meetings, and which are for department meetings. Clear agendas allow in-depth discussions to take place.

Additionally, the school's change to a gmail-based email system for internal communication and increased use of google docs (facilitated by professional development) make an effective structure for increased communication and collaboration throughout the school.

These improvements in internal communication have provided one avenue for the resolution of differences among and between the staff and administration; however, other avenues need to be explored, developed and implemented to promote a positive and stable school culture.

The state Uniform Complaint procedures are available to staff.

- Regular Professional Development meetings
- Department meetings
- Site union reps
- E-mail system
- Shared GAFE (google docs)

## A4. Staff: Qualified and Professional Development Criterion

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A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

### Qualifications and Preparation of Staff

*A4.1. Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Evidence
<p>Administration and faculty members relay professional development opportunities via school wide email.</p> <p>Over 98% (121 out of 123) of our teachers are fully credentialed and teaching within their field of expertise. The two remaining teachers are newly hired and are in an intern program, working on their clear credentials.</p> <p>All coaches are required to maintain certification in CPR , emergency first aid, and encouraged to maintain healthy lifestyles.</p> <p>All teachers undergo annual training on recognizing and reporting sexual harassment, bullying, discrimination and various forms of child abuse.</p> <p>Teachers are provided information and funding on required SPED certification.</p>	<ul style="list-style-type: none"> <li>● Annual Sexual Harassment/Bullying/Mandated Reporter-Child Abuse Training</li> <li>● Coaches - Concussion Awareness, Sudden Cardiac Arrest, Coaching Clinic (CIF), CPR, First Aid</li> <li>● SPED training Certs</li> <li>● District/School PD to view NGSS/Common Core/Math Symposium/CCR</li> </ul>

## Staff Assignment and Preparation

*A4.2. Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Evidence
<p>New teachers are provided with training and support from experienced teachers through programs such as Beginning Teacher Support and Assessment (BTSA), and Peer Assisted Review (PAR), assisting them in the critical and challenging first years.</p> <p>Teachers On Special Assignment (TOSA) are provided to assist all teachers in transitioning to Common Core (CCSS) and NGSS, and other areas of recognized needs.</p> <p>Teachers are provided with internet services such as Google Classroom and server space to maintain websites, linked to the school website, in order to provide a uniform system of student access to information needed for success in the classroom.</p> <p>Teachers are provided with common network hard drives to provide a central, accessible location for professional development materials.</p> <p>Instructor input is encouraged for planning staff professional development activities.</p> <p>Teachers undergo periodic classroom visitations by administrators and peers to evaluate the classroom environments of the campus.</p> <p>Teachers are provided with opportunities for professional development training, both on and off campus, in order to keep up-to-date on changing technology and educational techniques.</p> <p>At the end of each year, each department surveys teachers in regard to course preferences in order to aid in proper assignments. This allows during master scheduling for the assignment of teachers to particular classes based not solely on credential, but also on individual strengths.</p>	<ul style="list-style-type: none"> <li>● PAR</li> <li>● BTSA</li> <li>● Teachers' Websites</li> <li>● Google Classroom</li> <li>● Evaluations</li> <li>● Professional Development Training</li> <li>● Sign in sheets identifying PD selection/training</li> <li>● District wide shared Google drive</li> <li>● Google classroom forum</li> <li>● TOSA</li> <li>● PD drive</li> <li>● SPED</li> </ul>

## Defining and Understanding Practices/Relationships

*A4.3. Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Evidence
<p>Valencia High School sets its responsibilities out first by establishing an administrator's responsibility chart. The teachers are made aware of this at the beginning of each year as responsibilities shift and change based on APs shifting schools, retiring, or just changing responsibilities. The AOD is established on a rotating schedule. Counselor assignments and responsibilities are also established the prior year and are always subject to change prior to a school year to optimize strengths and preferences based on student needs. Professional development roles are assigned to teachers based on experience and needs of that specific year. Course catalogs and registration guides are updated every year. New teacher handbooks are made available for all new teachers, as well as trainings in technology and pacing/curriculum guides. SPED teachers establish student population responsibilities including class sizes, case management roles, and mainstreaming options. This year and in prior years, the staff has been given access to technological advances in communication and curriculum development by accessing google drive technology.</p>	<ul style="list-style-type: none"> <li>● Administrator Responsibility Chart</li> <li>● AOD Schedule</li> <li>● Counselor Assignments and Responsibilities</li> <li>● Professional Development Roles</li> <li>● Course catalog and registration guide</li> <li>● New Teacher Handbook</li> <li>● New Teacher Training (technology)</li> <li>● Pacing &amp; Curriculum Guides</li> <li>● SPED -- Program Descriptions (SC-1,2,etc.)</li> <li>● Sped process and procedures</li> <li>● Williams act</li> <li>● Pacing guide implementation process</li> <li>● Google drive</li> <li>● PD/WASC presentations</li> </ul>



## Support of Professional Development/Learning and Measurable Effect on Student

### Learning

**A4.4. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Evidence
<p>Valencia High School staff are given the opportunity to fulfill their PD requirements through classes offered by the district on an annual basis. On Late-Start Wednesday, teachers are allotted some time to work on their own professional development goals. They also attend specific classes, aligned with district goals, to increase familiarity of Common Core Standards. Instruction in technology training, lesson studies, and on Anchor Standards are offered on Wednesday mornings. Teachers are provided with training throughout the year on how to prepare students to be successful when taking the CAASPP. All teachers receive training how to log in and administer CAASPP tests. The AP teachers at Valencia High School are provided opportunities to attend College Board Conferences, which in turn helps make the students transition into college easier. Finally, our counselors meet with all of our students on a yearly basis to go over their four-year plan, and offer suggestions for their future, based on the work they have done at school and on personality tests that they may have taken throughout the year.</p>	<ul style="list-style-type: none"> <li>● Professional Development Plan/Calendar</li> <li>● Conferences/individual PD opportunities</li> <li>● Tech training</li> <li>● Lesson Study</li> <li>● Anchor Standards Presentations</li> <li>● Observations</li> <li>● Launching ELA standards conference</li> <li>● AP Teachers attend College Board Conferences</li> <li>● Late Start Wednesday</li> <li>● College and Career Readiness</li> <li>● CAASPP scores</li> <li>● CAASPP training</li> <li>● NAVIANCE personality assessments</li> </ul>

## Supervision and Evaluation

**A4.5. Prompt:** *How effective are the school's supervision and evaluation procedures?*

<i>Findings</i>	<i>Evidence</i>
<p>During the school year, teachers are assigned to be observed by administrators to provide feedback for professional growth.</p> <p>To ensure ongoing progress and monitor quality of instruction, a constructive feedback system is used during lesson studies to improve student learning.</p> <p>Common assessments are used by some teachers so that they can work collaboratively to analyze current levels of achievement, set achievement goals, and then share and create lessons and strategies to increase student learning and to improve student achievement.</p>	<ul style="list-style-type: none"><li>● Observations</li><li>● Lesson studies</li><li>● Common assessments</li><li>● Smart goals</li><li>● Exhibits &amp; performances</li><li>● Formal evaluations</li><li>● Evaluations</li></ul>



## A5. Resources Criterion

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The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

### Allocation Decisions and Their Impact

***A5.1. Prompt:** Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Evidence
<p>With the recent change in administration at Valencia High School, we revisited our Vision and Mission and aligned them to the new Common Core State Standards and the needs of Twenty-First Century learners. Valencia High School has numerous Career Pathways. These pathways are articulated with the William S. Hart Union High School District’s Career College Readiness (CCR) courses and Courses from the same pathway at College of the Canyons (COC). This allows Valencia High School students to graduate from high school with certifications to go straight to work or to move immediately to higher level courses in their chosen pathway at COC.</p> <p>Teachers are able to obtain resources (such as classroom supplies, consumable workbooks, or calculators) for classrooms by filling out a request and submitting it to the Office Administrative Assistant. Once approved, these requests are filled through the Principal’s School Formula Account (SFA). Once submitted, supply requests are filled within twenty-four hours. Requests granted for additional materials that are not on hand are submitted to the district and ordered through purchasing as quickly as possible. Priority is given to requests that specifically relate to our LCAP/SPSA goals.</p>	<ul style="list-style-type: none"> <li>● LCAP</li> <li>● SPSA</li> <li>● ADCO</li> <li>● School Board Meetings</li> <li>● Staff/Dept Chair meetings</li> <li>● SFA</li> <li>● Intervention</li> <li>● Grants</li> <li>● GAFE (Google Apps for Education)</li> <li>● SPSA - <a href="#">Single Plan for School Achievement</a></li> </ul>

<p>One important resource needed by all Valencia High School students is ready access to technology on campus to help students become become proficient in Twenty-First Century skills. We currently have 737 desktop/laptop computers and 36 chrome carts (with 40 chromebooks each) on campus. Chrome carts are located throughout the campus in every department. Teachers check out chrome carts through the Assistant Principal’s Secretary who will direct them to the cart closest to their location. As more carts become available, teachers will have increased access for use with students during class time. In addition, Valencia High School utilizes Google for Education and every staff member and student has a username and password to Google which is linked to the high school. This allows students to collaborate on written assignments and teachers to offer feedback and direction all in real time.</p> <p>The Valencia High School Professional Development focus is aligned to the SPSA goals for literacy and math practice. Each semester the faculty focuses on four anchor standards from the Common Core which were selected by the William S. Hart District. Presentations are developed that train teachers on what these standards are and how to implement them into classrooms in order to achieve the SPSA goals.</p>	
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## Practices

*A5.2. Prompt: Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Evidence
<p>The William S. Hart Unified School District has a comprehensive accounting system that allows for checks and balances throughout the school year. General fund allocations are divided into specific accounts based on what they can be spent on. Keeping budgets in a positive flow and providing clear transparent practices are of utmost importance.</p>	<ul style="list-style-type: none"> <li>● CBEDS</li> <li>● ASB Audits</li> <li>● District Audits</li> </ul>

<p>Additional site resources allocated from the SFA are provided annually by the district office based on the ADA rate according to CBED data. This past year the rate was \$56/student (3103 total students) for a total of \$173,768. An annual audit of the SFA is completed by the district office at the end of the year during close out. It is the principal's responsibility to analyze the monthly account reports to budget appropriately throughout the year.</p> <p>Associated Student Body (ASB) funds are safeguarded through various levels of checks and balances. ASB students and staff prepare an annual budget and conduct regular meetings to review and approve all expenditures, fundraising events, and student activities. ASB chartered organizations (club, athletic, and performing art groups) are required to submit an annual budget and hold regular meetings. Through online accounting software implemented in 2016, site and district office staff review transactions in real-time to provide additional safeguards over student body funds. Informal audits are conducted regularly by the district's internal auditor and twice a year by an outside accounting agency. The audits monitor how student body funds are raised and expended, as well as examine internal accounting controls. Audit findings are presented to the public and Governing Board.</p>	
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## Facilities

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Evidence
<p>Valencia High School takes pride in its campus and makes sure that all students and staff are safe throughout the school day. Campus supervisors are posted at entrances/exits to monitor students and guests/visitors coming on campus and check student IDs before they leave campus at lunchtime, as we have a closed campus for 9th and 10th graders. Upon entering Valencia High School, visitors sign in and obtain a pass in the main office and sign out when leaving. Campus supervisors have access to radios to stay in constant communication with each other, the front office, and administration. They also monitor the campus during brunch and lunch to ensure student and faculty safety.</p>	<ul style="list-style-type: none"> <li>● Campus supervisors</li> <li>● Lock Block</li> <li>● Lock down drills and procedures</li> <li>● Visual displays</li> <li>● Custodians/grounds keepers</li> <li>● Security Cameras</li> <li>● Marquee board</li> </ul>

This past fall, Valencia High School installed lock blocks on every classroom door on campus to facilitate locking the classroom door from inside without a key to make it quicker and safer in the event of an on-campus intruder.

Valencia High School conducts lockdown drills two times per year to practice and review procedures with faculty and students to ensure their safety in the event of a lockdown situation. VHS has security cameras placed in various locations around campus including the parking lots and the athletic fields.

ASB students provide flyers and posters for various events and activities on campus. VHS ASB maintains a digital scrolling bulletin board above the gym which displays important information for students. Valencia TV (VTV) is aired live on campus in most classrooms on a daily basis at the beginning of 4th period. VTV updates students and staff of activities and events on campus, as well as any current and pertinent information.

Custodians and groundskeepers are onsite all day and through the night, cleaning classrooms as well as the campus and the athletic fields before and after events.

VHS had air conditioning units replaced throughout campus over summer 2016 which are regulated to help keep classrooms and offices at a steady temperature.

VHS students are required to have a current parking permit physically displayed in their car. Campus supervisors patrol the parking lots daily checking permits and issuing tickets when necessary. (Excluding the Ice Station which has a different color parking pass.)

## Instructional Materials and Equipment

**A5.4. Prompt:** Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Findings	Evidence
<p>In the past four years, Valencia High School has purchased 36 chromebook carts for classroom use with the goal of having a chrome cart in each classroom that <i>will</i> utilize them.</p> <p>At Valencia High School a vast majority of the classrooms have LCD projectors and PCs for instructional use. The William S. Hart District has provided Ipads for every teacher who wishes to have one. iPads are used for Airplay connecting to LCD projectors as well as being brought to meetings for notes and presentations. Our on-site PD team offers training on combining this technology with such apps as Airplay, Google classroom, and many other Google Apps for Education (GAPE)</p> <p>Valencia High School has a dedicated IT person. His responsibilities include updating software, installation of new technology devices, instruction on use of new programs, troubleshooting system and individual classroom issues, among many others.</p> <p>Following the William’s Decision, Valencia High School employs highly qualified classroom teachers and has curriculum such as textbooks and consumables available for each student.</p> <p>Other classroom instructional equipment is requested by the teacher or department. The request is sent to the principal for approval. If approved, the principal determines which funding source is most appropriate for the equipment</p> <p>VHS has student registration the week before school begins each year. Students get their texts, PE clothes, ID cards, and turn in emergency cards before the school year begins. VHS meets with the incoming freshman class during their 8th grade year to ensure a smooth transition into high school. There is a make-up day on the first day of school for the small percentage of students who miss registration week.</p>	<ul style="list-style-type: none"> <li>● Chromebook Carts</li> <li>● LCD projectors/TV’s</li> <li>● iPads</li> <li>● GAPE</li> <li>● Tech person</li> <li>● Williams Act</li> <li>● Registration week</li> </ul>

## Well-Qualified Staff

**A5.5. Prompt:** Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Findings	Evidence
<p>All new hires are vetted through board policies to ensure teachers are highly qualified for classroom instruction. New teachers are supported through an induction program (BTSA) that can bridge theory (college classes) with the daily realities of classroom teaching. A trained, experienced teacher (Support Provider) is assigned to work with each new teacher.</p> <p>We have a PD (professional development) team on campus to assist teachers in ongoing professional development. We have started a new PD program that is both aligned with the district and self directed. There are four categories which account for the eighteen hours of professional development. The categories include district designated goals, individually designed goals, department goals, and WASC goals. These hours can be obtained by attending classes/workshops on our campus, as well as professional development workshops at the district office site. Teachers also have the ability to spend PD time working on their individual goals. Accountability for this time is maintained by a personal PD log which each teacher fills out. This change in approach to professional development, which has allowed for more autonomy, has produced positive feedback.</p> <p>AP teachers attend conferences and actually participate in the grading of the students' exams that are taken in the spring (Cindy Pharis, David Duncan, Victor Limon). These teachers receive professional development hours by being trained in assessment procedures and practices. The training is provided by Educational Testing Services (ETS) and The College Board. The training provides insights into the exam and is an invaluable tool for instructional procedures, best practices, and both formative and summative assessments done in the classroom setting. In the past, our principal has paid for the substitute if the AP test reading happens during the regular school year. Lately, the reading has taken place outside of the regularly scheduled school year.</p>	<ul style="list-style-type: none"> <li>● CALPADS</li> <li>● Interview process,</li> <li>● SFA</li> <li>● Perkins funding</li> <li>● District grant writer</li> <li>● Intervention Monies</li> <li>● PAR/BTSA</li> </ul>



<p>Valencia High School has prided itself over the past 10+ years as leading the six other district high schools in Career Technical Education (CTE) and its Pathways available for students. Recently, the district has secured funds through grants to update equipment used by CTE credentialed teachers. Valencia High School currently has 6 CTE credentialed teachers that teach classes in Computer Science, Culinary Arts, Video Production, Drafting, Multimedia, Design, etc. Valencia High School encourages its teachers to obtain a CTE credential in order to help create new and innovative pathways.</p>	
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Long-Range Planning

*A5.6. Prompt: Evaluate the effectiveness of these processes.*

Findings	Evidence
<p>The William S. Hart Union High School District determines the Common Core standards that are most closely aligned to our LCAP goals. These anchor standards become the PD focus at Valencia High School each semester. The Valencia High School PD team is responsible to develop presentations that all faculty <i>members</i> attend to become familiar with these key standards and learn how best to implement them into their own curriculum.</p> <p>In the future, the reestablished Site Council will allow representation from all stakeholders to provide input as to how the LCAP priorities are being addressed in each subject. This input will be collected and evaluated. The suggestions that are pertinent to Valencia High School’s success with LCAP goals will be incorporated into upcoming PD trainings. Where appropriate, suggestions will disseminated at staff meetings. This will occur as part of a systematic plan to monitor the progress of the Action Plan and the Single plan for Student Achievement.</p>	<ul style="list-style-type: none"> <li>● Site Council minutes</li> <li>● Staff Meetings</li> <li>● PD Training</li> </ul>

## Category A: Strengths and Growth Areas

### STRENGTHS:

- All students complete four year plans and many complete academic pathways that will lead to post-secondary college and career options.
- All students have access to a REACH program and outside of school intervention programs that facilitate the reduction of the achievement gap and provides tools and resources for student success.
- Structures of governance from the board down to the sites are in place.
- Board policies and procedures have led to an understanding of the school's overall vision and mission as evidenced by developing department goals.
- Many teachers and the Administration team is dedicated to constant analysis and change to insure student success.
- Lesson Study has been new, motivating, and instructive for the teachers who have chosen to be involved.
- The new self direct PD model focusing on district, department and personal goals has been well-received by most staff, especially veteran teachers who feel the PD differentiation is freeing, motivating, and invigorating.
- Teachers are provided with a wide variety of professional development opportunities.
- The vast majority of teachers have subject matter credentials in the subjects they teach.
- Email and network drives are available and used by administration and teachers to disseminate information.
- District support is provided to ensure school sites keep a balanced budget
- The district provides strong support for new teachers.
- A strong school-to-career program helps support the school's Mission, Vision, SLO's and is supported by the Administration, Staff, Parents and Students.

## AREAS OF GROWTH:

- Development and implementation of a supplement to the senior survey to gather information regarding college completion and related information.
- Continuing professional development to learn technology that improves communication between parents, students, staff, and community.
- The REACH program mentioned under strengths is not well funded and on the decline. There is a need to revamp the program to better meet our current students' needs, especially in the area of closing the achievement gap.
- Communication of governance structures
- Lack of individual participation by parents, teachers, students, etc.
- Establish a resolution process and procedures, including a productive discussion forum, to address differences that arise between departments, staff members and administration.
- Developing curriculum and support materials for common core and NGSS compliant courses.
- Teachers need to be aware of funds available, and procurement procedures that will facilitate timely fulfillment of classroom needs.
- Identify students that qualify for reduced cost and free lunch, that are not utilizing the system.
- Campus is not fully closed, there are access points on the north side of campus with portables not being fenced in
- Continued evaluation and adjustment of self-directed professional development to meet the needs of students and teachers.
- Education technology within classrooms and throughout the campus should have ongoing needs assessments to determine adequacy of current technology needs.

## B. Standards-Based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

**B1.1. Prompt:** Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

Findings	Evidence
<p>Valencia High School staff effectively use current education research related to the curricular areas in order to maintain a viable, meaningful instructional program for students to achieve academic standards and schoolwide learner outcomes. Valencia High teachers attend subject area conferences and workshops, receive regular training and avail themselves of the latest technology believed to enhance instruction. Use of Chromebooks, LCD projectors, Symposiums and other relevant instructional technology, help teachers break down complex subject matter and allow teachers to gauge understanding quickly. The use of Google Apps for Education (GAPE) allows teachers to communicate with students, provide valuable digital feedback on assignments, post assignments, provide additional material beyond the text and prepare assessments. This tool also allows for teachers to develop lessons which extend beyond the school day. Teachers have access to class sets of Chromebooks for research and writing assignments. The Late Start Planning Wednesday provides all teachers with collaboration time to analyze data, plan lessons, determine best practices, develop common grading rubrics and assessments, and review SMART (Specific, Measurable, Attainable, Results-oriented, Time Bound) goals. All departments, including grade levels and specific subject areas, develop curriculum-based semester SMART goals. More time needs to be devoted to analyzing feedback from SMART goals to enhance instructional practice. This process would also benefit from greater staff buy-in and follow through. At this point, the process has been introduced, but it is not systematically embedded in our instructional practice.</p> <p>The Professional Development Team continues to partner with the district to communicate researched best practices to the staff.</p>	<ul style="list-style-type: none"><li>● Use of Chromebooks</li><li>● Google Training</li><li>● Use of GAPE</li><li>● Science Department change scope and sequence to align with NGSS</li><li>● Department SMART Goals</li><li>● REACH rosters</li><li>● AP English Literature and Reader Certificate</li><li>● Naviance</li><li>● CTE Certified Teachers in Practical Arts</li><li>● CAD Drawing (use of 3D Printers)</li></ul>

**B1.2. Prompt:** Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements.

Findings	Evidence
<p>All departments develop student centered curriculum based on SMART Goals. Each semester, departments are supposed to analyze data and develop action plans to support student achievement on a specific skill or standard. SMART goals derive from the Common Core Academic Standards and/or the College and Career Readiness Standards. Familiarity with these standards comes from district mandated professional development. More time and training is necessary to ensure that all stakeholders are aware of the specific standards and that this awareness shapes curriculum development.</p> <p>Valencia offers a wide variety of AP level classes, twenty-one in total. In spite of the fact that some courses have prerequisites, Valencia has an open-door policy for admission. Students are highly encouraged to enroll and satisfy A-G requirements for University of California and California State University admission. All of the General Education core academic classes are “A-G” approved, with the exception of SPED (basic courses). Valencia High School maintains a concentrated effort to graduate life-long learners who have the skill-sets necessary to pursue any post-secondary career or college opportunity they wish. With District support, Valencia High School continues to offer a range of CCR courses which are “A-G” approved. Counselors educate Valencia students on the importance of meeting the “A-G” requirements so as to prepare them for the collegiate / professional path ahead of them. Annual academic assessment of students’ progress towards the completion of grade level “A-G” requirements are conducted via counseling conferences. Promotion of completing the “A-G” requirements is extended schoolwide via posters, VTV, REACH program, school website, and through the Counseling Office.</p> <p>It remains a school wide expectation that all Valencia students challenge themselves academically. For many this means enrolling in and succeeding at Honors and AP courses. National Honor Society and the California Scholarship Federation are both active on campus and are embraced as cultural staples for which students should strive.</p>	<ul style="list-style-type: none"> <li>● SMART Goal Data</li> <li>● Master Schedule</li> <li>● “A-G” Approved Course Lists</li> <li>● Graduation Rate</li> <li>● CCR Course List</li> </ul>

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Evidence
<p>Students at Valencia High School are involved in rigorous and challenging learning activities in all subject areas. Common Core vocabulary is an integral part of instruction. Sixty-four teachers (including counselors, librarians, psychologists, etc.) out of 124 responded in a survey to whether they frequently use Common Core vocabulary. Of the teachers surveyed, 53.1% say that they frequently use the common core vocabulary and another 10.9% say that they use it only once in awhile. In addition, 71.8% of responders were also able to list at least two vocabulary terms.</p> <p>English classes are using rigorous standards for writing as evidenced by quarterly analysis through performance tasks. Five out of 16 English teachers are using the <a href="#">SBAC rubric</a> to grade all assigned essays, which is the same rubric used by the district for the district-wide performance task. Other teachers have developed their own rubrics that are equally as rigorous.</p> <p>The English department uses essential questions provided by our district to guide instruction.</p> <p>District wide, ELD is currently piloting new curriculum which includes essential questions for each unit of instruction that guide performance tasks.</p> <p>Other departments use essential questions that are teacher generated and are being used by history, math, fine arts, and science teachers are using this term and concept as well.</p> <p>Performance tasks are being used in English, mathematics, art, and science.</p> <p>Valencia High School students participate in district-wide, standards-based performance tasks based on specific writing domains. Instruction occurs based on which domain is being tested.</p> <p>Advanced Placement (AP) conferences are encouraged for beginning AP teachers to assist them in developing their curriculum, instruction and teaching practice.</p> <p>The pacing for AP Biology and AP Environmental Science are consistent district wide. AP teachers at VHS collaborate with other school sites within the district for pacing calendars and curriculum.</p> <p>The special education programs teach career-building skills with outside</p>	<ul style="list-style-type: none"> <li>● Staff survey</li> <li>● English department survey</li> <li>● English department</li> <li>● District Goals</li> <li>● District Curriculum Guide</li> <li>● ELD District Pilot Program (Pearson/ILIT)</li> <li>● Department Chair Feedback</li> <li>● District Performance Task Data (Math and English)</li> <li>● District Pacing Calendars (Math, English, Foreign Languages and AP Courses)</li> <li>● Science AP Collaboration Meeting</li> </ul>

<p>work opportunities. To support special education students, teachers take groups into the community to introduce them to real-world skills.</p> <p>More teachers are addressing literacy and numeracy standards within their curriculums, but this is still a area in which we could improve in schoolwide. Writing across the curriculum is also a growth area. Again, more teachers, outside of English, than ever before are incorporating these anchor standards more frequently, but there is still room for growth. A systematic means of measuring the extent and ways that the standards are addressed within classrooms needs to be established.</p>	
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**B1.4. Prompt:** Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Evidence
<p>Students at Valencia High School experience integration among content disciplines, and there are programs available that offer school to career opportunities.</p> <p>In the English department, there are cross-curricular projects based on common core essential questions. Examples of these projects include historical based informational projects on human rights, genocide, and tolerance. Approximately 56% of classes place instruction into a larger cross-curricular context. Cross-curricular projects assigned in 85% of classes. Videos are also used to illustrate the historical context of essential questions.</p> <p>The theatre program has staged several plays based on English units such as <i>Macbeth</i>, <i>Antigone</i>, and <i>Romeo and Juliet</i>. Also, every semester the theatre program presents a collection of one act scenes based on literature.</p> <p>The social studies curriculum includes vocabulary development, writing development, newspaper articles, literature analysis, philosophy, and graph studies. Social Studies integrates material primarily from the English curriculum. Literacy and writing are a growing focus. Economics teachers include a financial literacy writing performance task.</p> <p>Cross-curricular academic vocabulary is used in nearly all subjects to emphasize the overlap of concepts such as in English and history, and science and math.</p>	<ul style="list-style-type: none"> <li>● College Career Readiness</li> <li>● Medical Science Academy</li> <li>● Associated Student Body</li> <li>● Nonfiction articles</li> <li>● Tolerance Project</li> <li>● The Human Rights/Genocide projects</li> <li>● The Financial Literacy Writing Performance Task</li> <li>● Science-Math projects</li> <li>● Science projects related to nutrition and health</li> <li>● Fine Arts projects using mathematics</li> <li>● The Science Writing Performance Task.</li> <li>● visual literacy activities</li> <li>● Cross-curricular projects</li> <li>● Cross-curricular use of math concepts</li> <li>● Cross-curricular use of vocabulary</li> <li>● Fine Arts exhibits</li> <li>● Theater presentations</li> <li>● Medical Science Academy curriculum</li> </ul>

Across the curricula, non-fiction articles are used in at least 75% of classes. Also, 90% of classes integrate visual literacy, 85% of classes assign cross-curricular projects, and 75% of classes incorporate math concepts into their curricula.

Students in art classes learn web design and graphic arts in Computer Aided Design courses.

Fine arts students regularly use math concepts in music theory and visual arts. In addition, the fine arts department addresses historical context and cultural heritage in order to emphasize the importance of the arts.

The humanities course integrates historical readings and poetry from the Renaissance period through the Modern period to write a research paper. This final paper examines the philosophical issue of human nature using historical philosophical readings and poetry sources to support their claim.

The science department incorporates math and written language in their performance tasks. Science also utilizes cross-curricular articles to not only augment literacy, but also to emphasize multiple viewpoints from various content areas.

The Medical Science Academy (MSA) integrates sports medicine with other departments in a program training students in EMT skills. The program integrates grade level English, science, and social science classes that emphasize medical science issues into their curriculum. The program inaugurated with the 9th grade, has added the 10th grade this year, and will add 11th and 12th grade in the succeeding academic years.

Visual literacy is used across the curriculum. In AP language, students analyze the societal and political impact of cartoons and the persuasiveness of commercial advertisements. Humanities classes closely examine artwork from various historical periods to better understand the significance of the era of study.



**B1.5. Prompt:** Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Evidence
<p>Valencia High School articulates curricular programs and expectations with its feeder school, Rio Norte Junior High School and Castaic Middle School, local colleges and universities, and technical school to a great extent across all subjects.</p> <p>According to a school-wide staff survey, 64% of our school staff articulates with junior high schools, local colleges and universities, and technical schools. 22% with jr. high schools, 44% with local colleges and universities, and 17% with technical schools. 90% of these interactions take place 1-5 times per semester, 6% take place 6-10 times per semester, and 6% take place 11 or more times per semester. Student participation groupings range from 5-500 students involved in these curricular programs exchanges. The variety of programs involved with these interactions are shown in evidence.</p> <p>One such program is the <a href="#">Science STEM Summit</a>. On November 19, 2016, 250 students will be attending this event hosted at COC. Students will be listening and questioning a twelve panel of professionals working in the field of Environmental Science. Students will have the opportunity to be in a “speed mentoring” activity to ask individuals currently in the field how they achieved their positions and they also be able to meet with college representatives from across California.</p> <p>This past summer our science teachers attended/designed the NGSS training - to help facilitate implementation of the next generation of science standards -- partnered with COC, they hosted it, their professors were involved and learned about science curriculum in our district.</p> <p>Valencia High collaborates with College of the Canyons through students’ concurrent enrollment and summer school classes. Students on our campus take advantage of concurrent enrollment opportunities with the local community college. 160 students completed summer school classes at COC in 2016.</p> <p>Valencia High School Counselors participate in EOP program at COC attending updates twice per year and inviting the head of the program at COC to make a presentation at Valencia once per year..</p> <p>Our AP and CAASPP scores provide evidence that demonstrates effectiveness of our curriculum. The overall English Language Arts/Literacy score: 47% of students exceeded standard, 36% met the</p>	<ul style="list-style-type: none"> <li>● Foreign Language (Spanish, Italian, American Sign)</li> <li>● Science STEM Summit</li> <li>● NGSS summer training at COC</li> <li>● Social studies</li> <li>● Learning Strategies</li> <li>● AFJROTC</li> <li>● SPED - DSPTS</li> <li>● Medical Science Academy interacts with junior colleges and universities</li> <li>● Special Education</li> <li>● Anatomy &amp; Physiology</li> <li>● Athletics</li> <li>● Cheerleading</li> <li>● Air Force JROTC</li> <li>● REACH</li> <li>● Registration, Naviance activities, and College visitations (Counseling).</li> <li>● Economics</li> <li>● Medical Sciences Academy</li> <li>● Nanoscience and Chemistry</li> <li>● Valencia counselor attends EOP meetings twice per year on COC campus.</li> <li>● AP CAASPP Scores</li> <li>● Senior survey</li> </ul>

<p>standard, 11% nearly met the standard, and 5% did not meet the standard. In reading, 94% students scored near or above the standard. In writing, 93% students scored near or above the standard. In listening, 94% students scored near or above the standard. In research/inquiry, 95% students scored near or above the standard.</p> <p>The overall mathematics score: 25% of students exceed standard, 28% of students met standard, 24% of students nearly met the standard, 24% did not meet the standard.</p> <p>Students participate in a self-reporting program (the senior survey) that provides evidence of which students will attend a 2 year college, 4 year college or other post-secondary program. Approximately 44% of our graduates attend a 2 year college, with the majority of those students attending COC, and approximately 42% attend a 4 year college.</p>	
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## B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**B2.1. Prompt:** Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Evidence
<p>Valencia High School offers special education support for Resource (RS), students with mild to moderate learning disabilities (SC1), students who experience mild to moderate cognitive delays and are taught functional academics based on the state’s CAPA standards (SC2), and students with a diagnosis of multiple disabilities, moderate to severe cognitive delays, and require intensive supplemental services (transportation, APE, language and speech, specialized school nurse and specialized school psychologist) (SC5). To support these students and allow them to make appropriate choices and pursue a full range of realistic college and career options, we include an Individual Transition Plan in every Individualized Education Plan (IEP) for students 16 and up (sometimes younger). To develop this plan, the case manager is required to give a transition assessment (Explorer Interest Inventory). Then, in consultation with the student and parents, the transition plan is developed. We also include IEP</p>	<ul style="list-style-type: none"> <li>● Student’s IEPs</li> <li>● Workforce Prep Curriculum</li> <li>● Workforce Prep Enrollment</li> <li>● Freshman Seminar</li> <li>● Junior job shadowing</li> <li>● Junior Connecting to Success seminar</li> <li>● Senior Career Awareness Project class</li> <li>● Naviance Data/Counselors</li> <li>● College and Career Readiness</li> <li>● Open enrollment for Advanced Placement courses</li> <li>● Financial Aid Night</li> </ul>

goals in three areas: Education, Employment, and Independent Living.

All students with IEPs are eligible to benefit from Workability I. Workability I is a federal program that grants money for transition activities for special education students. Valencia High School's Career Transition Advisor, uses these funds to provide work experiences for students, to arrange career path field trips (this year the career path is cosmetology), to bring in guest speakers, to arrange appropriate small field trips, and to monitor students at work.

We also have the Transition Partnership Program which is a joint venture between the school district and the California Department of Rehabilitation. This program utilizes State Education Funds and Department of Rehabilitation funds to prepare students for full time employment. Valencia High School has 12-15 spots each year for students to enroll in Basic Workforce Prep and to become clients of the Department of Rehabilitation. The class teaches employment seeking and retention skills, as well as adult living skills (banking, credit, etc.). The Department of Rehabilitation pays for work experience (up to 200 hours) and then, after graduation, continues to support students on an agreed-upon path towards full time employment.

Valencia High School offers each student a Naviance account, which is a computer guided program that provides guidance for students as they make college and career decisions. Students and parents have access to Naviance throughout their four years at Valencia. Valencia began using Naviance in 2013. Since the implementation of Naviance, the application rate of students applying to the UCs and the CSUs has significantly increased. According to UC data, the application rate has increased from 339 applicants to 593 applicants. According to CSU data, the application rate has increased from 332 applicants to 626 applicants. In addition to the application rate, the acceptance rates have also increased. UCs acceptance rate has increased from 161 accepted applicants to 248 accepted applicants. CSUs acceptance rate has increased from 222 accepted applicants to 329 accepted applicants. Thus, the Naviance program is providing all students at Valencia High with an effective college/career exploration program.

Students who are interested in Pre-technical training and career exploration are enrolled in classes which include: Medical Sciences, CCR, computer programming, web design, graphics, cosmetology, video production, and work experience.

The counselors are constantly assisting students on their collegiate needs, such as organizing Admission Representative Visits, college application help sessions, Financial Aid nights, college application personal statement assistance, and college field trips to UCs, CSUs, and private

- District College Fair
- College Admissions Representative meetings and presentations
- Application help sessions
- Pre-technical Training
- College Field Trips

<p>institutions.</p> <p>Valencia High provides freshman with an initial career exploratory program called Freshman Seminar, which provides students with important study skills, future focus, career interest, and college searches.</p> <p>Juniors at Valencia High are required to engage in Junior Job Shadowing, which is an extracurricular program that requires students to shadow a person in their career choice. During their first semester, all juniors attend an all day off-campus conference called "Connecting to Success." There is a keynote address and breakout sessions, all taught by local business leaders. Topics include: ethics in the workplace, building your image, and money smarts.</p> <p>Valencia High offers seniors with instruction on career choices with the Senior Project class. This class assists seniors with discovery and research in a chosen field of interest. The class results in a presentation about their findings and their interest in the field of choice.</p> <p>The open AP enrollment concept allows students the opportunity to excel in a rigorous program. The AP exam, given in May, has a high pass rate for many subjects.</p> <p>Intervention programs such as REACH and Fundamentals of Math/Study Skills targets our underperforming subgroups in order to provide extra curricular support when undertaking a more rigorous curriculum.</p>	
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**B2.2. Prompt:** Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Evidence
<p>Valencia High School offers a variety of rigorous courses. In general, students have access to a variety of supports that help bring every discipline together.</p> <p>With Valencia's higher population of special education students, Valencia has taken time to incorporate special education students into every discipline. Special education students have access to a wide variety of electives. 79% of special education students decide to take an elective or general education course of their choosing, although there are limited electives available to this population, resulting in high numbers of special education students enrolled into electives.</p>	<ul style="list-style-type: none"> <li>● Special education students take general education classes.</li> <li>● Counselors meet with every student to choose classes.</li> <li>● Single-subject intervention help.</li> <li>● All students have access to AP courses.</li> <li>● Teachers/parents recommend students into the honors level or for intervention.</li> <li>● REACH elective</li> </ul>

At Valencia, the counseling department is quite active in every student's academic planning, between freshmen seminar to aid new students in transitioning to high school life to meeting with each student to ensure class choices are best fit for the student. Another tool the counselors utilize is Naviance, which is used to help aid every student plan out future careers. During freshman year, students meet with counselors to develop their four-year plan. During tenth grade, students continue to meet with counselors to review course options and schedules, as well as an conduct career interest inventory. In the eleventh grade, in addition to course choices and scheduling, counselors guide students through a college search. Seniors meet with counselors several times during the year to ensure their fulfilment of graduation requirements, and sign a contract confirming these necessary steps.

Part of being a core class teacher is also being able to identify both higher echelon students and students who require intervention. Teachers here at Valencia utilize an array of tools to enable students to succeed. It was found that approximately 44% of teachers who can, recommend at least one student to move into honors level courses. For example, in the regular science classes, teachers will utilize a quick letter to the student to encourage students who are really close to honors levels to take the next step into the honors level sciences. On the flip side, in the core classes teachers identify students who are struggling and encourage them to attend intervention time with credentialed teachers to better aid in the student becoming more prepared. Finding the most effective intervention techniques, both in and out of the classroom, is still a work in progress.

All students have access to approximately 52% of the AP courses without prerequisites. The other half of the AP courses require some form of gating mechanism to ensure students who do sign up will succeed in those classes. The gating mechanisms are not too stringent and still allow students of differing backgrounds to access AP courses. Many AP students are required to complete a summer assignment, depending on the course. This summer assignment must be completed in order to be accepted into the class. The AP teachers also provide time to offer additional support to help the students pass the exam. 79% of the AP teachers offer regular additional support with 50% of them offer it weekly.

We offer strong programs such as honors, advanced placement courses, career pathways, career technical education, as well as collaborating with the district in their college career readiness classes (formerly ROP), leading students to high pass rates. For example, our AUTOCAD classes provide students with the opportunity to learn programming which can lead directly into job placement. For students who desire to follow a military career, we offer a JROTC program that helps them get acquainted with going into one of the branches of the military. In

- AP teacher's offer support to struggling students.
- Valencia High has speciality career paths.
- Teachers utilize real world applications.

addition to student options of course programs, all students are required to take a school to career curriculum, starting with a freshman seminar to explore career options, a junior year job shadow, and a senior year project, which functions as an internship required for all seniors, which has helped many students discover authentic career options and opportunities.

Rigorous curriculum is required in all core classes through use of the common core standards. Approximately 89% of the teachers/faculty on the campus utilize real world style problems at least once a week in their classes. In some classes, like the sports med program, the students are always tackling real world tasks. In the medical programs, students work in cohorts and closely with neighboring medical professionals. The students receive on the job training by practicing their skills during various sporting games, as well as during the time they work with the medical professionals.

REACH (formerly AVID) is an intervention elective that offers students biweekly support in science and math classes, as well as encouragement so they can make better choices and work better at completing the A-G requirements. The program is an elective program for “C” or “B” grade level students who would like to learn college preparedness, organization, note taking and other skills that will make them ready to transition directly into a four year college or University. This class targets our underperforming subgroups.

All in all, Valencia offers a wide variety of both upward reaching and achievement gap closing classes and programs. Each department has some form of assistance in place to enable struggling students to succeed, as well as supports in place for those students who desire more of a challenge.

Coupled with programs designed to help students succeed, the teachers themselves also take a large role in presenting quality curriculum.

**B2.3. Prompt:** Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.

Findings	Evidence
<p>The Valencia High School staff collaborates with parents and students to create an educational pathway that correlates with student learning styles, needs, and post-secondary goals.</p> <p>Valencia’s Counseling Department incorporates essential programs that encourage collaboration among students, staff, and parents. All counselors create a four-year plan that students will follow to succeed in graduating and discovering post-secondary goals. Counselors meet with students annually to ensure students register for classes that align with their pathway to succeed. Counselors also have an open-door policy that allows students to feel welcome to visit counselors for an assortment of needs that involve classes, extracurricular activities, and other opportunities. Counselors involve students in important sign-up events, such as with the PSAT and SAT. Parents, teachers, and administrators meet to create and implement IEPs, SSTs, and 504 plans. 317 students currently have an IEP. 294 students with IEPs include transition plans and college and career readiness goals. The plan is evaluated on an annual basis. Students and parents work with teachers to give the students extra opportunity to investigate different careers. This is done through College bound Strategies and College and Career Nights. College and Career nights include: Personal Statement Night, Financial Aid Night, District Wide College and Career Night, African-American College Night, and 8th Grade Orientation Parent Night. The Counseling Department also facilitates the College Now Program: concurrent enrollment at College of the Canyons. A teacher survey (62 responses) resulted in the following evidence: 31.6% of respondents meet informally with over twenty-one students each semester to discuss post-secondary goals. 41.7% of respondents meet with students more than six times per semester to discuss college and career planning, 40% of respondents meet with students between one to three times each semester to discuss college and career planning, 18.3% of respondents meet with students between four to six times each semester to discuss college and career planning, and 50% of respondents meeting collaborate with parents regarding a student’s postsecondary plan. Of those who collaborate with parents, collaboration occurs on average one to three times per semester.</p> <p>Department members collaborate on a regular basis, including planning on Wednesdays, to set student learning objectives and quarter goals. English and math departments distribute a district performance task during the 1st and 3rd quarters to analyze student strengths and weaknesses.</p>	<ul style="list-style-type: none"> <li>● Naviance</li> <li>● 4- Year Plan</li> <li>● IEP, SSTs, 504 Plans</li> <li>● PSAT Sign-Ups</li> <li>● Counselor Open-Door Policy</li> <li>● Job Shadowing</li> <li>● Career Projects</li> <li>● Collegebound Strategies</li> <li>● College and Career Nights</li> <li>● College Representative Presentations</li> <li>● Department Meetings</li> <li>● Lesson Study</li> <li>● Parent E-communication</li> <li>● VTV</li> <li>● Teacher Websites</li> <li>● Blackboard Connect</li> <li>● Infinite Campus</li> <li>● School Website</li> <li>● Course Orientations and Syllabi</li> <li>● REACH</li> <li>● Awards Nights</li> </ul>

Valencia parents and students can access Infinite Campus throughout the year. On the school website, students and parents can access important school information. Parents can access a school calendar, links to Infinite Campus, and access to teacher websites. Teachers use Infinite Campus regularly to update grades so that parents can monitor their child's success. Of 3,054 students on campus, 2,600 of them have at least one parent who has created a parent portal account on Infinite Campus. There are 453 students whose parent(s) (either of them) have NOT created/set up a parent portal account. Of the total student population, 99.94% have a student account and 86.55% of students have a parent with an account. Student average for total logins to IC portal is 12,846. Parent average for total logins is 6,306.

Parents and students participate in awards nights, such as the Viking Valor Awards, that occurs annually.

**B2.4. Prompt:** Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings	Evidence																												
<p>Valencia High School students are challenged on a daily basis to achieve high academic standards and to meet expected schoolwide learning results through many strategies and programs, as well as being regularly involved in challenging learning experiences. Students are engaged in meaningful and rigorous learning activities in all subject areas. All courses are aligned with state standards, and/or in some content areas, with national standards and/or program-specific frameworks. In addition, all teachers have identified the essential standards for the content area in which they teach and have developed SMART goals aligned to state standards and CAASPP data. Valencia High School also has all departments on campus identifying essential standards and developing SMART goals. All students have open access to varying levels of academic courses. Students have the opportunity to enroll in AP courses and may enroll in honors courses with either teacher or parent recommendation. Furthermore, students are made aware of the concurrent enrollment opportunities with our local community college (College of the Canyons).</p> <p>Students at Valencia High School are presented with opportunities to interact with local colleges and universities during high school to begin the transition to college and career. Additionally, special education students at feeder schools have matriculation meetings with counselors</p>	<p><b>Alumni Survey</b></p> <p>Do you and your students ever interact with any Jr. High School, local colleges and universities (COC, CSUN, etc.) or technical schools? (86 responses)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>66.1%</td></tr> <tr><td>No</td><td>33.9%</td></tr> </table> <p>Did you pursue a career path at Valencia High School? (881 responses)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>30.4%</td></tr> <tr><td>No</td><td>66.9%</td></tr> <tr><td>Unsure</td><td>2.7%</td></tr> </table> <p>If you pursued a career pathway at Valencia High School, did you enter the field in which you received your certificate after graduating? (779 responses)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>44.3%</td></tr> <tr><td>No</td><td>55.7%</td></tr> </table> <p>After attending Valencia High School, did you pursue a career in the field you explored in Senior Project? (281 responses)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>30.5%</td></tr> <tr><td>No</td><td>63.4%</td></tr> <tr><td>Unsure</td><td>6.1%</td></tr> </table>	Response	Percentage	Yes	66.1%	No	33.9%	Response	Percentage	Yes	30.4%	No	66.9%	Unsure	2.7%	Response	Percentage	Yes	44.3%	No	55.7%	Response	Percentage	Yes	30.5%	No	63.4%	Unsure	6.1%
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and teachers to facilitate the transition to high school and introduce students to future coursework and career pathways. Of 62 teachers surveyed, 33.9% interact with junior high schools, local colleges, and universities. Of these teachers, 18.2% of their students interact with junior highs, 40.9% interact with junior colleges, 50% interact with universities, and 13.6% interact with technical schools. The majority of these teachers interact with these institutions one to five times per year.

Since 1997, 30.4% of the 384 alumni surveyed pursued a career pathway at Valencia High School. Of the 116 alumni involved in a career pathway, 24.2% earned a certificate in Graphic Design; 17.2% earned one in Health Sciences; and 9.4% earned one in CAD/Drafting. Alumni were also asked if they entered the field in which they earned their career path certificates; of those 179 who responded, 44.7% entered their field of study.

Alumni were also asked if they pursued a career in the field they explored in Senior Project; 29.1% said they pursued that career post-high school. Alumni also addressed whether the Senior Project helped them in their career pursuit. Of the 381 people who responded, 14.4% indicated that senior project did help in their decision to pursue their career.

Over the past four years, the majority of senior students at Valencia planned to attend community college after high school. There has been a slight increase in the number of students pursuing community college after high school. The next most popular option after high school is attending a CSU, private institution, and then a UC school. There has been a slight decrease in the number of students planning to attend a private school, most likely due to increased costs.

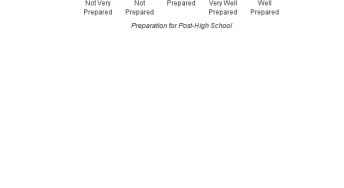
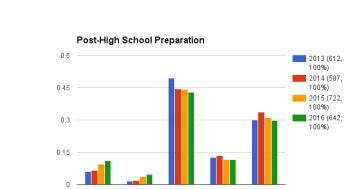
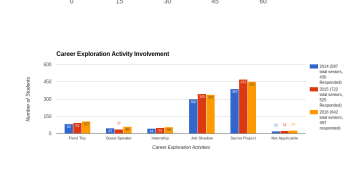
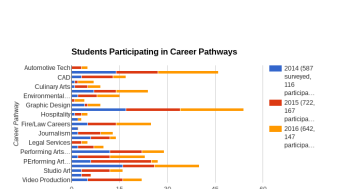
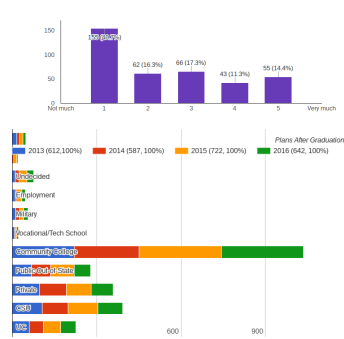
Over the past three years, students participating in field trips to various college campus has increased.

Over the past four years, the majority of Valencia High School students have felt prepared, well prepared, or very well prepared for post-high school success. However, the percentage of students who felt prepared to very well prepared has dropped significantly (8.3%) from 2013 to 2016 (2013- 92.3%, 2014- 91.6%, 2015- 86.6%, 2016- 84%.

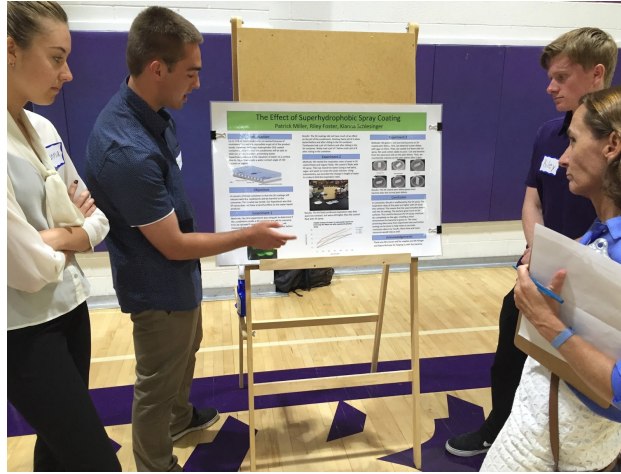
At Valencia High School, we offer thirty-four regional occupation and career and college readiness courses. Each year, about 12% of our student population engages in an ROP or CCR course. Popular courses include Animal Care, Entertainment, Fashion Merchandising, Forensic Science, Healthcare Occupation, Medical Sciences & Sports Science, Pharmacy, and Physical Therapy Assistant.

Over the past four years, the number of students who feel that their high

To what extent did the career exploration part of the curriculum help you decide whether to pursue the career you selected in senior project? (381 responses)



school career has prepared them adequately to very well has decreased from 92.3% to 84.0% (2013- 92.3%, 2014- 91.6%, 2015- 86.8%, 2016- 84.0%). This decline in their preparedness correlates to the implementation of the common core at Valencia High School.



## Category B: Strengths and Growth Areas

### Areas of Strength:

- Open enrollment for AP classes (all students have access to higher-level courses)
- Number of rigorous courses we offer (21 AP courses and 9 honors courses as well as the most science electives in the district)
- Pass rates for CAASPP and AP scores are high in comparison to state averages
- More than 65% of graduating seniors have meet “a-g” requirements
- Counselors have many programs to help students post-high school careers, such as Financial Aid Night, Personal Statement Night, Application Help Sessions, etc.
- Technical Trade classes, elective classes, and College Career Readiness classes provide a variety of options for students to explore careers
- Ongoing teacher training opportunities are supported and encouraged
- Diverse academic opportunities are provided for our students from outside institutions and organizations
- District-wide collaboration for many courses for pacing and curriculum.
- Vertical alignment between Rio Norte and Valencia for English and mathematics curriculum

### Areas of Growth:

- Valencia High needs to develop a school-wide Common Core vocabulary list for student use that is applicable to all subject areas.
- CAASPP practice tests should be distributed to students in the 9-10 grades and intervention support provided to 11 graders
- Intervention classes for extra support should be offered to struggling students in English at all grade levels.
- Identifying struggling juniors and offer intervention before taking the CAASPP
- Core teachers should be teaching similar concepts with common assessments.
- Establish a 1:1 student to computer ratio
- Valencia High School needs an exit survey for seniors after senior project to provide evidence for B2.4 prompt questions
- Valencia High school needs to address the fact that in a senior exit survey the percentage of students who felt prepared to very well prepared for college and career has dropped significantly (-8.3%) from 2013 to 2016 (2013: 92.3%; 2014: 91.6%; 2015: 86.6%; 2016: 84%).
- Establish an articulation time between English and History teachers to encourage cross-curricular integration.
- Reinstate Open Library to support all students.
- Revise Senior Project
- Establish an effective means to increase collaboration among staff, counselors, parents and students to facilitate the planning of our students’ future goals.
- Continue to work at closing the achievement gaps in underperforming subgroups when it comes to rigorous curriculum.

## C: Standards-Based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

**C1.1. Prompt:** Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. **Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.**

Findings	Evidence
<p>Valencia High School students are involved in challenging learning experiences to achieve high academic standards and meet expected schoolwide learning results. Courses throughout Valencia High School challenge and engage students in relevant learning. Students are engaged in meaningful and rigorous learning activities in all subjects. All courses are aligned with Common Core State Standards. In addition, some teachers have identified the essential standards for the content area in which they teach and have developed SMART goals aligned to state standards and CAASPP data. Some teachers use focus questions or essential questions to guide their student learning. The teachers who authentically use data to drive their instruction is limited--this needs to continue to be addressed during professional development.</p> <p>Students have open access to varying levels of academic courses. All students have open access to enroll in nineteen Advanced Placement and ten honors courses. Furthermore, students are made aware of concurrent enrollment opportunities with our local community college, College of the Canyons. Students have access to forty-one Career and College Readiness Courses incorporated into fourteen separate Career Pathways.</p> <p>English Language Learners (ELL) have the opportunity to enroll in the regular college-prep courses that are offered on campus. Teachers use SDAIE strategies and other strategies when working with English Language Learners. Additionally, teacher</p>	<ul style="list-style-type: none"> <li>● Master Schedule</li> <li>● Class enrollment</li> <li>● State standards</li> <li>● CAASPP Scores</li> <li>● College and Career Readiness Enrollment</li> <li>● SMART Goals</li> </ul> <ul style="list-style-type: none"> <li>● Student Learning Outcomes</li> <li>● Naviance</li> <li>● Four-year plan</li> <li>● “A-G” Data; School Plan; Classrooms</li> <li>● Concurrent Enrollment Guidelines</li> <li>● Resource and EL Support Classrooms</li> <li>● IEP - Coverage Schedules</li> <li>● SASI Data Analysis</li> </ul>

training will be implemented next year to better address supporting our ELL students in rigorous college-prep coursework.

Students with Individualized Education Plans (IEP) are provided the opportunity to be challenged in the general education setting with the assistance of a special education teacher, and instructional aids. Our special education students with moderate to severe disabilities participate in extensive Community-Based Instruction (CBI) to learn skills like riding the bus, making purchases, and ordering in a restaurant.

As indicated in the school's SLO's (Student Learning Outcomes), students are encouraged to be self-directed learners who create both short and long-term learning goals. For example, 9th grade students are required to meet with counseling staff to develop a four-year plan based on their learning goals to support their academic plan throughout high school and beyond. During the 10th and 11th grade, students continue to meet with counselors to review course options and schedules. For the 12th grade year, counselors meet with seniors each semester to ensure that they are enrolled in courses that fulfill both graduation requirements and their post-secondary goals. Moreover, seniors are required to sign a senior contract delineating the steps they need to take to achieve the aforementioned goals.

Freshman students are also required to complete a quarter-long Freshman Seminar course which helps our students navigate the next four years of high school. The curriculum for the course helps students develop foundational study skills and determine possible post-secondary options.

Goal setting and measurement of achievement is occurring in individual classrooms, but it is not yet fully incorporated into instructional practices with a systematic plan in place to govern and monitor the results. This is something that will be addressed in Professional Development as we devise means to aggregate data effectively, and then analyze it to drive instruction.

Valencia High School teachers implement a variety of instructional strategies everyday, according to surveys.

Direct instruction is implemented:

- 29% everyday
- 27.4% 3-4 days a week
- 30.6% 2-3 days per week
- 12.9% 1 day a week

- Parent drop forms
- "A-G" Classroom posting
- SLO Classroom postings

- Classroom Climate Survey (teachers)

Group collaboration is implemented:

- 27.4% everyday
- 24.2% 3-4 days per week
- 38.7% 2-3 days per week
- 9.7% 1 day a week

Students participate in organized discussions which include Socratic Seminars, Philosophical Chairs, debates, etc:

- 4.8% per week
- 16.1% per month
- 17.7% per quarter
- 9.7% per semester
- 51.6% of teachers surveyed never use organized discussions

As the Common Core Standards focus on speaking and listening, this is one area that may become a focus to help students achieve at a higher level.

Students participate in research-based projects and/or performance tasks:

- 11.3% per week
- 27.4% per month
- 30.6% per quarter
- 12.9% per semester

Valencia High School teachers implement formative assessments to measure the effectiveness of their lessons:

- 24.2% daily
- 50% per weekly
- 19.4% per month
- 1.6% per quarter
- 1.6% per semester

Of those teachers surveyed who use formative assessments: 44.3% always use the results of their data to immediately alter their lesson plans while 54.1% sometimes use the data to alter their lesson plans. Some departments, such as math, use this data very effectively, while other departments use formative assessment data rarely or not at all.

Valencia High School students have access to a variety of specialized classes to increase rigor and diversity. Valencia High School monitors current trends in education as well as the job market and adjusts courses accordingly where necessary. New courses are created through the District Curriculum Council to

meet the changing demands of our society. For example, these classes include AP Chemistry, Nano-Science, Microbiology, Anatomy and Physiology, Italian Language, American Sign Language, AP Computer Science, CAD-Drafting, and AP Art History.

Students can participate in Mock Trial, Speech and Debate, Science Olympiad, and other academic co-curricular programs. These groups often travel to competitions as well as compete locally. Valencia High School's Mock Trial team consistently places among the very best in the state. We also have one of the best Debate programs in the country.

In 2016, 66% of Valencia High School's graduating seniors met CSU or UC "a-g" requirements. The CSU/UC "a-g" requirements are displayed in every classroom. All students are expected to complete math through Algebra II and science through Chemistry. A student requesting to drop any math or science class must have parental approval.

As a high performing school, Valencia High School motivates all students to take a rigorous, challenging schedule. The degree of involvement of students with diverse backgrounds and/or abilities in the most challenging college prep courses mirrors the entire school population. In certain intervention programs, such as REACH and the General Education Study Skills class with Algebra Foundations, special effort has been made to invite students from targeted subgroups in order to narrow academic achievement gaps. Valencia will continue to modified instruction based on these findings by using data to monitor the effectiveness of current programs, as well as adding new intervention programs that provide extra support for underperforming subgroups to achieve college and career readiness goals at the same rate as the general student population.

**CI.2. Prompt:** Examine and evaluate the extent to which students **understand** the standards/expected performance levels that they must achieve to demonstrate proficiency.

Findings	Evidence
<p>Valencia High School students have access to a number of opportunities to ensure their understanding of expectations in the classrooms, including posted agendas, daily learning objectives, essential questions, rubrics and state standards.</p> <p>According to a recent survey of Valencia High School teachers:</p> <ul style="list-style-type: none"> <li>● 87.1% of teachers post an agenda each day</li> <li>● 83.9% of teachers post due dates for students</li> <li>● 41.9% of teachers post and focus their lessons with the use of essential questions based on the California State Standards and the California Common Core Standards</li> <li>● 37% of teachers communicate learning objectives to their students</li> <li>● 77.4% of teachers have a class website and of those 83.3% are updated and used regularly for information and instruction by both teachers and students.</li> </ul> <p>When asked similar questions to those posed in the staff survey, approximately:</p> <ul style="list-style-type: none"> <li>● 72% of Valencia High School students were aware of posted agendas and due dates</li> <li>● 31% state standards</li> <li>● 33% focus questions</li> <li>● 44% learning objectives in their classes.</li> </ul> <p>The same survey found that most classes, in all subject areas, have websites to assist in student learning. 47% of teachers also offer rubrics and 95% of students said they receive feedback always (26%) or sometimes (69%) according to data obtained in this survey.</p> <p>Valencia High School students are involved in a variety of learning strategies where they examine and demonstrate their proficiency of the California State Common Core Standards.</p> <p>Several teachers employ the use of essential questions within their classrooms. Essential questions help guide classroom instruction throughout the quarter. Each unit of study within that quarter reinforces the essential question/theme of the quarter.</p>	<ul style="list-style-type: none"> <li>● Classroom Climate Survey (teachers)</li> <li>● State standards</li> <li>● Class Outlines and Syllabi</li> <li>● Professional Development</li> </ul> <ul style="list-style-type: none"> <li>● Classroom Climate Survey (students)</li> </ul> <ul style="list-style-type: none"> <li>● Government debates</li> <li>● Astronomy projects</li> <li>● Spanish projects</li> <li>● English projects</li> <li>● Essays</li> <li>● Visual Arts Project</li> <li>● Course Finals</li> <li>● Research projects</li> </ul>



**Cl.3. Prompt:** Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.

Findings	Evidence
<p>Teachers at Valencia High School use various methods to differentiate instruction to address student needs. Through surveys and drop-ins the following strategies were found to be useful. The majority of teachers who responded to the survey reported use of the following teaching strategies on a regular basis: Google applications, such as Google Docs, Google Classroom, Google Forms, Google Slides etc.(76%); discussion strategies, including Socratic Seminars, Fishbowl discussions, and/or other organized discussion strategies (68%); collaborative group activities (90%); independent work (92%); regular use of lecture (80%, although duration of lectures was not defined); and activity-based and project-based lessons (76%). Further, 100% reported using multiple strategies within the same class session on a regular basis, 75% of which reported daily use. This data demonstrates the extent to which teachers at Valencia are utilizing a number of differentiated strategies in their classrooms.</p> <p>Different technology devices are used by students to access the subject matter including Ipads, Chromebooks, laptops and smartboards.</p> <p>Differentiation through the use of a variety of instructional and technological strategies on a regular basis appears to be an area of strength, based on our high standardized test scores, However, differentiation based on student skill level within an individual classroom appears to be an area of need since many teachers struggle with how to do this effectively.</p> <p>To address the level of effectiveness of differentiated instruction on campus, and its true impact on student learning, it was noted that we need to better define, develop and disseminate effective differentiation strategies. The effectiveness of differentiated instruction is a difficult measure to identify.</p> <p>Standardized scores identified as necessary for the report:</p> <ul style="list-style-type: none"> <li>● CAASPP: Current 12th graders, freshman 9th</li> <li>● Benchmark: English 1/quarter, (1-4 rubric) 9-11</li> <li>● Benchmark: Math</li> </ul>	<ul style="list-style-type: none"> <li>● Google Survey, random sampling of VHS teachers</li> <li>● Classroom drop-ins</li> <li>● Survey results: <ul style="list-style-type: none"> <li>○ Google apps 70%</li> <li>○ Discussion strats 68%</li> <li>○ Collab grouping 90%</li> <li>○ Lecture 80%</li> <li>○ Indep work 92%</li> <li>○ Activity or PBL 76%</li> </ul> </li> </ul>

## C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

**C2.1. Prompt:** Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Findings	Evidence
<p>Teachers at Valencia High School effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.</p> <p>Two measures have been identified. The first one is the extent to which teachers are using a variety of strategies in their classrooms. In order to gather evidence, we sent out a survey to the staff. The following evidence is a result of a random sampling of the fifty teacher responses. We are defining regular basis as monthly to daily use.</p> <p>At Valencia, the majority of teachers who responded to the survey reported use of the following teaching strategies on a regular basis. Teachers (76%) reported using Google applications, such as Google Docs, Google Classroom, Google Forms, Google Slides etc. Sixty-eight percent reported using discussion strategies, including Socratic Seminars, Fishbowl discussions, and/or other organized discussion strategies. Most teachers (90%) reported using collaborative group activities, while 92% indicated they engaged students with independent work. Eighty percent of teachers reported the use of lecture on a regular basis and 76% reported using activity-based and project-based lessons regularly. Further, 100% reported using multiple strategies within the same class session on a regular basis, 75% of which reported daily use. This data demonstrates the extent to which teachers at Valencia are utilizing a number of strategies in their classrooms, and provides a baseline measure for future analyses.</p>	<ul style="list-style-type: none"> <li>● Google Survey, random sampling of VHS teachers</li> <li>● Classroom drop-ins</li> <li>● Survey results:             <ul style="list-style-type: none"> <li>○ Google apps 70%</li> <li>○ Discussion strats 68%</li> <li>○ Collab grouping 90%</li> <li>○ Lecture 80%</li> <li>○ Indep work 92%</li> <li>○ Activity or PBL 76%</li> </ul> </li> </ul>

Our second measure was the extent to which teachers are using a variety of strategies effectively. Effectiveness will be measured by “student engagement with content.” Teachers reported, the two most effective strategies for engaging students at Valencia High School are collaborative group activities (60%) and hands-on, project-based lessons (74%.) Other strategies were rated much lower (24% and below). This rating was verified through classroom drop-ins.

Teachers were asked for input regarding challenges they face with implementing strategies that may be new for them. Responses included challenges with class sizes with regard to discussion-based strategies, lack of expertise with Google and other technology-based instructional tools, and the need for more planning time to implement project-based lessons.

We noted these areas as areas to provide guidance to teachers in the future.

**C2.2. Prompt:** Evaluate and comment on *the extent to which teachers use coaching strategies to facilitate learning for all students*. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings	Evidence
<p>At Valencia High School, teachers in all subjects use a variety of coaching strategies to facilitate student learning. Teachers guide students through projects and performance tasks, help students to break down their learning into steps using task analysis and scaffolding techniques, communicate timely feedback through a variety of channels, provide intervention for struggling students when necessary, and facilitate learning for all by using apps, charts and other strategies to ensure all students have multiple opportunities to learn.</p> <p>Teachers in all subjects are using performance and project-based assessments that attempt to mimic real-world tasks and problem solving, such as: preparing for a presentation or debate, researching an opinion or point-of-view, solving real-world math problems, training for an athletic event (P.E.) and gathering materials/ideas for fine arts projects and performances. 58% of our teachers reported assigning a performance task or project of this type at least once per quarter, and 40% reported that this happens in their classroom on a weekly basis.</p> <p>Teachers at Valencia use graphic organizers of all types (flow charts, outlines, graphs, etc.) in order to help the students organize their thoughts in preparation for their projects, presentations and essays. In addition, many teachers use tools such as peer review checklists, self-checklists and/or teacher checklists, with or without dates, in order to provide students with opportunities to reflect on their progress, reach key milestones, and pace themselves as they complete projects.</p> <p>Teachers in almost all subjects use rubrics for formative as well as summative assessments on projects and performance tasks, and most print the rubric along with the instructions and preparatory materials so that students are able to use it as a guide (64.5 % of teachers surveyed reported using rubrics on a quarterly basis, and 30% reported using them weekly).</p>	<ul style="list-style-type: none"> <li>● Random survey of 80 teachers on their coaching, feedback, and questioning strategies</li> <li>● Socratic seminars</li> <li>● “5 E” Strategies for science (explore, engage, explain, evaluate, elaborate)</li> <li>● Think-Pair-Share</li> <li>● White boards</li> <li>● Different modalities used to instruct</li> <li>● Project-evaluation*</li> <li>● Pair work</li> <li>● Audio, visual- instructional videos, powerpoints, YouTube videos</li> <li>● Project based learning</li> <li>● Rubrics</li> <li>● Peer and self-review for essays and other assignments</li> <li>● Individual conferencing</li> <li>● Self-reflection activities/student journaling</li> <li>● Apps such as Class Cards and Dojo</li> <li>● Online feedback</li> <li>● Participation tickets</li> <li>● Hart Interactive Math Curriculum - Exploration and challenge activities in the beginning of each lesson</li> <li>● Mile run time chart (P.E.)</li> <li>● Teacher websites and Google classroom accounts</li> </ul>

The majority of our teachers report using task analysis and/or scaffolding strategies on a weekly or greater basis in order to help students approach large projects and/or short-term goals. These include both opportunities for guided and independent practice as students move through both large projects and smaller tasks. 59.5% of teachers surveyed reported using these strategies at least once per quarter and 53.8% reported using these strategies on a daily or weekly basis.

**Several** teachers at Valencia High School give feedback throughout the process of guiding students through assignments. Feedback takes place in a number of ways. 55% of teachers self-reported using online tools such as Google docs, Google classroom, or Turnitin.com to give students feedback on a weekly basis. 27% of teachers reported using individual conferencing to give feedback each week, and 60% of teachers reported that they write feedback on assignments, papers, tests, or journals. Formative assessments are used widely in several subjects to guide students prior to summative tests.

Teachers at Valencia use a variety of coaching techniques in addition to conferencing or feedback. Nearly 70% of our teachers self-reported that they target struggling students and run their own informal intervention programs at lunch, brunch, or before/after school on at least a weekly basis; and nearly 80% say they do the same on at least a monthly or quarterly basis.

Teachers report using questioning tools such as Class Cards, Class Dojo, seating chart points, popsicle sticks or other systems to ensure equitable questioning practices at least occasionally, and many of those use these systems daily or weekly. 35.6% of teachers reported using these tools daily, 22.8% use it weekly and 44.4% use it occasionally.

**C2.3. Prompt:** Evaluate the extent to which students demonstrate a) that they are able **to organize, access and apply knowledge they already have acquired**; b) that they have the **academic tools to gather and create knowledge** and c) that they have **opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this**.

Findings	Evidence
<p>Students at Valencia High School demonstrate their ability to access and apply their knowledge in a variety of ways. They are able to demonstrate their learning in a wide variety of formats and for a variety of different purposes. Comprehension tests and quizzes, vocabulary and area-specific vocabulary quizzes and tests, essay tests, essays, written and verbal analyses, Socratic seminars, pop up debates, structured debates, class discussions, mock trials, performance tasks, labs, projects, presentations and performances are just a few of the ways students at Valencia High School demonstrate mastery of learning.</p> <p>Students at Valencia have multiple opportunities to gather research to aid their understanding of a topic. Teachers assign research and also guide students through the process of researching through trips to the library, research evaluation forms, using laptop carts to complete online research, and using our access to search databases such as GALE, STRS, and World Book Advanced. Over the course of the school year there were 268 library class visits across curriculums, utilizing research data bases for English Language Arts (147 visits), Social Studies (15 visits), Science (18 visits), Foreign Languages (33 visits), Art History (9 visits), Resource classes (46 visits). Students used information gleaned during these visits (as well as research done in the classroom with laptops under teacher supervision) to display their knowledge in multiple ways, including informative and argumentative essays, debates, informative and persuasive presentations or speeches, lab notes and samples, timelines, scrapbooks, photo projects, academic dictionaries and more.</p> <p>Students demonstrate their ability to access relevant information and create knowledge through research note cards, Cornell notes, graphic organizers, charts, thinking maps, graphs, study guides, and bibliography pages. For example, flowchart models are used in math accessing websites: draw.io where students organize mathematical procedures.</p>	<ul style="list-style-type: none"> <li>● Formative and summative assessments</li> <li>● Student sample projects</li> <li>● Project and presentation instructions</li> <li>● Project checklists</li> <li>● Project pacing guides</li> <li>● Project graphic organizers</li> <li>● Project rubrics</li> <li>● Peer review checklists</li> <li>● Self-review checklists</li> <li>● POGILS: Process-oriented guided inquiry learning</li> <li>● Sight-reading drills (music performance)</li> <li>● Student fitness logs (PE)</li> <li>● Mile-Run Graphs (PE)</li> <li>● Guided notes</li> <li>● Double-entry journals</li> <li>● Reader’s notebooks</li> <li>● Google apps: docs, slides, sheets</li> <li>● Naviance accounts</li> <li>● Textbook websites</li> <li>● Essays</li> <li>● Oral Presentations</li> <li>● Prezis/PowerPoints</li> <li>● Debates</li> <li>● Think/Pair/Share</li> <li>● Oral tests</li> <li>● Music performance</li> <li>● Annotations on non-fiction articles/research</li> <li>● Thinking Maps</li> <li>● Performance tasks (English and math)</li> <li>● Cold reading and writing tasks</li> <li>● Listening assessments (cold)</li> <li>● Turnitin.com accounts with student work</li> </ul>

<p>In addition, in many classes they have the opportunity to demonstrate mastery of skills through new technologies such as Kahoot (which gamifies learning) and EdPuzzle (which allows teachers to turn youtube videos into lessons). Many teachers have Chromebook carts in their rooms to allow them to access these technologies for their students to demonstrate their learning; all teachers have access to the carts.</p>	<ul style="list-style-type: none"> <li>● Google classroom accounts with student work</li> <li>● Library Pathways</li> <li>● Kahoots and EdPuzzles</li> <li>● www.draw.io</li> </ul>
<p>They communicate their understanding and display their acquired and invented knowledge through various mediums and in various ways; projects, performances, debates, discussions, slideshows, scrapbooks, posters, graphics, art, speeches, athletic trials, experiments, socratic seminars, lab samples and observations.</p>	

**C2.4. Prompt:** Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Findings	Evidence
<p>Our students are engaged in group and individual research, presentations and debates throughout all subjects. Approximately 90% of our English department utilizes a wide array of strategies that involve students activities such as Socratic seminar, collaborative group work, book presentations and debates. In science, the majority of our students participate in group lab experiments in which they need to exercise their problem solving skills. In history, most students participate in group and collaboratively work by researching topics for powerpoint presentations which they share with their class in the form of presentations, speeches, and debates. There is also evidence of students researching different types of markets used within the United States. Also evident in Social Studies are student discussions in class comparing political movements in history to current events. Many students bring current events into the classroom for discussion or for assignments.</p> <p>In other departments students are expected to do pair share, peer edit and work collaboratively as part of their learning.</p>	<ul style="list-style-type: none"> <li>● Posters</li> <li>● Essays</li> <li>● Science labs</li> <li>● Presentations</li> <li>● Slides (PowerPoint, Google)</li> <li>● Debates</li> <li>● Student assignments</li> <li>● CAASPP*</li> <li>● Rubric</li> <li>● Practice tests</li> <li>● Observation of activities</li> <li>● Lesson Studies*</li> <li>● Video of student presentations and collaboration*</li> <li>● Lab manuals</li> <li>● CATCH Annotations*</li> <li>● Group projects/presentations/discussions*</li> <li>● Google Docs, Slides</li> <li>● SoapsTone</li> <li>● Debate/Discussion Notes</li> </ul>

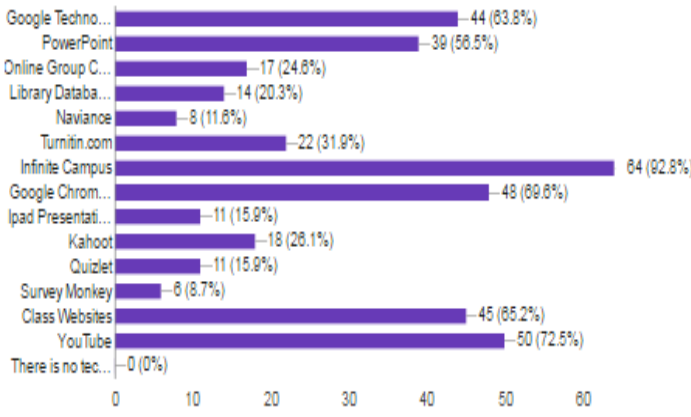
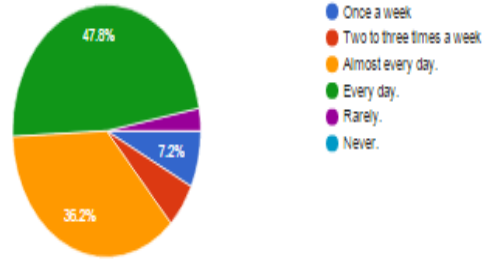
Speech and debate is a successful program at Valencia High School. Our speech and debate team is one of the strongest in the nation. We are currently 8th in Mock Trial the country out of 98 schools. During our country's annual speech and debate competition, Impromptu, in Wichita Kansas, Valencia High School was ranked 2nd out of the entire event. We are also 8th in the country in Student Congress and won 2nd place in California for Parliamentary Debate. This year, our debate team was invited to an International debate competition, the Stanford University Invitational. At this event, our debate team was awarded fourteen trophies and won the Best Speaker Award.

In the performing arts, students are always engaged in heavy reasoning and problem solving to perform at their highest potential. Examples of the best of the best are presented in the classroom and students discuss and debate similarities and differences in both performances. There is also constant review and discussion of their own performance.

- Write-Ups for prompts-thesis, essays\*
- Notecards
- Surveys - Survey Monkey, Quiz Egg, Socrative...\*
- Mock Trials (scripts)
- Performance Tasks in math
- TEPAC paragraph samples (topic sentence, evidence, paraphrase, analysis, connection)\*
- Survey
- Performance Tasks for English
- Argumentative papers\*
- Error Analysis
- Classroom Walk Throughs\*
- Senior Projects\*
- PVLEGS-presentation rubrics\*
- Short Film
- Projects-smartphones, iPads
- Socratic Seminar \*



**C2.5. Prompt:** Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Findings	Evidence																																																														
<p>Out of a random sample of student work in 23 classrooms at Valencia High School, 14 classrooms showed the use of technology in their lesson plan. Use of technology included Google Docs, PowerPoint, Desmos, Kahoot, Clipart, Google Slides, Turnitin.com, Internet Research, Google Chromebooks. Many students utilize the program TurnItIn.com to turn in their essays. They use this program to check for plagiarism and get feedback from their teachers to perfect their essays. Other teachers use google classroom to do the same process.</p> <p>Based on a self-reported teacher survey, almost half of Valencia High School classrooms utilize technology everyday. According to our survey, all students are exposed to technology tools in their classrooms. Over 90% of our students are effectively using technology on a weekly basis. Among the most widely used are Google Technology, powerpoint, class websites, chromebooks, YouTube and Turnitin. Over 60% of students who use Google Technology are utilizing Google Classroom, Expeditions, Docs, slides and some form of formative or summative assessment. About a quarter of our students participate in Online Group Collaborations or use our library databases .</p>	<p>Evidence/Teacher data responses:</p> <p>Which of the following do you use in your classroom? (check all that apply) (69 responses)</p>  <table border="1"> <caption>Technology Tools Used in Classrooms</caption> <thead> <tr> <th>Tool</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Google Techno...</td><td>44</td><td>63.8%</td></tr> <tr><td>PowerPoint</td><td>39</td><td>56.5%</td></tr> <tr><td>Online Group C...</td><td>17</td><td>24.8%</td></tr> <tr><td>Library Databa...</td><td>14</td><td>20.3%</td></tr> <tr><td>Naviance</td><td>8</td><td>11.6%</td></tr> <tr><td>Turnitin.com</td><td>22</td><td>31.9%</td></tr> <tr><td>Infinite Campus</td><td>64</td><td>92.8%</td></tr> <tr><td>Google Chrom...</td><td>48</td><td>69.6%</td></tr> <tr><td>Ipad Presentati...</td><td>11</td><td>15.9%</td></tr> <tr><td>Kahoot</td><td>18</td><td>26.1%</td></tr> <tr><td>Quizlet</td><td>11</td><td>15.9%</td></tr> <tr><td>Survey Monkey</td><td>8</td><td>11.6%</td></tr> <tr><td>Class Websites</td><td>45</td><td>65.2%</td></tr> <tr><td>YouTube</td><td>50</td><td>72.5%</td></tr> <tr><td>There is no tec...</td><td>0</td><td>0%</td></tr> </tbody> </table> <p>How often do you use technology in your classroom? (69 responses)</p>  <table border="1"> <caption>Frequency of Technology Use in Classrooms</caption> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Once a week</td><td>7.2%</td></tr> <tr><td>Two to three times a week</td><td>8.8%</td></tr> <tr><td>Almost every day</td><td>36.2%</td></tr> <tr><td>Every day</td><td>47.8%</td></tr> <tr><td>Rarely</td><td>8.8%</td></tr> <tr><td>Never</td><td>0%</td></tr> </tbody> </table>	Tool	Count	Percentage	Google Techno...	44	63.8%	PowerPoint	39	56.5%	Online Group C...	17	24.8%	Library Databa...	14	20.3%	Naviance	8	11.6%	Turnitin.com	22	31.9%	Infinite Campus	64	92.8%	Google Chrom...	48	69.6%	Ipad Presentati...	11	15.9%	Kahoot	18	26.1%	Quizlet	11	15.9%	Survey Monkey	8	11.6%	Class Websites	45	65.2%	YouTube	50	72.5%	There is no tec...	0	0%	Frequency	Percentage	Once a week	7.2%	Two to three times a week	8.8%	Almost every day	36.2%	Every day	47.8%	Rarely	8.8%	Never	0%
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**C2.6. Prompt:** Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Evidence
<p>Students at Valencia High School produce work that demonstrates their use of materials and resources beyond the textbook in a multitude of ways. Over 90% of senior students reported they have used Google Classroom in more than one class. Using Google Classroom, teachers can post resources and assignments digitally, and students can complete assessments and collaborate with their peers even if they are in a different location. Over 85% of senior students reported that they have used turnitin.com to submit written assessments. This allows teachers to ensure all work submitted is original and not borrowed from another source, and it gives students a useful tool to evaluate how they are integrating outside sources into their writing.</p> <p>Teachers can assist students with their digital work by reserving a Google Chrome Book cart for their class for up to three days at a time. The school has twenty-two carts that teachers can reserve and teachers have expressed no issues with the availability of carts. Our administrative assistant in charge of scheduling the carts reports that a Chrome Book Cart was reserved 513 times through the first 17-weeks of the Fall 2016 semester.</p> <p>Every Valencia High School student is given access to and is trained on how to access the Gale database, which is an online database that provides students access to thousands of E-books, scholarly journals, and essays on thousands of different topics. Use of the Gale database (and the sources therein) can be effectively evaluated by teachers using turnitin.com, which highlights the students use of resources from outside the textbook in their work.</p> <p>Additionally, Valencia High boasts a nationally award winning debate team that regularly competes and produces exemplary work. Members from the debate team and the Republican and Democrat clubs helped organize a mock election this year that resulted in a debate in a full theater (approx. 300 seats) and a mock election with nearly 1000 votes cast school wide. A majority of teachers in the English and History department also reported that they assign Articles of the Week to their students. These articles allow teachers to link their curriculum to real life events, and demonstrates to students that the work they are doing has real life implications. Furthermore, Valencia has a video production program where students write, direct, record, and air a daily newscast. The video production teacher estimates that 80%-90% of her students pursue some type of media production education after graduating from Valencia.</p>	<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Turnitin.com</li> <li>● Gale Database</li> <li>● Speech and Debates</li> <li>● Articles of the Week (AOTW)</li> <li>● Mock Election</li> <li>● Valencia Television (VTV)</li> <li>● Chromebook Carts</li> </ul>

**C2.7. Prompt:** Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

Findings	Evidence
<p>Valencia High School is a leading innovator in immersive job shadowing programs. Every senior completes a semester long project in which they are required to shadow a professional at their business for a minimum of forty hours. Students are guided on things to consider, observe, and question in order to gather information about the work place and where they see themselves succeeding in the future. Effectiveness of this program is difficult to quantify because senior students haven't completed the program yet, but we have crafted a reflection that students will complete upon finishing the program to gauge how valuable they found the project. Before their senior year, all junior students attend a Connect to Success (CTS) field trip where dozens of local professionals and businesses are present to give presentations and answer questions about their professions. 63% of junior students said they found the field trip to be very helpful, 13% of junior students found it somewhat helpful, and 24% of students did not find it helpful. Junior students also do a smaller version of the senior projects in which they shadow a professional for a full work day. 55% of senior students found their junior job shadowing program last year to be very helpful, 22% of students found it to be somewhat helpful, and 23% did not find it to be helpful.</p> <p>Valencia High School further prepares students for post-secondary school life with CCR, Career and College Readiness (formerly ROP), and REACH classes. These classes specifically focus on life after high school and push students to begin planning early for their future. REACH classes target students that hope to be first generation college students for their families. The program serves as an intervention for students beginning in eighth grade to provide them the guidance to become a four year college student. Although we don't have access to Valencia specific numbers for CCR classes, on a district level 278 students successfully completed the CCR series of courses, and 271 of those (97.4%), successfully went on to either military service, the workforce, or secondary education.</p> <p>Valencia High additionally boasts an innovative Sports Medicine Academy that provides students with invaluable experience in a booming career field. The Sports Med program has averaged ten graduating seniors per year over the last ten years and 100% of students have attended a two or four year college or enlisted in the military. The program has graduated a Doctor of Physical Therapy, two registered nurses, four certified athletic</p>	<ul style="list-style-type: none"> <li>● Senior Projects</li> <li>● Connect to Success Field Trip</li> <li>● Junior Job Shadowing</li> <li>● Freshman Seminar</li> <li>● REACH Classes</li> <li>● Sports Medicine Academy</li> <li>● CCR (ROP) Classes</li> <li>● JROTC</li> <li>● Naviance</li> <li>● Circle of Friends</li> </ul>

trainers, two more students starting Med School, two starting Nursing School, four Emergency Medical Technicians, with many more to follow.

Valencia has a Junior ROTC program for students that wish to serve their country in the military after high school. The ROTC program currently has 125 students, with a 100% graduation rate in the past two years. However, only about 5% of ROTC students go on to enlist in the military.

Every Valencia student sets up their own Naviance account with their counselor to monitor their progress towards completing their A-G classes and to help guide them toward graduation and post-graduate life. We are proud to present that our graduation rates have shown a steady incline in the past three years. 95.6% of students graduated in 2014, 96.3% of students graduated in 2015, and 98.6% of students graduated in 2016.

Finally, Valencia students are able to participate in a community project right here on campus. Valencia hosts, by far, the largest special needs student population in the William S. Hart district, and created a Circle of Friends club because of this. General education students team up with special needs students and they work together to promote conversation, inclusion, and friendship with every staff and student member here at Valencia. It is currently Valencia's largest club, boasting over 400 general education students, and nearly 100 special needs students. It has definitely had a positive effect in shaping an inclusive culture at Valencia and has inspired many students to pursue careers related to helping children with special needs.

## Category C: Strengths and Growth Areas

### Areas of Strength:

- Students are engaged in learning and are exposed to a variety of instructional methodologies, including project based learning.
- Students demonstrate learning in a variety of ways.
- Technology is incorporated in lessons plans and student assignments.
- Students have many opportunities to enroll in rigorous coursework.
- High Graduation rates.
- Certain programs have been established to meet the needs of our underperforming subgroups
- Teachers provide regular feedback to their students.
- Teachers post agendas and due dates on a regular basis.
- Students have multiple opportunities for intervention before school, afterschool, and during lunch time.
- Common Core strategies are being used frequently in all disciplines.
- Valencia has a comprehensive school to career/CTE program.
- Supports are in place for diverse learners including a special education program supported through social inclusion and appropriately paced curriculum.

### Areas of Growth:

- A school-wide commitment to differentiation of instruction needs to be addressed as well as a means to measure its success.
- School-wide use of formative assessments to guide instruction must be implemented.
- Using data as evidence to drive instruction
- More research needs to be undertaken to determine additional effective ways to narrow achievement gaps school-wide, and within individual classrooms
- More teachers could use rubrics, when applicable, to help students understand expectations
- Additional English Learner supports across the curriculum.
- Additional Special Education supports in general education classes.
- Tracking the success of students academically beyond high school.
- Teachers could do a better job at communicating their learning objectives on a regular basis, to provide rationale for instruction.
- Professional Development needed on individualized coaching strategies.
- Professional Development needed on organizing classroom discussion and debates
- Continued technology support and training must take place.
- Wider variety of assignments and opportunities which link students to the real world.
- All stakeholders are more informed regarding academic standards, college/career readiness standards, and Schoolwide Learner Outcomes.
- Increase staff buy-in of lesson study as a means to improve instructional practice and student achievement.

## D: Standards-Based Student Learning: Assessment and Accountability

### D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

**D1.1. Prompt:** Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

Findings	Evidence
<p>At Valencia High School the collection and evaluation of assessment data is an essential tool used by the teachers and administrators in order to guide instruction and improve the learning for our students. In reviewing data on the ACT it was discovered that 15% of our students who are college bound took the ACT, with an average score of 25 out of a possible 36. It was also discovered that among our college eligible students, 57% took the SAT. The average scores were 591 on the Evidence-Based Reading portion and 587 on the Math portion, with an overall average score of 1180 out of a possible 1600.</p> <p>At Valencia High School we also use the CAASPP assessment data in order to assess the achievement gap of specific subgroups. By collaborating, both as a school and within each department, we are able to address student needs. At Valencia High School we determine those needs by disaggregating the data into sub groups. Some examples include: ethnic backgrounds, gender, socioeconomic status, and grade levels. By assessing these sub groups, we are able to target these students to provide supports in order to close the achievement gap. One way we are working towards bridging the achievement gap is by implementing and analyzing common assessments among departments. A google survey was given to see if teachers use common assessments within their department or subject alike groups. Over half of the teachers at Valencia High School responded to the survey, and the results show</p>	<ul style="list-style-type: none"><li>● Return to school faculty meeting, discuss test scores and the achievement gap</li><li>● Reports from meeting with counselors</li><li>● CAASPP Database</li><li>● ACT Scores</li><li>● SAT Scores</li><li>● Common Assessments</li><li>● Google Survey</li></ul>

that 68.3% use common assessments within their department or subject alike group. Of those that use common assessments, 83.7% said they changed their instruction after they saw the results and 66.7% of those that use the common assessment also collaborate with others to debrief and analyze the results.

We realize we would collectively benefit from a more systematic process, embedded into our school culture, in which to collect, disaggregate and analyze common summative assessment data in order to inform and improve our instructional practices. This process is occurring both individually and departmentally across campus, but we realize we could increase student achievement and close achievement gaps more effectively if we had an established systematic process, with increased buy-in from the staff.



**D1.2. Prompt:** Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Evidence
<p>Valencia High School reports student performance data to all students, parents, and other community stakeholders through a variety of informational services. Parents and students access their individual information including attendance, grades, credits, transcripts, and test scores through Student and Parent Portals of Infinite Campus. Teachers report progress by posting overall grades and scores on specific assignments in Infinite Campus so students and parents can understand how a student’s grade is determined. This information is also available on campus through printed report cards for parents who do not have access to the internet from their home. A google survey was given to see how many teachers use Infinite Campus on a regular basis for updating grades. Over half the teachers at Valencia High School responded to the survey, of that, results show that 86.5% of those teachers use IC on a regular basis, and 13.5% only post on IC at the end of each grading period. Of that 13.5 % of teachers that only post grades on IC at the end of each grading period, 6.8% of them said they used other grade programs to regularly update grades for their students. We were also able to run a report through Infinite Campus to see that of our 3116 students on campus, 2,768 or 88.8% of them have at least one parent who has created a parent portal account. This account allows the parents to see the ongoing progress of their student in each of their classes. We were also able to see that on average there are 6,000 logins each week either from the student or a parent. Infinite campus also allows teachers to send an email to parents if their student has missing or failing assignments.</p> <p>Teachers also communicate student achievement, successes and struggles related to their courses through emails, updated websites, telephone calls, syllabi, Back to School Night and Open House. Information is also communicated to all Valencia High School families via the Valencia website: ValenciaVikings.com, through Ed Connect phone calls, and monthly publications such as Valencia’s Parent E-Communication Newsletter, and the Hart District’s publication of “What’s Good in Education.” The Schoolwide Learning Outcomes (SLOs) are posted throughout much of our communications, programs, and the campus and classrooms.</p>	<ul style="list-style-type: none"> <li>● Infinite Campus report collected from counselors</li> <li>● Infinite Campus Google survey</li> <li>● Infinite Campus application for notifications</li> <li>● ValenciaVikings.com</li> <li>● EdConnects</li> <li>● Valencia High School E-Communication</li> <li>● William S. Hart District: What's Good in Education</li> <li>● Freshmen Seminar courses/curriculum</li> <li>● Naviance</li> <li>● Connecting to Success agenda, volunteers, student attendance</li> <li>● Junior Job Shadow curriculum and student evaluations</li> <li>● Career Exploration Presentation Evaluation Sign-in Sheets</li> <li>● Career Exploration Evaluation Critiques</li> <li>● Career Exploration invite to community business leaders and partners / Board members / parents / College and Career Readiness advisors</li> <li>● College and Career Readiness Website</li> <li>● Career Pathways</li> <li>● Medical Science Academy</li> <li>● Career Path Awards Night Program</li> </ul>



At Valencia High School we also have the College and Career Readiness Program in place to get our students interacting with the community with the hope of helping our students figure out what they might want to pursue after high school. In 9th grade, each student in Freshman Seminar is required to interview a professional in an area of interest to them and present the information to the class. During 10th grade, students focus on their portfolio within the Naviance database. In 11th grade, each student participates in “Connect to Success” where life and job skills are taught. They are also required to job shadow a working professional for four hours during the semester. The students are to ask a variety of career and job related questions to help them figure out if this profession would be of interest to them in the future. As a senior, the students are most involved with professionals in the community, as they are required to spend forty-five hours interning in a career of their choice. During the semester, each student researches the history, future, education requirements, and salary of the career of interest. They will then give a presentation about their experience to community members and the staff from Valencia High School. On average there are between forty and sixty community business members that donate their time to evaluate and watch the presentations. All Seniors in our general education and Resource/Special Day Class I enroll into Career Exploration Project. Each semester there are approximately 400 students that participate in an outside internship.

Furthermore, Valencia High School offers sixteen pathways and a Medical Science Academy. Near the completion of senior year students, parents, community members, and District representatives are invited to celebrate the success of the students completing a pathway or the academy. Career Pathway/Academy teachers present the awards to their own students. The event is very well received.

Once we establish an effective systematic process of using summative assessment data to inform instructional practices, we will development more effective means of communicating these specific findings to all stakeholders.

**D1.3 Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Evidence
<p>Valencia High School utilizes a variety of methods to monitor the growth and progress toward academic standards of its students. Teachers play a key role in the determination of academic standards met inside of their classrooms. Teachers will communicate this with students and parents through class orientations given at the beginning of each semester, through information included on teacher websites, and by reinforcing this information during lessons throughout the semester. As the semester progresses, teachers will evaluate students’ progress by monitoring assessment results and providing remediation for students that do not meet the standards through structured intervention times. Formal meetings (IEPs, SSTs) are held to discuss the needs of students that are considered to be “at-risk” or students that have disabilities. Administrators, counselors, and teachers are available for less formal meetings on the phone, via email, or in person to discuss learning outcomes and parent concerns.</p> <p>Career readiness standards are determined by national common core standards. These standards are built into the teaching of most of our course across the curriculum, but also addressed specifically in the College and Career Readiness program at Valencia High School. In the CCR program, students are encouraged to explore their potential career interests, prepare for their professional futures, and explore a given profession by shadowing a professional and through their experience in the senior Career Exploration Project. Valencia High School students also have the option of majoring in a career path of their choice, thus preparing them for the world of work. Valencia High School currently offers sixteen pathways and one Medical Science Academy. Surveys are starting to be used to monitor student progress post-graduation. Of the CCR concentrator students that responded to a survey after their high school graduation, 93% of those students entered college, military, or employment. We hope to expand the use of postgraduate surveys to ensure that our students are meeting with success in postgraduate opportunities.</p> <p>College readiness is a priority of our counseling department as they focus on making sure all of our students fulfill the UC/CSU “A-G” Requirements. Since 2011, the overall rate of students that have completed these requirements has raised on a continual basis except for the 2014/2015 school year. 2012/2013 (64%), 2013/2014 (69%),</p>	<ul style="list-style-type: none"> <li>● Class Orientations</li> <li>● National Common Core Standards</li> <li>● Student Assessments</li> <li>● Intervention</li> <li>● Freshmen Seminar</li> <li>● Pathways</li> <li>● 11th grade Job Shadow</li> <li>● 11th grade CTS workshop</li> <li>● 12th grade Career Exploration Project</li> <li>● VHS Pathways</li> <li>● Medical Science Pathway</li> <li>● “A-G” Completion Rates</li> <li>● Course offerings</li> <li>● VHS SLOs</li> <li>● Naviance</li> <li>● Back to School night</li> <li>● Course syllabi</li> <li>● Teacher websites</li> <li>● EL goals</li> <li>● CELDT results</li> <li>● SMART Goals</li> <li>● AFJROTC Course Syllabus</li> <li>● AFJROTC Suspension/Expulsion Rates</li> <li>● AFJROTC Tutoring roster and schedule</li> </ul>

2014/2015 (63%), 2015/2016 (66%). With more courses being offered and more academic opportunities opening up for students, we expect this rate to continue to grow over the coming years. Students who are part of the general education population are enrolled in UC approved courses in the areas of English, math, social studies, science, foreign language, and fine arts. Students are encouraged to take more than just the minimum to meet the “a-g” requirements in order to allow them the largest array of opportunities as they enter their post-secondary education. A-G completion rates are an effective part of the system to monitor student achievement because this allows staff members to monitor the amount of students taking rigorous schedules.

Valencia High School prepares students to meet the challenges of the future and to become responsible citizens through relevant learning opportunities, community involvement, innovative technology, and teamwork. Each student will develop the knowledge, skills, and character necessary to succeed. We look to create students that are:

1. Self-Directed Learners
2. Critical & Creative Thinkers
3. Technological Innovators
4. Effective Communicators
5. Responsible Citizens
6. Healthy Individuals

These School-wide Learning Outcomes (SLOs) are areas of focus for all teachers across the curriculum. Teachers weave aspects of the VHS SLOs into their lessons on a regular basis.

One exemplar includes our Career Technical Education class, Air Force AFJROTC, which has common foundations in the anchor standards for the industry sector. Anchor standards include; analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Air Force JROTC takes a lot of pride in what they do for students. We are aware that the program is not for every student, but we do our best to ensure that the learning experience will be the best it can be for each and every student. We accept students from a variety of backgrounds and abilities. Students understand our commitment to their education. From day one, we convey that we have high expectations in all areas, both academic and behavioral. Nowhere is the atmosphere of trust, reliability, character, integrity, dependability and discipline more evident than in looking at the suspension and expulsion rates of students in AFJROTC. There has not been a single suspension or expulsion of a student enrolled over the past two (2) years. AFJROTC Cadet Guide requires all students maintain at least a 2.9 to remain in the program. Students who

<p>are struggling on assignments and assessments are either provided tutoring or assigned to a support class.</p> <p>While teachers use grades as an effective means to monitor student progress, we realize, once again, that we need to establish an effective system, embedded in our school culture, of setting growth goals centered around both student academic achievement and college and career readiness. Then, we must use the data from summative common assessments in order to monitor our progress.</p>	
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**D2. Using Assessment to Monitor and Modify Learning in the Classroom**  
**Criterion**

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

*D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Evidence
<p>The assessment strategies of teachers are effective and appropriate. Teachers assess students using a variety of strategies that are designed to be congruent with the department’s standards and goals. Assessments are given at appropriate frequencies to both monitor the progress of learning as well as assess understanding.</p> <p>As a staff, we are in the early stages of implementing common assessments with the goal to prepare students for both the appropriate end of term summative assessments and the overarching district and state assessments. As an example, math teachers use a battery of district created common unit exams that are peer reviewed and assessed for appropriateness. These common assessments are similar in structure and content to the CAASPP exam. For Advanced Placement courses, College Board materials are used as a guide to assess students on progress in meeting the expectations of the exam. For example, Calculus teachers meet regularly to grade the AP practice exams and grade</p>	<ul style="list-style-type: none"> <li>● Hart Interactive common math folder with exams</li> <li>● Math District common assessments</li> <li>● English - district has parallel assignments each semester at each grade level at each level to allow comparison of skills and focus at all campuses</li> <li>● Math: Interm block assessments from CAASPP in all math classes</li> <li>● Released CAASPP Scores</li> <li>● Common chapter assessments in Chemistry classes</li> </ul>

free response questions. Further, the appropriateness of the class assessments are cemented in the correlation between class grades and scores on the AP exam, where typically, students who earn an A in the class will score a 5 on the AP exam, B students score a 4, and so on.

Formative assessments are used in all curricular areas to assess student achievement before end of unit exams. For example, in World Languages, common language teachers have developed and implemented formative assessments to monitor the progress of students' vocabulary acquisition, and the results are then used to guide instruction.

In the sciences, as our curriculum transitions to meet the NGSS, teachers are beginning to implement hands-on assessments as practical exams and performance evaluations. In Anatomy and Physiology classes, students must perform a variety of practical exams including evaluation of tissue types under the microscope as well as identification of skeletal bones and structures. In Astronomy classes, the course final exam has been changed to a problem based evaluation where students must design and create a "space capsule" to allow an egg to survive a drop from 50-100 feet mimicking a spacecraft landing on a distant planet. In Microbiology classes the cumulative final exam challenges students to use the skills they have learned through the semester to isolate individual bacterial species and identify these species by their morphological and metabolic features.

This summer, 2016, the district transitioned to Hart Interactive, formerly known as Engage NY. Our math TOSA (Teacher on Special Assignment), with help from district teachers, has created common core based common assessments. Said tests are developed by math teachers, peer reviewed, and assessed for appropriateness. These common unit exams will be used by all math teachers teaching in the Hart District. Furthermore, these assessments now are formatted similar to the SBAC test. They contain multiple choice, selective response, free response questions and performance tasks. These assessments are appropriate and the frequency matches the amount of material covered. In addition, our new exams model the CAASPP exams.

Science department goals for 2016 include reading scientific texts and quarterly assessments with a common rubric completed by many teachers. For 2016-17, the department focus is to begin to implement curricular changes to align instruction and the eight practices of science and education. Each subject within science is focusing on two of these practices.

- Anatomy classes have common practical exams.
- Astronomy has a common problem based final exam
- Microbiology classes have a comprehensive practical final exam.
- Modern Civilization classes use common units with common essential questions and assessments
- Released AP Scores by schools and district
- Science department has developed and used subject-specific performance tasks.
- Social Studies: designed essential questions that are driving department towards common assessment.
- Physics teachers have common essay questions on the mechanics portion of physics. We have some common lab assessments.
- D/F results
- Infinite campus
- Common writing rubrics
- Presentation rubrics
- formative/summative assessments
- Student work
- Writing prompts
- SMART goals
- Formative assessments
- Cooperative learning assignments/projects
- Vhlcentral.com online activities
- Dialogues
- Smart goals (department goals)

Biology teachers have a common final exam for the fall semester and a mostly common final exam for the spring semester. Teachers cover different material after the state tests and therefore have variances in the content covered in the second semester. With the transition to the NGSS standards this has been abandoned as different teachers have modified their instructional strategies and content at different rates.

Science department has developed and used subject specific performance tasks. Anatomy/Physiology teachers developed common assessments, both written and practical. Physics teachers worked on ways to verify student learning of essential mechanics concepts in physics within individual periods, as well as schoolwide.

In the Social Studies department teachers have developed common essential questions that are driving the department towards common assessments. Essential questions were developed as a department and were collaborated on for relevance and correlated with essential themes. Pacing calendars are developed by the department that drive towards common essential questions and common assessments. The goal is to include these questions in some kind of common summative exam at the conclusion of each semester.

US History assessments are given per chapter or unit and are tallied into the student's overall grade. Formative assessments are developed and given both formally and informally throughout the units based on student assignments and participation in other assignments such as discussions, warm ups, quizzes, writing assessments and essays, summative assessments, finals, research projects and presentations.

10th grade, history teachers, in addition to focusing on essential questions, addressed the pacing calendar and modified the order of instruction. Instead of teaching chapter by chapter, this course is being taught using common units with common essential questions and assessments. This will move the 10th grade history classes on a path towards a common goal.

The majority of World Language teachers collaborate to create formative and summative assessments, while others prefer to work on their own; especially when there is only one teacher teaching a specific language. Students are evaluated with constant visual and verbal activities as a whole class and

<p>individually as well as with formative/summative assessments. In all forms of assessments students are being evaluated in their knowledge/understanding of vocabulary and grammar concepts in order to demonstrate full understanding of the material. The new curriculum and textbooks demand that students know the vocabulary, as it is embedded throughout specific lessons and previous material is recycled in new lessons. Most of the written assessments include different formats: fill in the blanks, multiple choice, matching and writing sentences, oral, listening, reading.</p> <p>The English department administers a district argumentative writing benchmark assessment at the 10th week of the school year, and again at the 30th week, for freshman, sophomores and juniors. The department is in the process of establishing a systematic approach to analyzing the data and using it to drive writing instruction.</p>	
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**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

<b>Findings</b>	<b>Evidence</b>
<p>Teachers at Valencia High School use a variety of assessments to gauge their students’ understanding. Our teachers meet during late-start Wednesdays to collaborate and create these common assessments. Formative assessments are used to evaluate the learning progress of the students which determines if the standard was met or if the concept needs to be retaught. In the last survey conducted on formative assessments, it showed 19.2% of our teachers did one formative assessment on a daily basis, 50.7% did one on a weekly basis and 16.4% on a monthly basis. Our staff uses formative assessments to evaluate the effectiveness of their teaching strategies. Formative assessments are analyzed in collaboration within the departments; 34.7% of the staff has a system to analyze the formative assessment. For example, in the math department, the AP Calculus and Pre-Calculus teachers use common assessments, analyze the results, compare new results to those of previous years and, based on the conclusions, modify instruction to improve student learning.</p>	<ul style="list-style-type: none"> <li>● Math common assessments under Hart Interactive Folder</li> <li>● CollegeBoard AP Calculus Instructional Report</li> <li>● AP Calculus common formative assessments.</li> <li>● AP Calculus common summative assessments.</li> <li>● Pre-Calculus common assessments</li> <li>● Hart District Alg1, Geometry and Alg2 common summative assessments.</li> <li>● Foreign language common formative assessment</li> </ul>

Math groups like Algebra 1, Geometry and Algebra 2 now have common assessments developed by the Hart District TOSA. Valencia High School now has a late-start schedule where math teachers have time to meet by subgroups and make supplemental materials like formative quizzes. Given this new schedule and time, the math department now has time to analyze the assessments and make changes to improve student learning.

Within Foreign Language the majority of teachers collaborate and modify assessments to improve students' progress. Overall, about ninety percent of the teachers in the department do formative assessments about three times a week. Based on scores teachers revise the lesson to reteach the concept or the section that was missed on the formative assessment to provide more practice before the summative assessment. As a result of conducting formative assessments, reteaching the concepts or simply doing more practice, teachers have seen an improvement in students' performance.

In a survey performed on formative assessments, including different levels and different concepts, foreign language teachers noticed about 70% students performed at standard level, about 20% at below standard level and 10% need help with a specific concept. When possible, teachers teaching the same levels collaborate to create formative assessments, evaluate results, and make necessary changes to improve students' future performance.

A more systematic approach to data analysis must include using collaboration time more effectively by working in subject-alike teams to create and then analyze the results of formative assessments. In turn, teachers would then have the time to create lessons, to intervene and to differentiate before final summative assessments.

- Foreign language common summative assessment
- WASC Assessment survey



**D2.3. Prompt:** Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life.

Findings	Evidence
<p>Valencia High’s purpose and values are communicated to the students and stakeholders. Out of the students who replied to the survey, 76.4% stated they know or are familiar with the school’s Mission Statement and Student Learner Outcomes. (SLO’s).</p> <p>Teachers constantly interact with students and discuss class goals and educational interests, especially when there is a student who is struggling. Most of the teachers have dialogues and assignments that allow students to put in practice concepts learned which are related to real life events. Of the students surveyed, 81.4% understand their expected level of performance throughout their classes through the teacher’s posts/communications of the daily learning objectives and/or state standards for each lesson. Additionally, 88.4% of students stated that teachers clearly communicate grading criteria for essays, tests, projects, and presentations prior to their due dates. 76.1% stated that teachers provide timely feedback/results on homework assignments, tests, essays, and projects. Also, 91.2% of students stated that teachers are available for extra assistance before school, during lunch, or after school. Furthermore, 92.3% of students stated that Valencia High School has a wide variety of activities available to them.</p> <p>Students are also challenged to develop and improve their writing skills. 77.2% students stated that they have seen an improvement in their overall writing skills. Additionally, 91.1% students stated they have a personal goal to complete math through at least Algebra II. Also, 89.9% of students stated they are taking the appropriate classes to be eligible for a four-year university or college after graduation.</p> <p>Both parents and students have near-instant access to graded assignments via automatic email notification of changes to the grades in Infinite Campus. Teachers have the ability to add brief comments to the online grading program. While grades are sent every five weeks, both students and parents have the ability to directly access grades, as well as a summary of missing assignments. Out of the 3116 students on campus, 2,768 or 88.8% of them have at least one parent who has created a parent portal account. This account allows the parents to see the ongoing progress of their student in each of their classes. On average, there</p>	<ul style="list-style-type: none"> <li>● <i>Infinite Campus</i></li> <li>● <i>Freshmen Seminar Class</i></li> <li>● <i>Enrollment in Freshmen Seminar</i></li> <li>● <i>Staff survey 1st period tutoring</i></li> <li>● <i>Valencia High School Student Survey</i></li> <li>● <i>Connecting to Success Survey</i></li> <li>● <i>Career Exploration Reflections</i></li> <li>● <i>Career Pathway/Academy Enrollment</i></li> </ul>

are 6,000 logins each week either from the student or parent. Based upon student's position within the curriculum, students are encouraged to meet with teachers to get extra help for thirty-five minutes on late-start Wednesdays. Most teachers (70%) offer this service.

At Valencia High School we also have the College and Career Readiness Program in place to get our students interacting with the community with the hope of helping our students figure out what they might want to pursue after high school. In 9th grade, each student is enrolled in Freshman Seminar. During 10th grade, students focus on their portfolio within the Naviance database. In 11th grade, each student participates in "Connect to Success" and are also required to job shadow a working professional for four hours during the semester. Connecting to Success is built into three areas: KeyNote Speaker, Building Your Image and Money Smarts. Out of the students surveyed, 70% on average stated two of the three sections were rated good/outstanding. 45% of students rated Money Smarts as very good/outstanding. As a senior, the students are most involved with professionals in the community since the students are required to spend forty-five hours interning in a career of their choice. Each semester there are approximately 400 students that participate in an outside internship. Some student reflections of Career Exploration include:

"This class has really opened my eyes to what I should be expecting in the future for a career."

"I cannot be more grateful for the opportunity provided to me, because I can walk away with the knowledge that I do not want to become a teacher."

"This class is a waste of time. I already know what I want to do as my career. I did not need to take the class to prove that to me."

"I had always planned on being a veterinarian, but now that I have shadowed at a vet's office, there is no way I could do what they do."

Furthermore, Valencia High School offers sixteen pathways and a Medical Science Academy which serves the needs of approximately 170 students. They are working towards completing the required courses to earn their pathway certifications.

Based on student surveys, it appears that many students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life; however, increased communication and buy-in from staff to insure this communication occurs remains a growth area.

### D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.

**D3.1. Prompt:** Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

Findings	Evidence
<p>Valencia High School supports and monitors student progress effectively. Most teachers use Infinite Campus and update data on a weekly basis. Infinite campus allows counselors, teachers, parents and students to monitor student progress towards completing classes and reaching graduation. Over 85% of the teachers update grades at least once every other week to keep parents, students, other teachers and counselors updated on student progress.</p> <p>Each year CAASPP and standardized test results are sent home to parents and published. The district also reviews and discusses test scores during board meetings. Student progress is analyzed annually, school wide, when teachers return from summer break at the first meeting. The staff, as a whole, looks at the student scores for CAASPP and discuss what has helped to improve scores and how to continue working towards improving scores throughout the school year. Department wide SMART goals are revisited and revised based on this data each year.</p> <p>Counselors also focus on helping students meet their goals for during and after high school. Counselors use Naviance for students to fill out their four year plan starting freshman year. The counselors then meet with the students when they register for the next semester and reevaluate the plan to make sure the students are preparing for their post high school goals. The counselors have been very effective in helping students meet their goals, as Valencia High School has a 99% graduation rate and a 66% A-G met rate for 2016 graduates. Counselors and administration continually look at graduation rates to identify areas of need.</p>	<ul style="list-style-type: none"> <li>● Infinite Campus (Survey)</li> <li>● CAASPP Results</li> <li>● Welcome Back Teacher Agenda 2015, 2016</li> <li>● SMART Goals</li> <li>● Naviance account portfolio</li> <li>● Graduation rates</li> <li>● Department SMART Goal</li> <li>● AP pass rate</li> <li>● IEP Goal</li> <li>● EL Goals</li> <li>● Senior Project Evaluation form</li> <li>● Nano Science Presentations</li> <li>● Board Meeting Minutes</li> </ul>

Teachers monitor student progress in classes by incorporating SMART goals into each quarter to assess how well students are meeting department goals. At the beginning of the school year each department gets together to discuss areas of need and adjusts their department goals as necessary. The SMART goals are also used to guide collaboration and share best practices. Progress with SMART goals needs to be addressed more effectively, with more frequency, within most departments.

In order to monitor student success on AP exams, AP teachers will collaborate with other AP teachers in their subject schoolwide and throughout the district. The teachers compare and share best practices among each other to keep improving the success rates on the AP exams. Both Math (within each subject group, 100% of Algebra 1, Geometry, Algebra 2, Precalculus, and AP Calculus) and English teachers (within the ninth, tenth, and eleventh grade level) give common assessments to evaluate areas of need and compare best practices when it comes to close reading and argumentative writing. English teachers work as a team to grade these common assessments as described below in D3.2.

To work with our special populations and decrease the achievement gap each year for special education students, an annual IEP is held to evaluate how the student is succeeding and make changes to the IEP as necessary. For English Language Learners, each student's areas of need and strength are identified and goals are set for the following school year. ELL goals for each student are reevaluated each year to monitor student improvement and set new goals.

Local stakeholders such as local businesses, *district members, board members, staff, students, parents, and industry community* are involved at Valencia High School through the Senior Project curriculum. Each senior is required to participate in the Senior Project. The Senior Project requires that students find and experience a possible career path they might be interested in. The students go into the community and job shadow for forty-five hours. At the end of the semester they present their findings to an audience comprised of two or three teachers, staff members, and community volunteers, all of whom evaluate the student presentations. The Nano Science class has students participate in a mini science conference where they present their scientific posters and experiments to classes, teachers, administration, community members, including professors from surrounding Universities.

One goal is to re-establish a Site Council, composed of representatives from all stakeholders to play a significant role in assessing and monitoring student progress.

**D3.2. Prompt:** Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum - embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.

Findings	Evidence
<p>The district and school have examined and analyzed the CAASPP scores school and districtwide. A change has been implemented in curriculum in both English and Math departments with a focus on the common core standards in our Professional Development. At the district level, four standards are identified as Anchor Standards for each semester and various workshops are prepared to address how teachers may more fully implement those instructional approaches. At the school level, during the Welcome Back Meeting at the beginning of each school year we look at our data from the previous year, including standardized testing results, SAT scores and ACT scores as an entire school. More specifically, as a math department, we further focus on SMART goals by analyzing our scores and looking for ways to improve. Furthermore the district has implemented a math textbook where the focus on instruction is more student centered and investigative, as opposed to direct instruction. The district offers workshops throughout the year that our teachers attend to help with the implementation of the investigative learning.</p> <p>CAASPP data, SAT, and ACT data is analyzed at the opening of each school year and as part of that analysis, department goals are set, and curriculum changes are implemented. The data of these standardized tests are reported to the school from the California Department of Education and College Board.</p> <p>One of the goals from the last WASC cycle was to reduce the achievement gap. Teachers have received training and are using SDAIE learning strategies that included the use of visual aids, vocabulary help and graphic organizers at least once a month. To best implement these strategies to the correct students, the English Language Learners are identified in the attendance/grade book system (Infinite Campus). According to surveys about 73% of teachers are incorporating these EL strategies into their classes.</p> <p>The district led professional development goes through each of the anchor standards for reading, writing, speaking and listening, and mathematics to inform teachers about strategies they can use to incorporate these standards into their classes. The goal of these PD sessions is to improve the incorporation of anchor standards and better prepare students for CAASPP and life after high school. Last year the counselors and administration went</p>	<ul style="list-style-type: none"> <li>● Professional Development focus on Anchor standards</li> <li>● Welcome Back meeting agenda 2015, 2016</li> <li>● HART Interactive Math Textbook</li> <li>● District PD Workshop Schedule</li> <li>● CAASPP data, Department SMART Goals</li> <li>● CAASPP test orientation by counselor</li> <li>● District writing assessment results spreadsheets</li> <li>● Common assessments in math now model similar to CAASPP test</li> <li>● Change CAASPP testing structure</li> <li>● Increased chrome carts available to all classes including EL classes</li> <li>● Math and English survey on practice CAASPP usage</li> <li>● Math department SMART goals</li> <li>● District workshop sign in sheet</li> <li>● WASC chapter 4 Assessment Survey</li> <li>● CAASPP Math and English Intervention</li> </ul>

to every 11th grade English class to emphasize the importance of CAASPP testing to the students in terms of college placement exams and rigour of Valencia High School to college admissions.

District wide, English departments use a common writing assessment which is evaluated by the grade alike teachers at each school. Teachers meet and go through a norming process with a small set of essays to make sure they are consistent in their evaluations and then trade papers so they are not evaluating their own students. The essays are evaluated on a ten point scale. When the evaluation is complete, the students' scores are charted in a common spreadsheet based on three categories (purpose, evidence and conventions). All schools then submit this data to the district and it is then compared from school to school as well as for individual students from semester to semester. For example, within our school, at one level (9th), the teachers were dissatisfied with a particular category and are working to make that an emphasis in their practices. Based on the results from this assessment last year, the department goals were modified to include the topic in question. The district provides additional support through training sessions geared towards grading the performance tasks on the CAASPP using the rubrics.

Based on previous years CAASPP results and the overall change in standardized testing the district has implemented a common Math curriculum where the lessons and tests are meant to familiarize students with Common Core investigative learning and possible CAASPP like questions.

Over 75% of the teachers on campus incorporate ELA and Math standards into their curriculum. This has been a major focus of our PD program for improvement on our test scores. In addition, teachers use a variety of teaching strategies to improve EL instruction such as visual aids, graphic organizers, and partner work. We also have approximately 61% of Math and English Teachers using practice CAASPP testing to familiarize the students with the tests. Changes in how the CAASPP exam is administered have also been made in an effort to provide students with the best environment possible for achieving success on this assessment.

**D3.3. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Evidence
<p>A major change that occurred in the Fall of 2016, in large part as a result of the scores from the 2015 CAASPP exam, is the structure of our professional development activities. The structure of PD has been modified to give teachers the opportunity to focus on common goals for their individual departments, personal professional goals, and the district wide common core standards plans, in an effort to more closely align our educational practices with the common core standards and the CAASPP. Teachers will complete eight hours of district common core standards training (four per semester), two hours of activities aimed to meeting department specific goals and seven hours of professional development activities geared toward personal curriculum goals.</p> <p>Based on informal discussions with Administration and other teachers regarding this new method of professional development, teachers are finding and pursuing activities that are directly related to the common core standards that are emphasized in their classrooms. This professional development structure provides the necessary time to truly find effective methods of implementing the lessons learned. The implementation of our new professional development plan will hopefully give our teachers more ownership of their goals and teaching and our students the tools they need to build a greater understanding of the new common core standards and in turn create positive improvement in our standardized scores.</p> <p>Over the past few years we have added Chromebooks and Chrome carts to the classrooms so that there is one Chrome cart for every three teachers. We also are splitting some Chrome carts in half by purchasing additional empty carts, allowing for a cart of 40 to be used in two different places. This allows us to make better use of the number of Chromebooks we have and make them more available for smaller classes. The more timely access students have to the resources available on the Chromebooks, the more students are better prepared for testing and have better accessibility to technology. They are able to practice with computerized assessments, have access to internet resources, and are able to research and collaborate with one another through the use of Google. Chromebooks are utilized daily for instruction and professional development. Many departments have utilized them to enhance instruction and prepare students for the computerized state testing. For instance, 78.6% of the math department utilized the</p>	<ul style="list-style-type: none"> <li>● PD structure presentation from welcome back presentation</li> <li>● Professional development activity logs</li> <li>● For every 3 teachers we have a chrome cart (containing 40 chromebooks)</li> <li>● Survey of math department</li> <li>● Infographic flyer of Cal State, UC, and community college implications of CAASPP</li> <li>● CAASPP scores</li> </ul>

Chromebooks last year to take the practice CAASPP online in preparation for the statewide test. In result, the math CAASPP scores increased from 39% in 2015 to 53% in 2016. Our science department has also increased the use of computers, so now 78% of our science teachers use computers in their instruction at least once a month. In addition, we have full participation from our English department using the Chromebooks, with  $\frac{1}{3}$  of them (11th grade English teachers) specifically using them for taking the practice CAASPP test. Going into the 2016 CAASPP testing our students felt more comfortable in front of the computer screen for testing because of the amount of practice time and accessibility of the Chromebooks that was allotted to them.

In addition to our teachers and administrators looking to improve our CAASPP scores, our counseling department also helped by visiting every English 11 class and discussing how the colleges look at the CAASPP scores and how the standardized test effects the students. This was implemented after our 2015 scores came out. The goal of reaching out to the students and parents was to impact how seriously they would take the testing. As a result, the students understood the importance of the CAASPP and put more of an emphasis on doing well. The goal was to create greater buy-in for the students, so that students would understand the significance of the test and of the results. Students now know that their teachers, administrators, counselors and parents validate the importance of the test and support students' needs in order for them to succeed.

As a result, our CAASPP scores increased in both math and English. This was in large part due to the Chromebook access, increased staff buy-in and the counselors' visitations.

The change in professional development was implemented this year, and hopefully will cause a positive effect again and continue to increase our scores.



**D3.4. Prompt:** Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Evidence
<p>Valencia High School has a graduation rate of over 99 percent. To achieve this, we start with the ninth grade students. At registration they are provided with an orientation packet, which is updated annually, that explains all the requirements for graduation, including the A-G requirements. Counselors meet with individual students every year during registration to catch any deficits in their graduation readiness. Failing grades or recommendations by teachers, because of struggles with classwork, result in an average of sixty Student Study Team interventions each year, held with a counselor, psychologist and administrator to determine whether Special Education intervention is warranted. For students who have serious credit deficits but do not qualify for Special Education, there is the option of moving to Bowman High School, an alternative school within our district that can give them the opportunity to make up the credits and graduate on time. The number of students who have transferred to Bowman to give them the opportunity to make up missing credits are as follows; 2013-2014: 37, 2014-2015: 64, 2015-2016: 53, and 2016-2017: 15 (as of 11/29). For those students with IEPs and 504 plans, the IEP and 504 accommodations are applied. Teachers have online access to the 504 accommodations so that teachers are aware of and can accommodate student needs to ensure equal access to the curriculum.</p> <p>Students are required to fulfill the A-G requirements unless they are formally exempted. In order to opt out of that plan, signed parent permission is required. Over the past few years, significant numbers have achieved that goal: 2012-13 64%. 2013-14 69%, 2014-15 63% 2015-16 66%.</p> <p>Monitoring grades is done through Infinite Campus (IC), a web-based grade book which integrates both grades and attendance. Parents, guardians and students can also access information including assignment due dates, assignment scores, individual teacher comments, and state assessment data results. There is also a messaging component allowing teachers to send out longer notifications to select groups or all</p>	<ul style="list-style-type: none"> <li>● Graduation Rate</li> <li>● Orientation Documents</li> <li>● Annual Registration Scheduling documents</li> <li>● Naviance account portfolios</li> <li>● Bowman transfer records</li> <li>● IEP meeting paperwork</li> <li>● A-G graduation statistics</li> <li>● IC data <ul style="list-style-type: none"> <li>● Grades</li> <li>● Transcripts</li> <li>● Notices</li> </ul> </li> <li>● Subject common assessments</li> <li>● Pacing Calendars</li> <li>● Teacher syllabi</li> <li>● SMART goals per department</li> <li>● Planning Wednesday schedules</li> <li>● SMART goal evaluation sheets</li> <li>● District Common Core focus</li> <li>● Master schedule</li> </ul>

of the parents/guardians of their students. Students' transcripts, historic testing data and attendance data are available for all stakeholders to monitor through this system.

Curriculum is determined through State Standards applied through course or grade level planning. The Math Department has specific homework and grading plans at each course level but, for the other departments, specific grading and homework is determined by the individual teachers within the framework of District Pacing Calendars and Department practices. We do not have a school-wide system to monitor the amount of homework given by individual teachers.

CAASPP data is still new and this will be only the second year we will have reliable data for comparison to monitor student achievement and to guide best practices. SMART goals play a major part in driving department collaboration and identifying best practices. SMART goals address student deficiencies based on test data; teachers reteach material during targeted intervention, monitoring proficiency levels until the SMART goal is met.

Common Core standards are applied and particular focus on four standards per semester is determined by the District with training and support offered on campus to aid in the application of those standards across the curriculum. Time is given on Wednesday mornings for training and collaboration to ensure teachers have the opportunity to evaluate their practices, learn how to apply the current Standards focus items and share best practices. The current district Common Core focus for the Fall of 2016 was Reading 4, Math Practices 4, Speaking and Listening 5, and Writing 5. The Common Core focus for the Spring of 2017 is Reading 2, Math Practices 6, Speaking and Listening 6, and Writing 4.

**D3.5. Prompt:** Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Findings	Evidence
<p>All teachers are involved in the CAASPP testing process. Teachers sign a security affidavit prior to testing. Substitute teachers who are on campus also sign the affidavit in the event that they are needed to assist in administering the test. Cell phones and other electronic devices are taken from students before the test and not returned until dismissal. Test sessions can only be started by a teacher and students use a secure browser that does not allow them to visit other websites.</p> <p>Counselors and administrators administer AP tests, along with parent volunteers. The parent volunteers learn via observation, first administering a test with a counselor before being able to do so on their own. All testing administrators sign a security affidavit. Tests are stored in a locked room, and only the AP coordinator has the key.</p> <p>There have been no issues with maintaining the integrity of either assessment. No tests have been disqualified due to security issues.</p>	<ul style="list-style-type: none"> <li>● 100% of teachers and volunteer proctors signed prior to testing</li> <li>● There have been no disqualified tests.</li> </ul>

## Category D: Strengths and Growth Areas

### Strengths-

- Valencia High School effectively uses standardized tests data to determine the percentage of students that are on track to attend college and identify achievement gaps in student subgroups.
- Of teachers using common assessments (68.3 %) 83% use data from those assessments to adjust instruction
- Data assessment and evaluation is an evolving part of the instructional process. Valencia High School uses an array of assessment methods as tools to evaluate student performance
- Great use of Infinite Campus to communicate with parents--2600 of 3053 have set up an account to monitor student progress
- College and Career Readiness program, pathways, academy, job shadowing, internships
- Tracking of “a-g” completion rates over the years to determine if we are increasing the percentage of students that are meeting those requirements.
- New format of PD allows teachers to better understand Common Core standards and improve their implementation. This PD time, if used wisely by teachers, will improve the overall quality of assessment, allowing teachers time to collaborate on common assessments.
- The increase in technology availability for assessment purposes.
- All students are assessed at least annually in order to catch credit discrepancies so that interventions can be implemented and students can graduate on time.
- SMART Goals are used by all departments.
- Our testing protocols are in accordance with state and national requirements.
- Infinite Campus allows teachers, parents and students to have access to the students’ scores.
- Campus staff development is focused on supporting the use of the Common Core Standards with particular focus on the district-chosen focus standards.

## Growth-

- CAASPP score were up significantly after the major drop from the previous year, but we still have room for improvement across all groups and in closing the achievement gap between subgroups.
- Continue to evolve and improve the College and Career Readiness program
- No ability to track VHS students who were CTE concentrators after graduation. All data is districtwide with no ability to disaggregate the data by individual campus.
- Resource Allocations: Technology/internet access needs to be in every classroom, students need easy access to all tools, not just when they are available. This will allow teachers quicker and easier access to assessment opportunities for students.
- We do not have a school-wide homework plan for the amount of time per class.
- We need a process to measure the effectiveness of the programs the ELL students are involved in.
- Collaboration needs to take place amongst ELL student's teachers
- Staff needs to be educated in the Naviance system
- Receive data from college placement exams to see where we can improve
- There needs to be a more systematic process, embedded into our entire school culture, in which to collect, disaggregate and analyze common summative assessment data in order to inform and improve our instructional practices.
- Once we establish an effective systematic process of using summative assessment data to inform instructional practices, we will development more effective means of communicating these specific findings to all stakeholders.
- We need to re-establish a Site Council, composed of representatives from all stakeholders to play a significant role in assessing and monitoring student progress based on assessment performance.
- Not all departments, grade level or course teams collaborate.

## E. School Culture and Support for Student Personal and Academic Growth

### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

*E1.1. Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Evidence
<p>The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.</p> <p>Valencia High School has Student Learning Outcomes (SLO) that are communicated to the students and the parents through the student handbook, via the website, the daily bulletin, the monthly e-communication, Valencia TV, classroom postings and by our staff.</p> <p>Currently, we offer fourteen career pathways. In the past six years we have revised and enhanced the career paths at Valencia High School. In 2014, we added a medical academy to the Valencia High School campus. At this time, this program provides academic preparation for post-secondary options, as well as training 162 students to provide medical support to current athletes.</p> <p>1336 out of 3100 students attend College and Career Readiness (CCR) classes. In the past these courses were currently offered to junior and senior high school students but are now open to all students. These courses are offered after school and are organized and maintained by the district. All students have the opportunity to participate in CCR classes. We are currently working with the district to expand the offerings of these courses</p> <p>According to 92.2 % of parents surveyed in the fall of 2016, Valencia High School maintains and effectively uses several communication strategies when notifying parents and the community of the academic, social and extracurricular activities of the school.</p> <p>Infinite Campus (IC) is a resource that is used for the parents, students, and staff to communicate grades, important information via mass e-mails, attendance, medical, and special education needs. Administrators and staff can run reports to identify the students and parents that use this program. 98% of students have logged into IC this school year. 89% of parents have logged into</p>	<ul style="list-style-type: none"> <li>● College and Career Readiness Classes</li> <li>● CCR office</li> <li>● Career Pathways</li> <li>● Medical Academy</li> <li>● Pathway forms</li> <li>● VHS counseling website</li> <li>● Infinite Campus Portal Summaries</li> <li>● Community and Based Instruction (CBI) data collection Individual Educational Plans</li> <li>● Student Learning Outcomes (SLO)</li> <li>● Valencia High School website, teacher classrooms, e-communication</li> <li>● Individual PD logs</li> <li>● Munch-A-Lunch</li> <li>● Viking Valor</li> <li>● Senior Awards</li> <li>● Pathway Awards</li> <li>● Great News Postcards</li> <li>● Student of a Month</li> <li>● Progress reports</li> <li>● Individual “4” year plans</li> </ul>

IC this school year. 100% of teachers use IC to communicate progress, grades and attendance.

Valencia High School participates in Community Based Instruction (CBI) through our functional academic instruction that encompasses students that are SC2 and SC5. Community Based Instruction involves the special needs population going into the community and interacting with businesses, community workers, and public transportation for the purpose of developing independent living skills, vocational skills, and functional academics. Students are given the opportunity to participate in volunteer job positions at local businesses. 89% of SC2 and SC5 students participate in this program. 43% of SC2 and SC5 students participate in the volunteer job opportunities.

Special Education students are provided a variety of opportunities to fine tune their post-secondary college and career plans. Together with parents, students, teachers, administrators and other outside services IEP's are done yearly to help promote success. Transition goals are written into every IEP and reviewed yearly in order to help the students develop their plans and be prepared to continue on after high school. The Special Education program has an important partnership with the Disabled Students Programs and Services (DSPS) office at College of the Canyons. An annual field trip is taken to provide the students with the information they need in order to apply to, attend, and succeed at COC. This field trip introduces them to a variety of individuals who they will work with in the future. Additionally, Valencia High School offers a Workforce Prep class for special education students.

Over the last five years, the EL population has decreased; however students are provided with the necessary support through specific classes, trained teachers, and instructional assistants. Parents have input into the courses and the desired level of assistance the students will need. Together, the school and the families work together striving for success in the classroom. Site administrators analyze academic data on a quarterly basis to make sure that EL students and Redesignated EL students continue to be successful. Over 80% of RFEPs continue to be successful after being reclassified.

REACH's (which replaced AVID) goal is to prepare all students in the school for college, starting with the core elective class and expanding schoolwide. The Reach class targets students in the academic middle, who have the desire to go to college and are capable of completing rigorous curriculum using the will to work hard.

Students are recognized on our campus through several programs; Munch-a-Lunch, Viking Valor, Senior Awards, Pathway Awards, Great News Postcards, Student of the Month, Rally Champions and the Art Exhibition during Open House.

- Counseling wall with high school, post-secondary, and career information
- PAC
- Booster clubs
- Every 15 Minutes Program
- Safe Rides
- Reach

- Study skills workshops
- Articulation with COC
- PSAT

Parents and community members have many opportunities to participate at Valencia High School at events such as:

- Registration
- Connecting to Success
- Open House
- Prom Promenade
- Parent Academics
- PAC Meetings
- Booster Clubs
- Volunteers to a variety of performing arts and athletic events
- Volunteer for PSAT and AP Testing

Every two years, “The Every 15 Minutes” program, a city wide coordinated effort, is conducted at Valencia High School, The community agencies involved in this include:

- City of Santa Clarita
- Sheriff
- Fire Department
- Ambulance service
- Coroner
- L.A. County Morgue
- Eternal Valley
- Henry Mayo Memorial Hospital
- SCV Court

The Counseling Office offers college exposure to students and parents through numerous workshops:

- Study skills workshops
- Articulation with College of the Canyons (COC) through EOPS and College Now
- PSAT and PSAT give back night
- Practice ACT
- College Night (offered to all students)
- Financial Aid Night
- Personal Statement Night
- UC and CSU application sessions (for students)
- College Field Trips
- College Admissions presentations

- College Presentations
- How to Get into College Night
- Financial Aid Night
- Personal Statement Night



**E1.2. Prompt:** Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

Findings	Evidence
<p>Valencia High School has a 4 year College and Career program with specific instructional activities at each grade level.</p> <ul style="list-style-type: none"> <li>● <b>Grade Nine</b> – All students take a ten week career exploration class, Freshman Seminar, to help discover their personality, interests, skills and strengths as they relate that information to a career in order to investigate post-secondary options.</li> <li>● <b>Grade Ten</b> – Connecting instruction to career through guest speakers and investigation of college and career technical programs.</li> <li>● <b>Grade Eleven</b> – All students attend a business conference “Connecting to Success” in the Fall semester. The conference is a collaboration between the Valley Industrial Association, Junior Achievement, and the William S. Hart District. The local businesses facilitate the entire event that includes a keynote speaker followed by three breakout sessions:               <ol style="list-style-type: none"> <li>1. Financial Literacy</li> <li>2. Ethics in the Workplace</li> <li>3. Communicating Your Value</li> </ol>               Juniors also complete a 4-hour job shadow activity in the Spring semester including pre and post assignments.             </li> <li>● <b>Grade Twelve</b> – All Seniors participate in the Career Exploration Project which is a culmination of their high school career and is the ultimate opportunity for seniors to get a head start on their futures. All seniors participate in a 45 hour internship in a profession reflective of their personal career choice. The conclusion of the Career Exploration Project is a presentation about the student’s project to a panel of judges from the school and business community.</li> </ul> <p>College and Career Readiness is a four year program in which students explore career opportunities and think about their futures. It begins with Freshman Seminar, followed by individual meetings with counselors to discuss possible career interests, leads to Connecting to Success, and culminates in Senior Project, which includes job shadowing and job research.</p> <p>The Connecting to Success fieldtrip is an event in which industry people from our community teach real life skills that relate to careers. Topics</p>	<ul style="list-style-type: none"> <li>● Student Competitions</li> <li>● College and Career Readiness</li> <li>● Connecting to Success</li> <li>● Industry People</li> <li>● Counseling</li> <li>● CCR Handouts</li> <li>● Senior Project</li> <li>● Guest Speakers</li>   <li>● Career Exploration Syllabi</li> <li>● Freshman Seminar Syllabi</li> </ul>

covered include: personal ethics, money management, resume' building, interview skills, work ethic, team building, and how to be a positive contributing member of society. All junior students are expected to attend.

The CCR classes are taught by professionals in the industry. These classes expose students to experiences so they may:

- learn entry-level employment skills
- prepare for career advancement by upgrading existing job skills
- prepare for advanced training programs

There are additional programs on campus; Culinary Arts and Drafting/Engineering that bring industry people to present to students. The Fine Arts program brings in guest speakers from all of over the nation to inform students about the various career opportunities in the arts. Field trips are also taken to local businesses that relate to our content.

Students attend competitions such as National Music Downbeat Awards, Drama Teachers Association of Southern California, Southern California Vocal Association, California All State Honor Choir, California All State Vocal Jazz Honor Choir, Chapman University Shakespeare Festival, Hart District Theatre Festival as well as the Hart District Choral Festival, in conjunction with College of the Canyons, All American Film Festival, Student Television Network, Local Community Art Show, State and National Sports Medicine Competitions, Careers through Culinary Arts Competition (C-CAP), Culinary Pathway Throwdown, Monterey Jazz Festival and the Next Generation Monterey Jazz Festival. We have the community involved in judging the competitions locally, statewide, and nationally.

## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

***E2.1. Prompt:** Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of defamatory language and behavior especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Evidence
<p>Valencia teachers, faculty and students are committed to ensuring a safe, clean, orderly school environment. The Valencia High School Safety Plan includes lock down and disaster drills, evacuation, crisis assistance, and local resources for disasters, with all stakeholders practicing frequently to ensure staff and student knowledge of the appropriate plan. Valencia is a closed campus with all entrances monitored by campus supervisors. With the use of gates in the parking lots and the golf carts, staff is able to supervise the entire campus and provide a safe environment for the students and faculty. All visitors must check in at the front office to obtain a visitor's pass and students with ID's and proper passes may leave or enter through all three entrances.</p> <p>This past year all classroom doors have been equipped with lock blocks added to ensure safety of all stakeholders.</p> <p>The tardy system has been set up to help both students and staff. This system motivates students to be on time which promotes classroom stability and student learning. All administrators are assigned an alphabet with which they monitor tardies and absences and meet with students regularly to discuss these areas.</p> <p>In addition to campus supervisors, there is a Santa Clarita deputy sheriff on campus five days a week to support staff and build rapport with students which provides a positive climate for the school. Nine campus supervisors display a constant presence and are posted at several critical</p>	<ul style="list-style-type: none"> <li>● Run a report of reasons for suspensions and amount of suspensions. - Administration</li> <li>● Number of clubs and number of students within the clubs - Jeff Albert</li> <li>● Safe School Plan (We already have the evidence in that plan.) - District</li> <li>● Lock blocks</li> <li>● Decrease of hate crime from 2010</li> <li>● Attendance sheet of Saturday School</li> <li>● 7 AED's on campus</li> <li>● Every 15 Minutes</li> <li>● Security cameras</li> <li>● Campus supervisors</li> </ul>

locations throughout and around the campus. They are available for help in classrooms as well as all exterior locations on campus. Supervisors and administrators all carry two-way radios throughout the day. Supervisors and administrators are also available at extracurricular activities as well. Additionally, the school has over a dozen video cameras strategically placed to monitor the campus 24 hours a day, allowing for surveillance not only during school hours, but during non-school hours as well. The all-call PA system is utilized for general announcements and emergency situations. Valencia surveyed staff and families and 90.5 percent of students, 84.2 percent of parents and percent of teachers felt Valencia was a safe and nurturing environment.

At this time we have the largest student population of any school in the district, the only high school with SC5 classes, (severely handicapped students), and one of two high schools with an onsite stadium.

A VHS teacher has initiated a campus-wide recycling program through the AP Environmental Science club. Although it is slow in coming, because of some resistance from the staff it continues to be an important program. Our Special Education 5 classes also recycle on a daily basis in order to raise funds for special activities.

Valencia High School has a comprehensive disaster preparedness program with evacuation maps and disaster supplies to help the staff and students prepare for any disaster. Valencia participates in The California Shakeout to promote awareness of and preparation for an earthquake. This drill includes clearing all classrooms and getting staff and students to a safe location away from all buildings. Staff, ROTC and Sports Medicine students then search classrooms for casualties and locate students for parent pick up. We also hold lockdown drills twice a year where students find shelter in rooms in case of an active shooter or another threat on campus.

Valencia High School is equipped with seven AED devices located at various places on campus including portable AED's that can be transported to all athletic events away from campus. Administration and office staff as well as other staff are trained yearly. The AED has already been used by our Sports Medicine program to save the life of one of our students. The school employs a full-time certified athletic trainer who is available for all after school athletic events and all students and staff.

- Two-way radios
- Student ID cards
- Safe school emergency plans
- School resource deputy
- Lock down video and drill
- Certified athletic trainer on campus after 1:00 p.m.
- All-call PA system
- Bell System
- Parking lots and gates
- Golf carts
- TIDE
- CADRE
- School handbook
- Campus relationship with community law
- Opportunity Room
- DFYIT

A stringent suspension policy is in place in order to prevent reoccurring student offenses such as bullying, defamatory language and actions, graffiti, behavior issues, and attendance problems.

Specialized programs are offered at Valencia to help students who have difficulties in the areas of academic and social issues. These programs include: ADP, the Opportunity Room, CADRE, and Every Fifteen Minutes Program.

- Valencia High School is the only high school in the district that provides an Alternative Day Program (ADP). At the current time there are eighteen student enrolled in this program. This program is available for students who are both academically and motivationally challenged and have shown a need to work and learn in a smaller and more nurturing environment.
- The CADRE program (Comprehensive Alcohol and Drug Reduction and Education) is a program that includes voluntary drug testing and is designed to provide parents with a tool to prevent and intervene when drug and alcohol use is discovered. CADRE gives students a reason to say NO. Safe School Ambassadors and ACTION also provide students with support to say NO.
- Every Fifteen Minutes is a program that occurs on the campus in conjunction with the City of Santa Clarita in order to educate students on the seriousness of their actions including drug and alcohol use, as well as phone use while driving.
- Valencia High School, TIDE, maintains a zero tolerance policy on its campus in respect to drugs, alcohol and weapons.
- Valencia High School has a DFYIT, (Drug Free Youth in Town), group that is very active. They work not only within the high school, but with the community as well.

**E2.2. Prompt:** Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Evidence
<p>The diversity on our campus is celebrated. Valencia High School creates an environment of inclusion, not exclusion. By supporting positive peer empowerment, we believe that all students can succeed in their high school life.</p> <p>Safe School Ambassadors (SSA) is a licensed Anti-Bullying program sponsored by Community Matters. SSA is an “inside-out” program where the student ambassadors, after being trained, work confidently within their own peer groups to instigate changes for good, and improvement of the school climate. We are currently training forty Safe School Ambassadors on our campus.</p> <p>Through the daily bulletin and Valencia Television (VTV), students and staff are kept updated on daily, weekly and monthly information. These are also tools that help to create a safe and nurturing environment.</p> <p>Student Study Team (SST) meetings are set up through parent and staff referrals in order to help students be more successful in the classroom and to make sure that all students are properly placed.</p> <p>Valencia High School has several programs and classes that help students explore college and career options. The counseling department and individual teachers bring in college speakers to explain to the students options, requirements, etc. We also have a Freshman Orientation program that has students complete several ASVAB tests and other classes, including Senior Project, which has students job shadow for forty-five hours and then present their experience and findings to fellow students, staff, and community members.</p> <p>Programs have been created to promote high expectations for our students and assist them in meeting these expectations:</p> <ul style="list-style-type: none"> <li>● ASB provides programs for students who excel both in the classroom and outside. There are over forty clubs on campus in order to meet all students' interests. Special occasions such as birthdays are recognized for both students and staff.</li> <li>● Circle of Friends is a program that is well established and promotes students working with students. These programs help build self esteem and self confidence. Circle of Friends celebrates students with special needs and integrates them into the general</li> </ul>	<ul style="list-style-type: none"> <li>● Philanthropic Clubs</li> <li>● Safe School Ambassadors</li> <li>● DFYit - Drug Free Youth in Town</li> <li>● Assemblies on the positive impact of diversity in American history</li> <li>● College Presentations</li> <li>● Freshmen Orientation</li> <li>● Refugee and World Amnesty Assemblies</li> <li>● SCV Project</li> <li>● College and Career Readiness (CCR)</li> <li>● Human Rights Clubs</li> <li>● VTV Heritage Months Presentations</li> <li>● VHS Drama Plays, Posters and Programs</li> <li>● Military Motivational Guest Speakers</li> <li>● Armed Services Vocational Aptitude Battery</li> <li>● Munch a Lunch, Viking Valor Awards, Honor Roll Awards, Perfect Attendance</li> </ul>

population of students. Each special needs student has lunch with two or three general population students weekly.

- The least served students in the academic middle who would benefit from encouragement and additional support have the opportunity to participate in the REACH program. This program has been active on campus and helps to promote both classroom success and college/career readiness.

There are multiple programs that support and promote positive student behavior on campus including Munch-A-Lunch, Good News Postcards, Caught Being Good, and 3.0 and Perfect Attendance assemblies. Students who have at least a 3.5 are also awarded an Honor Roll certificate, and hundreds of students are also recognized with Viking Valor, Senior Awards, and Pathway Awards.

Increasing efforts to build student awareness of issues surrounding ethnicity, diversity, and inclusion are being made. For the past two years guest speaker, Darryl Kinsey, an African American motivational speaker, presented on topics related to contributions of African Americans in U.S. History. His was an interactive presentation that engaged students with games, discussion and question and answer. Additionally, every school year the Theatre Arts Department screens the groundbreaking civil rights film, *A Raisin in the Sun*, and all classes are invited.

The VHS Theatre program presents a numerous array of diverse plays, scenes and monologues that are performed throughout each school year. Recent presentations have highlighted the themes of school bullying, violence and accidental death in addition to homophobia, depression and suicide prevention.

VTV has several cultural awareness weeks and events spread throughout the year, including Latino Heritage Week, Human Rights clubs, world cultural awareness weeks, etc.

Outreach programs included a community meeting in November that afforded stakeholders the opportunity to express concerns related to issues of race and diversity. More meetings will follow-up on the progress made.

- Honor Roll Award
- Good News postcards, Caught being good student featured on Facebook
- Motivational Speaker Assemblies
- 3.0 and Perfect Attendance Assemblies
- Viking Valor
- Senior Awards
- Circle of Friends
- Community meeting agenda and notes

### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

**E2.3. Prompt:** Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.

Findings	Evidence
<p>Valencia stakeholders are committed to a culture that promotes trust, respect, and professionalism. Professional Development has evolved over the past year from a organized general development program to the current practice of teachers working toward individual goals as well as department, school, and district goals. Through district-led workshops, on-campus workshops led by teachers proficient in specific areas, and personal research (webinars, scholarly research articles, books related to area of interest), teachers are able to enhance their teaching practice based on personal needs and preferences. VHS leadership coaches are aligned with content-area teachers and are available to provide support related to individual goals. Administration leads the Professional Development workshops and counsels coaches on providing support for staff members as they work toward their goals.</p> <p>Administrators have an open door policy for all stakeholders</p> <p>“A Team” meetings are held quarterly giving administration and counselors an opportunity to meet and discuss current and upcoming activities, issues, and campus wide concern.</p> <p>Departments have created year-long, student-focused goals in an effort to address areas of need. Frequent meetings are held to determine growth toward goals. Department are also divided into subject alike groups who work together on grade and subject level goals.</p> <p>New teachers enter with PAR (Peer Assisted Review) to help them learn skills to better manage classroom behaviors, build proficiency in curriculum delivery and address concerns relevant to individual teaching assignments. Once a new teacher completes PAR, Induction support is offered through the</p>	<ul style="list-style-type: none"> <li>● Attendance at PD Meetings</li> <li>● A Team meetings</li> <li>● Department meetings</li> <li>● Sharing information through Google Docs</li> <li>● BTSA</li> <li>● PAR</li> <li>● Induction</li> <li>● Infinite Campus</li> <li>● Google Email</li> <li>● Phone/Voicemail</li> <li>● Ed Connect</li> <li>● VHS website</li> <li>● PAC</li> </ul>



district to clear credentials in lieu of university based programs. Seasoned teachers act as mentors to assist new teachers during this two year program. Professional development workshops offered through Induction, help new teachers develop skills necessary to build efficacy in the classroom. Emphasis is placed on developing personal goals related to individual teaching practices, content areas, or student needs.

In order to stay connected with parents, several methods of communication have been implemented including Infinite Campus, Gmail, and standard voicemail. The expectation for all teachers is that they will return phone calls and emails in a prompt fashion. Infinite Campus is a district-wide application which provides an online portal for parents to check schedules, grades, attendance, transcripts, assessment data, and progress toward graduation.

Ed Connect messages are sent to parents in an effort to keep them apprised of school activities, important dates, and student specific information. If concerns arise on campus, parents can be immediately notified.

Students demonstrate citizenship and ethical values and behaviors in a variety of ways both on campus and throughout the community.

- Valencia High has regularly scheduled blood drives.
- Valencia High collects money for disaster relief, family emergencies, homeless families, toy drives, food drives and book drives. Circle of Friends (Students with disabilities), community service opportunities, leadership opportunities, Habitat for Humanity ROTC, Key Club, National Honor Society all provide venues for our students to demonstrate responsible citizenship.
- All athletes have to sign an Athletic Code of Conduct (which clearly requires healthy living (zero tolerance for alcohol or drug use of any sort) and keeping up a GPA of 2.0.)

**E3.1 Prompt:** Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.

Findings	Evidence
<p>Valencia High students receive the appropriate academic support and intervention that provides for postsecondary and career success. All students have access to support services, activities and opportunities.</p> <p>Valencia offers a wide variety of schedule choices for all students. Valencia has an extended school day that begins at seven and extends till four, including seventeen 1st period classes and four 8th period classes. Valencia offers honors and advanced placements classes that help students meet college prerequisites and prepare for college classes. At this time there are ten honors and eighteen advanced placement courses. With the elimination of the STAR and CAHSEE tests and the additions of the CAASPP test, we have adjusted/modified the course/class schedule.</p> <p>Personal support: The counseling office provides referrals to appropriate mental health organizations and social services.</p> <p>Student Study Team, (SST) meetings are held for students who have been referred for possible testing due to academic difficulties in their general education classes, as well as possible referrals to alternative educational settings (i.e. Bowman, Learning Post and possible referral for special education assessment.) This past year there were 132 SST meetings available, however only 38 SST meetings were required due to proactive measures taken by the faculty.</p> <p>Academic: There are several intervention areas available in which staff can refer students. For example, English tutoring is offered in the morning, individual teachers offer lunch time tutoring in different subject areas.</p> <p>Career: Valencia supports students with a program aimed at college and career readiness. Several electives are offered that apply directly to career life. Yearbook provides and requires real life skills such as management leadership, computer skills using current software programs, communication skills, professionalism with peers, administration and industry, time management skills, and creative design skills. Also, drafting is a career pathway that relates to engineering and manufacturing. They use advanced technology such as 3D printing, laser cutting, and software programs. Students participate on National Manufacturing Day by visiting local manufacturing companies as well as College of the Canyons.</p>	<ul style="list-style-type: none"> <li>● Naviance</li> <li>● Grade level presentations each semester</li> <li>● Schedule</li> <li>● AP Computer Science classes</li> <li>● Senior Projects</li> <li>● SST's</li> <li>● Literacy coach</li> <li>● AFJROTC</li> <li>● Library orientation</li> <li>● Infinite Campus</li> <li>● Counseling</li> <li>● VHS Website</li> <li>● Alternative credit options</li> </ul>

All freshmen are required to attend a library orientation. Students will complete an extensive written assignment and become acquainted with school resources and how to access them from school and home.

Library hours include times before school, brunch, lunch and after school for students to access additional instructional materials outside of direct classroom instruction.

The school Librarian updates all new library materials available for students and staff to check-out and use as resources.

The counseling office maintains a list of private tutors available in the local area. It is available on the school website as well as by request in the office.

Last year AP Computer Science was added along with an Introductory computer class. With all of the student interest this year a new AP Computer Principles was added and there were 5 sections. Next year we will offer the Principles class as well and the AP Computer Science, JAVA.

Senior projects (internships) are done by all seniors during the fall and spring semesters. Students work with community members in an area of interest for 45 plus hours a semester in order to learn more about their interests and what the future has to hold. This includes both class time, interning, and a final presentation in which the students present what they have accomplished over the semester. Many students find this helpful in that it either strengthens their ideas and plans or helps them to redirect and find something they want to do more.

All freshman are required to take the Freshman Seminar Class. The class is split into three main sections: Who Am I, What Do I Want, and How Do I Get it? Students take personality tests, reflect on who they are and what they are interested in. Students also budget, learn how to buy a car and house, work on resumes, and research careers.

There are fourteen career pathways based on industry sectors getting them ready for the real world expectations.

The Air Force Junior Reserve Officers Training Corp (AFJROTC) program offers an alternative way for students to find success. This program not only provides educational and career opportunities but it promotes self confidence, discipline, and organization.

Students are awarded for their successes each year at all grade levels for academics, athletics, and school involvement. Viking Valor and Senior Awards are available to students in grades 9-12. Munch a Lunch provides an opportunity for teachers to express their appreciation of individual students.

The entire staff at Valencia High School works diligently to meet the needs of the students. There are a number of procedures that are used by the staff in order to share current educational research and thinking as well as to implement and reflect on that information.

- 9<sup>th</sup> and 10<sup>th</sup> grade English teachers give benchmark essays in order to track students' progress.
- All department members work together in subject and grade levels in order to improve instruction and progress of the students.
- All teachers provide rigorous curriculum in each of their subject areas in order to meet the A – G requirements which are needed for college entrance. Advanced Placement and Honors courses especially prepare the students for the demands of a four-year post secondary education.

Through monthly faculty meetings and in-services, the staff designates areas that need improvement or adjustments and work together to learn new information and ways to implement their findings in the classroom

**E3.2 Prompt:** Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.

Findings	Evidence
<p>The district has adopted new curriculum in an effort to better meet the linguistic and academic needs of our EL students. Students using the iLit internet-based curriculum are able to utilize Chromebooks on a daily basis. This allows students to personalize their literacy experience within the EL classroom, while accessing grade-level content and reading materials. This is a shift from the whole-class direct instruction used in previous years. Students are given a diagnostic test to assess their current ability and then develop a program that keeps them challenged, constantly increasing difficulty to make sure that students continue to grow. Additionally, the daily use of Chromebooks helps prepare these fragile learners for the mechanics of the CAASPP test in which they've historically performed poorly.</p> <p>In 2015, the Sports Medicine Program, having become an ever-growing pathway, transitioned into an academy. The Medical Science Academy (MSA) took its beginning steps during the fall of 2015 with a freshman class totalling sixty-four students. Throughout the year, an additional five students were added to the class and the 10th grade class is now made up of sixty-nine students. The incoming freshman class this year has sixty students as it begins. The academy has a solid four-year plan that help students continue their post secondary education in the health fields with a wealth of knowledge and experience as they graduate. Over the years, between the sports med program, and now the MSA Academy, the students have won many awards and have received community accolades for the many contributions they've made to both Valencia High School and the Valencia community.</p> <p>AFJROTC implements personalized learning approaches based on school-provided information (IEPs, 504s, etc.) and personal observation. AFJROTC instructors follow these plans like any other teacher but also has the flexibility to implement large group work, small group work, and Project-Based Learning. Students are grouped to maximize learning opportunities by pairing/grouping students based on grade level, EL status, or learning style. AFJROTC also has a peer tutoring program that provides in-class tutoring to struggling students, whom they call Golf Flight Cadets. Tutors are identified by subject</p>	<ul style="list-style-type: none"> <li>● EL program adjustments and services→ new curriculum (iLit)</li> <li>● Sports Medicine and Medical Sciences Academy data</li> <li>● Literacy coach</li> <li>● PD coach</li> <li>● TOSA</li> <li>● <a href="#">ROTC Golf Flight Cadets record</a></li> </ul>

specialty and matched to the struggling student. A student Academic Officer coordinates this process with supervision by an instructor.

The district has alternate learning options that our students at Valencia can access including: Hart @ Home, Learning Post, and Bowman High School.

Students are placed on home study for a variety of reasons. The most common is for health issues that prevent the student from coming to school. Home study teachers provide access to the curriculum by visiting the student outside of the normal school day.

Independent study opportunities are available for students who will be absent from school for more than five days. This enables the student to stay current on homework and other assignments during their planned absence. The independent study contract stipulates that the student will not be penalized attendance credits provided that they honor the terms of the contract and that all work is completed upon their return to school.

There are a variety of opportunities for students to earn credits beyond the traditional six period school day. Credits may be towards recovery or for advancement. These opportunities include courses through the districts ROP program and other private educational institutions.

**E3.3 Prompt:** Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.

Findings	Evidence
<p>Within our Student Information System, all identified students have visible flags on their student screens, identifying them as homeless, LEP, LTEL, SpEd, etc. 13% of Valencia High School students receive special education services. Teachers receive individual information about students with high profile 504 plans via email where accommodations are listed and a link to the entire document is given. All 504 and IEP accommodation information is given to teachers via a shared drive and students are flagged in our student information system to identify them as EL, special education, homeless, health condition, etc. However, general education teachers have to look through the common drive to find individual information. As a way to address this concern, special education teachers will begin to make paper copies to distribute to Gen Ed teachers each semester.</p> <p>Intervention is broken into targeted ninth graders in Math and English and subject-specific support. The targeted intervention invites students based on their CAASPP scores and class grades. Focus will be on the critical mass, those who are approaching standard, though are not quite at mastery. Students will attend an intervention class two hours per week which utilizes the computer based program, IXL. The class will meet for ten weeks. The subject specific (English, Algebra 1, Algebra 2, Geometry, History, Spanish, Biology) intervention classes meet for thirty minutes one day a week and are voluntary. Due to a lack of attendance, the English and history classes were discontinued. It is hoped that in the spring, teachers will encourage students and provide incentives for students to attend. Students sign in and teachers turn in the sign-in sheet to the Intervention Coordinator who enters the names into a spreadsheet. At the grading periods, the Intervention Coordinator enters the grade to monitor the effect of the intervention on the student's grade. Additionally, students' CAASPP scores will be monitored to identify growth. An area of focus needs to be embedding this external intervention into the school day and into the classroom. As we develop more processes and procedures, the goal is that all teachers utilize the intervention program as a way to re-teach and allow for make-up opportunities.</p>	<ul style="list-style-type: none"> <li>● Infinite Campus Flags</li> <li>● SEIS Caseloads</li> <li>● IEP's, accommodations distributed to teachers via IC</li> <li>● 504 accommodations distributed to all teachers</li> <li>● Intervention Plan and supporting documents</li> <li>● Translators</li> <li>● Student Study Team procedures and data collection</li> </ul>

Additional intervention programs are offered by teachers during late start Wednesdays as well as during lunch and after school.

When teachers and counselors identify students who are struggling or are in need of additional interventions, they can call for a student study team. Last year 1.16% of students were brought to a Student Study Team. 50% of those students were given academic screens. Of those students, 72.2% qualified for special education services. When students qualify and receive special education services at Valencia High School, 100% of students' grades improve.

Valencia High School provides access to translators, bilingual instruction and assistance for better communication and learning in classrooms as needed. These programs create a better learning environment for students with those needs. The EL coordinator has distributed a schedule of where each translator is throughout the day.



**E3.4 Prompt:** Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

Findings	Evidence
<p>Valencia High School provides accessibility of challenging, relevant and coherent curriculum intended for all students. Valencia High School offers a wide range of course including Honors and Advanced Placement classes. Valencia High School has a rigorous master schedule with classes starting at 7:00 am and ending at 3:05 pm. Additional classes are also offered through ROP and ROTC as an 8th period that are scheduled into the late evening (9pm). Along with our regular schedule, Valencia offers an alternative evening and weekend schedule where extra curricular programs practice, perform, meet, and test. Late Start Wednesdays serve purposes to enhance our student’s education by creating focus groups for teachers to develop student learning. Rally days provide an opportunity for the school to recognize and showcase the various students, clubs, and extracurricular programs on campus.</p> <p>All students are encouraged and pushed to complete A-G requirements. Valencia counselors meet individually with students to help shape a rigorous high school educational experience that helps foster a path towards college or vocational schooling. Students are encouraged to job shadow and choose mentors in line with their future career choice and develop knowledge of what is needed to achieve that career through their career senior curriculum.</p> <p>At the end of each semester the students present to teacher and community members their findings on their chosen career. This learn by doing cultivates student learning in the studied career field and possible college major.</p> <p>Intervention is now offered school wide once a week during late start Wednesdays and individual intervention is offered by many teachers before school, during lunch and afterschool. While our students do receive much intervention in targeted classes of students, much improvement is needed in the offering of afterschool intervention that is not targeted towards a certain grade level. The implementation of teachers willing to teach after school could help improve our availability</p>	<ul style="list-style-type: none"> <li>● Master schedule</li> <li>● Increased enrollment in AP and Honors courses</li> <li>● Intervention</li> <li>● Senior Project</li> <li>● Surveys</li> </ul>

to more students. AP courses offer study sessions sometimes on Saturdays as well before the exams. Valencia has a targeted intervention program of approximately fifty ninth grade students that are in an algebra foundations and a studies skills class. The same teacher teaches this targeted class that will be monitored throughout the school year.

Special Education Population 15%- 2% are A/G

Valencia has the highest % rate of non-diploma track Special needs students.

2013/14 69%

2014/15 63%

2015/16 66%

Valencia graduation rate is over 99%.

**E3.5 Prompt:** Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Evidence
<p>E3.5 Valencia has effective processes for evaluating the level of student involvement in curricular/co-curricular activities. Our school emphasizes the importance of regular student involvement in curricular/co-curricular activities. A recent student survey highlighted that 92% of all stakeholders are aware of activities that are happening on campus. 90% believe that Valencia offers a large variety of clubs and extracurricular ideas and activities. Students also reported that their co-curricular involvement included athletics, clubs, music, drama, cheerleading, and the Practical and Fine arts.</p> <p>Our school is proud of its strong tradition that combines co-curricular student activities and events with parents, staff, alumni, and the community. An example of this is the Valencia 8th grade Orientation Showcase, an annual event that is organized by Valencia’s ASB which showcases our students’ and programs talents and brings together our community for an informational evening. Many other annual events feature our students’ academic achievements that have become established traditions.</p> <p>GPA of sports teams, averages - GPA averages are sent to all coaches on the average of three times a year - First quarter, First Semester and Third quarter. Athletes that are in questionable academic standing are monitored by their extracurricular teacher and on staff coaches. Valencia’s master calendar displays the various activities by each extra-curricular and fine arts programs. Performances, community service outreach (such as caroling and volunteering) within the city, and practices are listed. Students are encouraged to pursue sports and fine arts through our A-G requirements and teachers/coaches work hand in hand so students can pursue multiple activities.</p> <p>Cheer (3 levels) - 90 students Hip Hop (3 levels) - 107 students Theatre - 120 students Concert Choir - 71 students Women's Choir - 69 students Mixed Choir - 41 students Jazz Choir (2 levels) - 32 students Mens Choir - 15 students</p>	<ul style="list-style-type: none"> <li>● GPA s of sports teams, averages</li> <li>● Master Calendar lists various activities, performances, and community service outreach within our city.</li> <li>● Extracurricular GPA s</li> <li>● Numbers in sports, ASB, clubs,</li> <li>● Ability to enroll in multiple extracurricular activities</li> </ul>

Band - Marching / Symphonic / Jazz / Winds - 100 students  
Color Guard - 25 students  
Dance Team - 20 students

It is expected that all students will take a full academic load. Pre-registration worksheets list required core academic subjects for each grade level, as well as electives. Students are encouraged to reach their highest potential in course rigor. All students have an assigned academic counselor available to assist with academic advisement. Students meet with their counselor individually at least once a year for pre-registration and to review their academic four-year plan and may self-refer to the counselor on an as-needed basis.

The counseling department makes students aware of scholarship opportunities and matches scholarships to students through the use of an extensive senior profile. \$3,138,607 in scholarship monies were awarded during the the few years, as reported by recipients.

The counseling department also offers a variety of test preparation opportunities to students through the department and various commercial enterprises.

VHS has an active and supportive ASB. The goal of ASB is to connect all students to the school through guest speakers, dances, rallies, and brunch and lunch time activities.

ASB provides free PE clothes to homeless or financially disadvantaged students. Many times they are also provided with free ASB cards and dance tickets so they can be involved in and connected to the school. ASB supports Project Prom (a district initiative) that collects gently used prom attire for needy students.

VHS ASB created a special needs prom for the students of Valencia High School. Now all the district high school's special needs students are invited. The students receive a high quality dance in a safe environment.

There are many opportunities for the special education population to participate in clubs and activities on campus. School-based and National clubs are offered to both general education and special education members. School-based clubs include *Time to Dance* and *Time to Cheer*. Special Education students join their General Education peers to perform at school rallies, JV basketball, and football home games. Special education students are involved in practices, rehearsals, and the game-day performances. These teams also perform at functions such as Back-to-School Night and Open House. Valencia High School's *Circle of Friends* club is a chapter of the national organization of *Circle of*

*Friends*. This club provides social inclusion for students with disabilities. The club establishes understanding and acceptance of differences, builds friendships among general education and special education peers, and helps alleviate bullying. Students enjoy eating socializing, having lunch together, and attending after school activities such as bowling nights. All clubs on our campus are open to special education students and general education students. Currently, *Time to Dance* has thirty-one members, *Time to Cheer* has eighteen members, and *Circle of Friends* has 200 general education members and sixty-three members with special needs.

In addition to our club offerings, Valencia High School hosts a yearly Special Prom designed specifically for our special education students. All students at Valencia High School are invited, and encouraged, to attend. The Special Prom is coordinated and put on by our ASB students.

For those very special students who are not able to attend the Valencia High School Graduation, teachers in the Moderate to Severe program host a Special graduation. The event takes place at the end of the school year in the MPR and is open to parents and friends of the students graduating.

## **Category E: Strengths and Growth Areas**

### **Strengths:**

1. Communication among the stakeholders at VHS has greatly improved due to the implementation of Infinite Campus and the usage of teacher websites. Both students and parents have become actively involved.
2. With the growth of the CCR program students now have a solid path to follow beginning with the freshman seminar class and ending with the Senior Project.
3. With the additional programs including ROP, now called CCR courses, students are provided with wide variety of options in order to prepare for post secondary options.
4. There are a tremendous number of opportunities for students to become involved on campus including ASB, extra-curricular activities, athletics, and clubs.
5. With the implementation of technology including school wide WiFi, chromebook carts , projectors, and elmo's student have more access to alternate learning approaches.
6. With the implementation of personalized approaches to learning and alternative instructional options, including the MSA Academy and AFJROTC, students have access to and ability to progress in areas of interest in a rigorous standards-based curriculum.

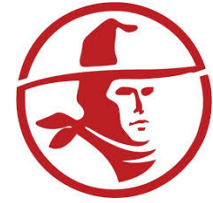
### **Areas of Growth:**

1. Need to develop a systematic approach to accumulating and analyzing data to evaluate the effectiveness of programs like Freshman Seminar, Connecting to Success Field Trip and Senior Project.
2. Celebrating and recognizing the diverse populations of Valencia High School--work on creating a school culture that fosters and promotes cultural competency.
3. Currently our Academic Intervention Program is limited because of funding. More options are needed for students in order to help them
4. Campus environment - lack of VHS branding (purple and gold), unity and belonging, etc.
5. Twenty percent of the parents and students do not feel their children are emotionally safe on campus
6. Strengthen safe and productive communication and collaboration between all stakeholders.



# CHAPTER V

## SCHOOL-WIDE ACTION PLAN





## Chapter V: Action Plan for Student Achievement

*The following Action Plan addresses goals directly connected to our critical needs and identified growth areas.*

**Goal 1:** Develop curriculum and instructional strategies to increase levels of literacy and numeracy for all Valencia students, while closing the achievement gap between higher and lower performing subgroups.

**Goal 2:** Develop strategies to evaluate existing programs and to create new post-secondary opportunities to ensure that all Valencia students are college and/or career ready.

**Goal 3:** Implement new/refine current strategies to ensure an environment within classrooms and on campus in which all stakeholders are valued and are able to fulfill their potential.



**Goal 1:** Develop curriculum and instructional strategies to increase levels of literacy and numeracy for all Valencia students, while closing the achievement gap between higher and lower performing subgroups.

**LCAP #2, #3, #5, and #6**

**Rationale: Critical Need:** Valencia High School is committed to mastering the common core standards in order to improve instruction for all our students. Despite gains made, there remain gaps in achievement among several subgroups of students. Valencia High School is in the process of setting goals and developing strategies to address the discrepancies in scores and achievement between subgroups. This school wide goal aligns with District LCAP Goals in the areas of closing achievement gaps, evaluating and growing post-secondary opportunities for all students (including Career Technical training), and ensuring that Common Core and Next Generation Science Standards are fully implemented. All of this is done while maintaining open lines of communication with parents and engaging them in the process of meeting critical student learner needs.

**Growth Targets:**

- Our goal is to increase the percentage of students earning “Standard Met” and “Standard Exceeded” on ELA CAASPP literacy rate by 2% annually beginning in 2016-17 (83%) and continuing at that rate until 2022-23 (97%). We will assess this measurement annually to evaluate progress.
  - Our goal is to reduce the achievement gap between White and African American students earning “Standard Met” and “Standard Exceeded” on the ELA CAASPP literacy rate by 4% starting in 2016-17 and continuing at that rate until 2019-20. In 2020-21 that growth rate will be set at 3%. This will achieve parity between the two subgroups, with the annual growth rate for African American students being reset to the school wide goal of 2% through 2022-23.
  - Our goal is to reduce the achievement gap between White and Hispanic students earning “Standard Met” and “Standard Exceeded” on the ELA CAASPP literacy rate by 4% starting in 2016-17 and continuing at that rate until 2020-21. In 2021-22 that rate will be set at 3%. This will achieve parity between the two subgroups, with the annual growth rate for Hispanic students being reset to the schoolwide goal 2% through 2022-23.

- Our goal is to increase the percentage of students earning “Standard Met” and “Standard Exceeded” on Math CAASPP numeracy rate by 2% annually beginning in 2016-17 (53%) and continuing at that rate until 2022-23 (67%). We will assess this measurement annually to evaluate progress.
  - The goal is to reduce the achievement gap between White and African American students earning “Standard Met” and “Standard Exceeded” on the Math CAASPP numeracy rate by 6% starting in 2016-17 and continuing at that rate until 2021-22. This will achieve parity between the two subgroups, with the annual growth rate for African American students being reset to the schoolwide goal 2% through 2022-23.
  - The goal is to reduce the achievement gap between White and Hispanic students earning “Standard Met” and “Standard Exceeded” on the Math CAASPP numeracy rate by 7% starting in 2016-17 and continuing at that rate until 2021-22. This will achieve parity between the two subgroups, with the annual growth rate for Hispanic students being reset to the schoolwide goal 2% through 2022-23.
- Our goal is to increase the percentage of 9-11 grade students who earn a score of “Meet/Exceed” on the ELA District Performance Tasks in the categories of Organization/Purpose and Evidence/Elaboration given during quarters 1 and 3 annually. The percentage of students meeting this standard will increase by 2% as measured after the third quarter exam is administered.
- Departments, starting in the 2017-18, will set growth targets specific to their SMART goals. These goals will be approved by administration and a report will be given at each semester on the progress made towards these goals.
- Our goal is to increase the percentage of students completing the “A-G” requirements by 2% annually beginning in 2016-17 and continuing at that rate until 2022-23.

**Schoolwide Learning Outcomes Addressed:** (1) Self Directed Learners, (2) Critical and Creative Thinkers, and (3) Effective Communicators

**Tools for Monitoring Progress:** CAASPP Test Data, “A-G” Data, District Performance Task Data, and SMART Goals Reviews.

**Reporting Progress:**

- |                             |                                       |                                     |
|-----------------------------|---------------------------------------|-------------------------------------|
| ● School Plan               | ● Professional Development Activities | ● Report on website                 |
| ● School Site Council       | ● Newsletter and Mailings             | ● Departmental Data Review Meetings |
| ● Parent Advisory Committee | ● ELAC Reports                        | ● Administration’s State of School  |
|                             |                                       | ● Infinite Campus                   |

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
Assess, analyze and disaggregate data on a systematic, ongoing basis in order to increase student achievement.	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Counselors</li> <li>○ Faculty</li> <li>○ Professional Development Team</li> <li>○ Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration time</li> <li>○ PD training</li> <li>○ Access to data</li> </ul>	<ul style="list-style-type: none"> <li>○ CAASPP Data</li> <li>○ SMART Goal Data</li> <li>○ EAP Data</li> <li>○ “AG” completion rate</li> <li>○ SAT/ACT Scores</li> <li>○ District Benchmarks</li> <li>○ Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>○ SMART Goals reviewed quarterly starting in Fall 2017</li> <li>○ Annual data review of State tests</li> <li>○ Review Benchmark/comm on assessment data per semester</li> </ul>	<ul style="list-style-type: none"> <li>○ Faculty Meeting</li> <li>○ Department Meetings</li> <li>○ Site Council Meetings</li> <li>○ District Board Report</li> </ul>
Establish/Delineate specific groups, involving all stakeholders, to monitor progress of the action plan on an ongoing basis	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ PD Team</li> </ul>	<ul style="list-style-type: none"> <li>○ None</li> </ul>	<ul style="list-style-type: none"> <li>○ CAASPP Data</li> <li>○ SMART Goal Data</li> <li>○ EAP Data</li> <li>○ “AG” completion rate</li> <li>○ SAT/ACT Scores</li> <li>○ District Benchmarks</li> <li>○ Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>○ Establish group in Spring of 2017</li> <li>○ Group will meet quarterly</li> </ul>	<ul style="list-style-type: none"> <li>○ Site Council Meetings</li> <li>○ Administrative Team</li> <li>○ Department Chairs</li> <li>○ PD Team</li> </ul>
Set specific SMART goals in each department and monitor progress on an ongoing basis to inform instructional practices.	<ul style="list-style-type: none"> <li>○ Department Chair</li> <li>○ Faculty</li> <li>○ Administration</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> <li>○ PD Training</li> </ul>	<ul style="list-style-type: none"> <li>○ CAASPP Data</li> <li>○ SMART Goal Data</li> <li>○ Common Assessments</li> <li>○ Student Grades</li> </ul>	<ul style="list-style-type: none"> <li>○ Reviewed quarterly</li> </ul>	<ul style="list-style-type: none"> <li>○ Department Meetings</li> <li>○ Administrative Team</li> <li>○ PD Team</li> <li>○ Site Council</li> </ul>

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
Promote use of lesson study in all departments.	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Department Chairs</li> <li>○ Literacy Coach</li> <li>○ English TOSA</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> <li>○ PD Training</li> </ul>	<ul style="list-style-type: none"> <li>○ Student Grades</li> <li>○ CAASPP Data</li> <li>○ SMART Goal Data</li> <li>○ Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>○ Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>○ Faculty Meetings</li> <li>○ Department Meetings</li> <li>○ Site Council</li> <li>○ PD Meetings</li> </ul>
Research current and effective intervention and differentiation models for use both in and out of the classroom.	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ PD Team</li> <li>○ Literacy Coach</li> <li>○ English TOSA</li> <li>○ Math TOSA</li> <li>○ Intervention Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> <li>○ PD Training/Time</li> </ul>	<ul style="list-style-type: none"> <li>○ Grades</li> <li>○ District Benchmarks</li> <li>○ Common Assessments</li> <li>○ CAASPP</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Review quarterly</li> </ul>	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Faculty</li> <li>○ Site Council</li> <li>○ PD Team</li> </ul>
Target underperforming subgroups for ongoing intervention	<ul style="list-style-type: none"> <li>○ Counselors</li> <li>○ Faculty</li> <li>○ Department Chairs</li> <li>○ Intervention Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>○ None</li> </ul>	<ul style="list-style-type: none"> <li>○ Grades</li> <li>○ District Benchmarks</li> <li>○ Common Assessments</li> <li>○ CAASPP</li> </ul>	<ul style="list-style-type: none"> <li>○ Review quarterly</li> </ul>	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Site Council</li> <li>○ Faculty</li> <li>○ PD Team</li> </ul>
Use professional development time to provide additional training and support in such areas as formative/summative/ common assessments, familiarity with the Common Core standards, differentiation, intervention	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ PD Team</li> <li>○ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observations</li> <li>○ Grades</li> <li>○ District Benchmarks</li> <li>○ Common Assessments</li> <li>○ CAASPP</li> </ul>	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ PD Meetings / Trainings</li> </ul>

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
Continue to research and incorporate close reading strategies to increase literacy across the curriculum.	<ul style="list-style-type: none"> <li>○ Faculty</li> <li>○ PD team</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> <li>○ PD Training</li> </ul>	<ul style="list-style-type: none"> <li>○ Student Grades</li> <li>○ CAASPP Data</li> <li>○ SAT/ACT Data</li> <li>○ District Benchmark scores</li> </ul>	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ Faculty Meetings</li> <li>○ Department Meetings</li> </ul>
Research and incorporate perseverance in problem solving strategies to increase numeracy across the curriculum	<ul style="list-style-type: none"> <li>○ Faculty</li> <li>○ PD team</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> <li>○ PD Training</li> </ul>	<ul style="list-style-type: none"> <li>○ Student Grades</li> <li>○ CAASPP Data</li> <li>○ SAT/ACT Data</li> <li>○ District Benchmark scores</li> <li>○ “AG” Completion Data</li> </ul>	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ Faculty Meetings</li> <li>○ Department Meetings</li> </ul>
Promote the relevance of the CAASPP test to all stakeholders.	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Counselors</li> <li>○ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>○ PD Training</li> <li>○ Classroom Presentations</li> </ul>	<ul style="list-style-type: none"> <li>○ CAASPP Data</li> <li>○ Participation Rate</li> </ul>	<ul style="list-style-type: none"> <li>○ Annually</li> </ul>	<ul style="list-style-type: none"> <li>○ Faculty Meetings</li> <li>○ Department Meetings</li> <li>○ Site Council Meetings</li> </ul>
Use vertical alignment/articulation strategies to increase student achievement at the postsecondary level.	<ul style="list-style-type: none"> <li>○ Counselors</li> <li>○ Faculty</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> </ul>	<ul style="list-style-type: none"> <li>○ “AG” Completion Data</li> <li>○ student enrollment data in postsecondary programs</li> </ul>	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ Faculty Meetings</li> <li>○ Site Council Meetings</li> </ul>
Develop tools and systems for monitoring tardy and truancy rates for at risk subgroups	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Counseling</li> <li>○ Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>○ None</li> </ul>	<ul style="list-style-type: none"> <li>○ Monthly review of attendance data</li> </ul>	<ul style="list-style-type: none"> <li>○ Set 201617 as baseline</li> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Faculty Meetings</li> <li>○ Site Council Meetings</li> <li>○ Parent contacts</li> </ul>

**Goal 2:** Develop strategies to evaluate existing programs and to create new post-secondary opportunities to ensure that all Valencia students are college and/or career ready.

**LCAP:** #3, #5, and #6

**Rationale: Critical Need:** The self study findings indicate that there has been a great deal of success made by the school (in connection with the school district) to provide our students with a wide array of post-secondary preparation and training opportunities. Having said this, the need to evaluate the effectiveness of long standing programs and to invest resources into new programs was clearly identified as a growth area for the school. This school wide goal aligns with District LCAP goals in the areas of increasing of students enrolled in a broad course of study that includes Career Technical Education coursework and ensuring that Common Core and Next Generation Science standards are fully implemented by our faculty. All of this is done while maintaining open lines of communication with parents and engaging them in the process of meeting critical learner needs.

**Growth Targets:**

- Our goal is to increase the percentage of students completing the “A-G” requirements by 2% annually beginning in 2016-17 and continuing at that rate until 2022-23.
- Increase enrollment in Career Technical Education (CTE) courses by 2% annually starting in 2016-17 (42%) and continuing through 2022-23 (56%).
- Increase the percentage of students scoring “Ready of College” on the ELA Early Assessment Placement Exam (EAP) by 2% each year starting in 2015-16 (48%) and continuing through 2022-23 (62%).
- Increase the percentage of students scoring “Ready of College” on the Math Early Assessment Placement Exam (EAP) by 2% each year starting in 2015-16 (25%) and continuing through 2022-23 (39%).

**Schoolwide Learner Outcomes Addressed:** (1) Self-Directed Learners, (2) Critical and Creative Thinkers, (3) Technological Innovators, and (4) Effective Communicators

**Tools for Monitoring Progress:** “A-G” Completion Rates, CTE Enrollment Data, and EAP Data

**Reporting Progress:**

- School Site Council
- Parent Advisory Committee
- Professional Development Activities
- Newsletter and Mailings
- ELAC Meetings
- Report on website
- Departmental Data Review
- Administration’s State of School
- School Plan

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
Increase familiarity across the curriculum with Career Readiness Standards. Use professional development to establish CTE academic vocabulary and train staff in creating ‘real life’ performance tasks incorporating problem solving strategies.	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Counseling</li> <li>○ PD Team</li> <li>○ Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> <li>○ PD Training</li> </ul>	<ul style="list-style-type: none"> <li>○ Student Grades</li> <li>○ CAASPP Data</li> <li>○ SAT/ACT Data</li> <li>○ District Benchmark scores</li> <li>○ “AG” Completion Data</li> </ul>	<ul style="list-style-type: none"> <li>○ Renewed focus and training: Aug. 2017</li> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ Faculty Meetings</li> <li>○ Administrative Team</li> <li>○ PD Meetings</li> <li>○ Site Council</li> </ul>
Review and analyze current components of the Career Technical Education program for their ultimate effectiveness in helping students with postsecondary success. Make adjustments as necessary.	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Counseling</li> <li>○ Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> </ul>	<ul style="list-style-type: none"> <li>○ Student Grades</li> <li>○ Feedback Surveys: Faculty, Community, and Student</li> </ul>	<ul style="list-style-type: none"> <li>○ Reviewed at semester</li> </ul>	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Department Chairs</li> <li>○ Faculty Meetings</li> <li>○ Site Council Meetings</li> </ul>

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
Establish new and innovative career-oriented programs to serve the needs of all students.	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Counseling</li> <li>○ Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> <li>○ PD Training</li> </ul>	<ul style="list-style-type: none"> <li>○ Student Grades</li> <li>○ Feedback Surveys</li> </ul>	<ul style="list-style-type: none"> <li>○ Reviewed at semester</li> </ul>	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Department Chairs</li> <li>○ Faculty Meetings</li> <li>○ Site Council Meeting</li> <li>○ Curriculum Council</li> </ul>
Target underperforming subgroups to ensure their participation in relevant CTE programs.	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Counseling</li> <li>○ Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> </ul>	<ul style="list-style-type: none"> <li>○ Student Grades</li> <li>○ Feedback Surveys</li> </ul>	<ul style="list-style-type: none"> <li>○ Reviewed at semester</li> </ul>	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Department Chairs</li> <li>○ Faculty Meetings</li> <li>○ Site Council Meetings</li> </ul>
Establish further means to evaluate the effectiveness of our current and any new Career Technical Education components.	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Counseling</li> <li>○ Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> </ul>	<ul style="list-style-type: none"> <li>○ Student Grades</li> <li>○ Feedback Surveys</li> </ul>	<ul style="list-style-type: none"> <li>○ Reviewed at semester</li> </ul>	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Department Chairs</li> <li>○ Faculty Meetings</li> <li>○ Site Council Meetings</li> </ul>



**Goal 3:** Implement new/refine current strategies to ensure an environment within classrooms and on campus in which all stakeholders are valued and are able to fulfill their potential.

**LCAP:** #2, #4, and #6

**Rationale: Critical Need:** The self study findings indicate that although a strong majority (80%) of students and parents feel that their children are emotionally safe on campus, one fifth do not feel secure. This statistic is consistent in both student and parent survey results and constitutes an important area of growth for the school. We believe that all students can learn and that all students must feel safe on campus for learning to take place. This school wide goal aligns with District LCAP goals by addressing directly obstacles to learning that may have resulted in achievement gaps between student groups, minimizing time out of classroom from disciplinary actions, reducing incidents of peer conflict, and opening lines of communication with parents.

**Growth Targets:**

- Conduct annual student, parent, and staff climate surveys designed to measure emotional safety (and related topics) on campus. The goal is to move continually closer to all stakeholders feeling safe on campus. The results will be shared, discussed, and analyzed annually.
- Although an indirect measure of this goal, data collected on narrowing the achievement gaps indicated in Goal 1 will inform discussion on school culture.
- Continue to use Other Means of Correction to minimize time spent outside of class for disciplinary actions
- Increase participation rates in parent organizations and standing/ad hoc committees

**Schoolwide Learner Outcomes Addressed:** (3) Effective Communicators, (4) Responsible Citizens, and (5) Healthy Individuals

**Tools for Monitoring Progress:** Annual Climate Surveys, Achievement Gap Data, Attendance Data, Student Discipline Data, Parent Organization and Committee Rosters

**Reporting Progress:**

- School Plan
- School Site Council
- Parent Advisory Committee
- Newsletter and Mailings
- Report on website
- Administration’s State of School
- Department Course Criteria Review
- Counseling Informational Meetings

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
Promote positive, professional and collegial collaboration among all stakeholders.	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Counseling</li> <li>○ Department Chairs</li> <li>○ Faculty</li> <li>○ Student Leadership</li> <li>○ Groups</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> </ul>	<ul style="list-style-type: none"> <li>○ Feedback Surveys</li> <li>○ Observations</li> <li>○ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>○ Feedback taken annually</li> </ul>	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Faculty Meetings</li> </ul>
Establish a program that functions to welcome new students to campus and assists them in becoming part of the school culture.	<ul style="list-style-type: none"> <li>○ Counseling</li> <li>○ ASB</li> <li>○ Safe School Ambassadors Program</li> </ul>	<ul style="list-style-type: none"> <li>○ Access to facilities</li> </ul>	<ul style="list-style-type: none"> <li>○ Feedback Surveys</li> <li>○ Observations</li> <li>○ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Counseling</li> <li>○ ASB Meetings</li> </ul>
Create opportunities for more informal classroom visitations and observations to build rapport.	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Counseling</li> <li>○ PD Team</li> <li>○ Literacy Coach</li> </ul>	<ul style="list-style-type: none"> <li>○ Release time</li> </ul>	<ul style="list-style-type: none"> <li>○ Classroom Observations</li> <li>○ Surveys</li> </ul>	<ul style="list-style-type: none"> <li>○ Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>○ Logs to track visits</li> </ul>
Embed cultural competency into the school cultural through refining already existing programs such as Circle of Friends and Safe School Ambassadors, and through developing new and innovative programs to use, both in and out of the classroom.	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Counseling</li> <li>○ Faculty</li> <li>○ Site Council</li> <li>○ Parent Groups of Targeted Subgroups</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration Time</li> <li>○ Research time to find new programs</li> </ul>	<ul style="list-style-type: none"> <li>○ Reduced suspension rates</li> <li>○ Reduced racial incidents</li> <li>○ Feedback surveys</li> </ul>	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ Advisors in charge of the various programs</li> <li>○ Administrative Team</li> <li>○ Site Council</li> </ul>

<b>TASKS</b>	<b>RESPONSIBLE PERSON(S) INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT</b>	<b>TIMELINE</b>	<b>REPORTING</b>
Ensure that parents and students are aware of on campus resources, clubs and school activities, and methods of connecting with appropriate school officials	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Counseling</li> <li>○ Faculty Advisors</li> <li>○ ASB Advisor</li> </ul>	<ul style="list-style-type: none"> <li>○ Time</li> <li>○ Funds to provide support to get bigger audiences for presentation nights</li> <li>○ Research time to discover most effective means to communicate with parents of targeted subgroups, beyond the traditional ways</li> </ul>	<ul style="list-style-type: none"> <li>○ Attendance at events</li> <li>○ Decrease in achievement gaps</li> <li>○ Feedback surveys</li> </ul>	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ Faculty Advisors</li> <li>○ Administrative Team</li> <li>○ Site Council</li> <li>○ Counseling</li> <li>○ ASB Meetings</li> </ul>
Establish standing parent committees to address needs of at-risk student subgroups	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Counseling</li> <li>○ Parent Groups</li> </ul>	<ul style="list-style-type: none"> <li>○ Facilities</li> <li>○ Communication Networks</li> </ul>	<ul style="list-style-type: none"> <li>○ Feedback</li> <li>○ Observations</li> <li>○ Campus Climate</li> </ul>	<ul style="list-style-type: none"> <li>○ Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Parent Advisory Council</li> </ul>
Provide ongoing culture awareness training to the staff	<ul style="list-style-type: none"> <li>○ District Office Management</li> <li>○ Administration</li> </ul>	<ul style="list-style-type: none"> <li>○ Professional Development Meeting</li> <li>○ Faculty Meetings</li> </ul>	<ul style="list-style-type: none"> <li>○ Observations and Discussions</li> <li>○ Training Attendance</li> </ul>	<ul style="list-style-type: none"> <li>○ Annually</li> </ul>	<ul style="list-style-type: none"> <li>○ All Stakeholders</li> </ul>



## APPENDICES

- F. Master Schedule
- G. School Accountability Report Card (SARC)
- H. School Profile
- I. Survey Results
- J. SMART Goals
- K. District ELA Benchmarks
- L. Club List
- M. ROP Course Schedule

Appendix F

## Master Schedule

Department	Name	Period 1 7:00 - 7:55	Period 2 8:01 - 8:56	Period 3 9:02 - 10:12	Period 4 10:18 - 11:18	Period 5 11:25 - 12:19	Period 6 1:06 - 2:01	Period 7 2:07 - 3:01
SOC STUDIES	Albert, J.		<b>CONFERENCE</b>	Student Govt 704	ASB 704	Student Govt 704	ASB 704	Career Expl Proj 704
SP ED	Ambrose, J.		SC2 108	SC2 108	SC2 108	SC2 108	<b>CONFERENCE</b>	SC2 108
FOR LANG	Arias, M.		SPANISH 3B 922	SPANISH 3B 922	SPANISH 1B 922	SPANISH 1B 922	SPANISH 1B 922	<b>CONFERENCE</b>
SOC STUDIES	Arnold, B.		US HISTORY B 611	US HISTORY B 611	US HISTORY B 611	US HISTORY B 611	US HISTORY B 611	<b>CONFERENCE</b>
SP ED	Bauer, L.	7:30 Start time	SC5 823	SC5 823	SC5 823	SC5 823	SC5 823	SC5 2:30 823 End time
FOR LANG	Bechtholdt, M.		SPANISH 2B 923	SPANISH 2B 923	SPANISH 2B 923	SPANISH 2B 923	SPANISH 2B 923	<b>CONFERENCE</b>
MATHEMATICS	Bellows, S.		<b>CONFERENCE</b>	PRE CALC B 941	PRE CALC B 941	AP CALC AB-B 941	PRE CALC B 941	ALG 2B/TRIG B 941
SP ED	Bernier, T.		BASIC HEALTH 107	LEARNING STRAT 107	CLASSROOMS	<b>CONFERENCE</b>	TESTING CENTER 308	LEARNING STRAT 107
ENGLISH	Blok, B.		ENGLISH 10B 501	ENGLISH 10B 501	ENGLISH 10B 501	ENGLISH 10B 501	JOURNALISM 501	<b>CONFERENCE</b>
FOR LANG	Bono, N.		ELA 1B/2B 520	ELA 1B/2B 520	ELA 3B 520	ELA 3B 520	ELA 4B 520	<b>CONFERENCE</b>
JROTC	Bricker, C. JROTC Per 8		<b>NON-TEACHING</b>	<b>CONFERENCE</b>	JROTC Bldg. R	JROTC Bldg. R	JROTC Bldg. R	JROTC Bldg. R
MATHEMATICS	Briseno, A.		ALG 2/TRIG B 806	ALG 2/TRIG B 806	ALG 2/TRIG B 806	ALG 2/TRIG B 806	ALG 2/TRIG B 806	<b>CONFERENCE</b>
SOC STUDIES	Bristol, B.		MOD CIV B 514	MOD CIV B 514	<b>CONFERENCE</b>	MOD CIV B 514	AP US HISTORY B 514	MOD CIV B 514
SOC STUDIES / P.E.	Broers, D. Hip Hop Per 8		<b>NON-TEACHING</b>	AMER GOVT 828	AMER GOVT 828	AMER GOVT 828	<b>CONFERENCE</b>	CHEER MPR
SOC STUDIES	Brown, M.		DANCE GYM	<b>CONFERENCE</b>	MOD CIV B 508	AP US HISTORY B 508	MOD CIV B 508	AP US HISTORY B 508
MATHEMATICS	Burke, J.		ALGEBRA 1B 811	ALGEBRA 1B 811	TRIGONOMETRY 811	TRIGONOMETRY 811	ALGEBRA 1B 811	ALGEBRA 1B 811
MATHEMATICS	Burrill, J.	PRE CALC B 810	AP STATISTICS B 810	AP STATISTICS B 810	AP STATISTICS B 810	PRE CALC B 810	<b>CONFERENCE</b>	<b>NON-TEACHING</b>
ENGLISH	Burton, J.		<b>CONFERENCE</b>	ENGLISH 10B 935	ENGLISH 10B 935	ENGLISH 10B 935	ENGLISH 10B 935	ENGLISH 10B 935
SOC STUDIES	Calnan, M.	AMERICAN GOVT 519	AMERICAN GOVT 519	AMERICAN GOVT 519	AMERICAN GOVT 519	AMERICAN GOVT 519	<b>CONFERENCE</b>	<b>NON-TEACHING</b>

Department	Name	Period 1 7:00 - 7:55	Period 2 8:01 - 8:56	Period 3 9:02 - 10:12	Period 4 10:18 - 11:18	Period 5 11:25 - 12:19	Period 6 1:06 - 2:01	Period 7 2:07 - 3:01
FOR LANG	Camara, I.		SPANISH 2B 939	SPANISH 2B 939	SPANISH 2B 939	SPANISH 1B 939	SPANISH 1B 939	<b>CONFERENCE</b>
MATHEMATICS	Carey, K.		GEOMETRY PREP 521	GEOMETRY PREP 521	SURVEY/STATS 521	SURVEY/STATS 521	GEOMETRY PREP 521	<b>CONFERENCE</b>
MATHEMATICS	Carter, V.		GEOMETRY 1B 617	GEOMETRY 1B 617	<b>CONFERENCE</b>	GEOMETRY PREP 617	GEOMETRY 1B 617	GEOMETRY 1B 617
SP ED	Colley, M.		LEARNING STRAT 824	BAS MOD CIV B 824	LEARNING STRAT 824	CLASSROOMS	<b>CONFERENCE</b>	BAS MOD CIV B 824
ENGLISH	Cuny, C.	SCIENCE FICTION 938	<b>CONFERENCE</b>	ENGLISH 9B 938	ENGLISH 9B 938	ENGLISH 9B 938	ENGLISH 9B 938	<b>NON-TEACHING</b>
MATHEMATICS	Derderian, V.		ALGEBRA 1 PREP 614	ALGEBRA 1 PREP 614	ALGEBRA 1 PREP 614	ALGEBRA /SRS B 614	ALGEBRA /SRS B 614	<b>CONFERENCE</b>
MATHEMATICS	Desaulniers, R		ALGEBRA 1 B 602	<b>CONFERENCE</b>	ALGEBRA 1 B 602	ALGEBRA 1 B 602	ALGEBRA 1 B 602	ALGEBRA 1 B 602
SCIENCE	Desso, T.		BIOLOGY B 206	BIOLOGY B 206	CHEMISTRY B 206	CHEMISTRY B 206	BIOLOGY B 206	<b>CONFERENCE</b>
ENGLISH	Dollman, J.	EXP RDG/WRTG 928	EXP RDG/WRTG 928	EXP RDG/WRTG 928	EXP RDG/WRTG 928	YEARBOOK 928	<b>CONFERENCE</b>	<b>NON-TEACHING</b>
SOC STUDIES	Dunbar, C.		MOD CIV B 506	MOD CIV B 506	MOD CIV B 506	MOD CIV B 506	MOD CIV B 506	<b>CONFERENCE</b>
FOR LANG	Duncan, D.		SPANISH 1B 932	SPANISH 1B 932	<b>CONFERENCE</b>	SPANISH 1B 932	OPPORTUNITY 601	SPANISH 1B 932
SCIENCE	Duncan, J.		PHYSICS B 112	PHYSICS B 112	<b>CONFERENCE</b>	PHYSICS B 112	AP PHYSICS 1B 112	OPPORTUNITY 601
SP ED	Duncan, L.		TESTING CENTER 308	CLASSROOMS	WK FORCE PREP 107	LEARNING STRAT 107	LEARNING STRAT 107	<b>CONFERENCE</b>
SCIENCE	Duran, D.		CHEMISTRY B 207	CHEMISTRY B 207	H ADV CHEM B 207	H ADV CHEM B 207	CHEMISTRY B 207	<b>CONFERENCE</b>
SCIENCE	Ellis, N.		BIOLOGY B 813	BIOLOGY B 813	BIOLOGY B 813	BIOLOGY B 813	<b>CONFERENCE</b>	BIOLOGY B 813
SCIENCE	Feeder, J.		AP BIOLOGY B 205	AP ENVIRON SCI 205	<b>CONFERENCE</b>	AP ENVIRON SCI 205	AP ENVIRON SCI 205	AP BIOLOGY B 205
MATHEMATICS	Figuroa, C.	AP CALC BC-B 515	AP CALC AB-B 515	AP CALC BC-B 515	H PRE CALC B 515	H GEOMETRY 1B 515	<b>CONFERENCE</b>	<b>NON-TEACHING</b>
SCIENCE	Fischer, M.		CHEMISTRY B 203	CHEMISTRY B 203	BIOLOGY B 203	AP CHEMISTRY B 203	CHEMISTRY B 203	CHEMISTRY B 203
PRACTICAL ARTS	Forbes, K.		VIDEO PROD 1B 603	TV PROD 603	<b>CONFERENCE</b>	ENGLISH 10B 603	VIDEO PROD 1B 603	VIDEO PROD 1A 603



Department	Name	Period 1 7:00 - 7:55	Period 2 8:01 - 8:56	Period 3 9:02 - 10:12	Period 4 10:18 - 11:18	Period 5 11:25 - 12:19	Period 6 1:06 - 2:01	Period 7 2:07 - 3:01
ENGLISH	Ford, S.		AMER LIT B 933	<b>CONFERENCE</b>	AMER LIT B 933	AMER LIT B 933	ENGLISH 10B 933	ENGLISH 10B 933
ENGLISH	Gilkey, J.		ENGLISH 10B 512	ENGLISH 10B 512	ENGLISH 10B 512	ENGLISH 9B 512	<b>CONFERENCE</b>	ATH TRACK FIELD
SP ED	Gill, S.		MATH ADP 601	MOD CIV B ADP 601	ENGLISH ADP 601	<b>CONFERENCE</b>	ENGLISH ADP 601	SCIENCE ADP 601
MATHEMATICS	Goralsky, K.		H GEOMETRY 1B 942	H GEOMETRY 1B 942	H GEOMETRY 1B 942	ALGEBRA 1B 942	H GEOMETRY 1B 942	SOCCER M SOCCER COND F
PRACTICAL ARTS	Grimes, K.		9th GR SEMINAR 101	DRAFTING 2A,2B, 3B 101	DRAFTING 1B 101	<b>CONFERENCE</b>	CAD DRAFTING A 101	CAD DRAFTING A 101
ENGLISH	Harrison, P.		<b>CONFERENCE</b>	H ENGLISH 10B 926	H ENGLISH 10B 926	H ENGLISH 10B 926	AMERICAN LIT B 926	AMERICAN LIT B 926
ENGLISH	Hawe, R.		AMERICAN LIT B 502	AMERICAN LIT B 502	AMERICAN LIT B 502	AMERICAN LIT B 502	AMERICAN LIT B 502	<b>CONFERENCE</b>
SP ED	Hawkins, S.		BASIC ENG 11B 802	<b>CONFERENCE</b>	BASIC US HIST B 802	BASIC US HIST B 802	BASIC ENG 11B 802	LIFEWORKS 802
SP ED	Hawn, R. Per 8 Career Expl	CAREER EXPL 620	TRANS ED B 110	9TH GRADE SEM 620	<b>CONFERENCE</b>			WORK EXP 620
SOC STUDIES	Hayes, G. Per 8 Career Expl		AP AMER GOVT 619	AP HUM GEOG B 619	AP PSYCH B 619	AP AMER GOVT 619	<b>CONFERENCE</b>	<b>NON-TEACHING</b>
FOR LANG	Hayes, R.	SPANISH 2B 924	<b>CONFERENCE</b>	SPANISH 3B 924	SPANISH 3B 924	SPANISH 3B 924	SPANISH 2B 924	<b>NON-TEACHING</b>
ENGLISH	Hein, S.		EXPO RDG WRTG 931	AMERICAN LIT B 931	EXPO RDG WRTG 931	EXPO RDG WRTG 931	EXPO RDG WRTG 931	<b>CONFERENCE</b>
MATHEMATICS/ FOR LANG	Henry, A.		PRE CALC B 505	ITALIAN 2B/3B 505	ITALIAN 1B 505	PRE CALC B 505	<b>CONFERENCE</b>	PRE CALC B 505
FOR LANG	Hernandez- Foster, C.	SPANISH 3B 940	SPANISH 3B 940	SPANISH 1B 940	SPANISH 1B 940	<b>CONFERENCE</b>	SPANISH 1B 940	<b>NON-TEACHING</b>
SCIENCE	Hrezo, A.		CHEMISTRY B 814	BIOLOGY B 814	BIOLOGY B 814	BIOLOGY B 814	BIOLOGY B 814	BIOLOGY B 814
ENGLISH	Huffaker, B.		AMER LIT B 504	AP LANG/COMP 504	AP LANG/COMP 504	AP LANG/COMP 504	AP LANG/COMP 504	<b>CONFERENCE</b>
MATHEMATICS	Inemer, D.		ALG FOUND 618	STUDY SKILLS 9 618	ALG FOUND 618	STUDY SKILLS 9 618	ALGEBRA 1B 618	CAREER EXPL 618
ENGLISH	Itaya, E.	REACH 10/11/12B 503	<b>CONFERENCE</b>	REACH 10/11/12B 503	AP LIT & COMP B 503	<b>NON-TEACHING</b>	H ENGLISH 10B 503	H ENGLISH 10B 503
SP ED	Johnson, K.	SC5 7:30 817 Start time	SC5 817	SC5 817	SC5 817	SC5 817	SC5 817	SC5 2:30 817 End time

Department	Name	Period 1 7:00 - 7:55	Period 2 8:01 - 8:56	Period 3 9:02 - 10:12	Period 4 10:18 - 11:18	Period 5 11:25 - 12:19	Period 6 1:06 - 2:01	Period 7 2:07 - 3:01
FINE ARTS	Judd, M.	SYMPH BAND B 523	SYMPH BAND FLAGS 523				AP MUSIC THEORY 523	JAZZ/PERC ENS 523
SCIENCE	Kalmer, L.		<b>CONFERENCE</b>	AP CHEMISTRY B 204	AP CHEMISTRY B 204	CHEMISTRY B 204	CHEMISTRY B 204	CHEMISTRY B 204
MATHEMATICS	Kalmer, T.		ALGEBRA 2B 804	ALGEBRA 2B 804	<b>CONFERENCE</b>	ALGEBRA 1 PREP 804	ALGEBRA 2B 804	ALGEBRA 2B 804
P.E.	Kellogg, A.		TEAM SPORTS B GYM	<b>CONFERENCE</b>	LIFE MGMT A 617	ADV TENNIS	TEAM SPORTS B GYM	ATHLETICS M TENNIS
SCIENCE	Killinger, M.		BIOLOGY B 832	H HU ANAT/PHY 832	H HU ANAT/PHY 832	H HU ANAT/PHY 832	<b>CONFERENCE</b>	BASEBALL FIELD
FINE ARTS / PRACT. ARTS	King, B.	CAREER EXPL PROJ 105	GRAPHIC DSGN A 105	GRAPHIC DSGN B 105	GRAPHIC DSGN B 105	GRAPH ARTS 1A/B 105	<b>CONFERENCE</b>	<b>NON-TEACHING</b>
MATHEMATICS	King, N.	US HISTORY B 826	US HISTORY B 826	US HISTORY B 826	US HISTORY B 826	<b>CONFERENCE</b>	US HISTORY B 826	<b>NON-TEACHING</b>
SCIENCE	Klinger, G.		H MICROBIO 208	H MICROBIO 208	H MICROBIO 208	H MICROBIO 208	<b>CONFERENCE</b>	BIOLOGY B 208
MATHEMATICS	Komen, A.		H ALGEBRA 1B 517	<b>CONFERENCE</b>	H ALGEBRA 1B 517	H ALGEBRA 1B 517	H ALGEBRA 1B 517	H ALGEBRA 1B 517
SP ED	Kornegay, J.	SC2 7:30 Start time	SC2 109	SC2 109	SC2 109	SC2 109	SC2 109	SC2 2:30 109 End time
P.E.	Kornegay, K.		PE 9B	PE 9B	PE 9B	<b>CONFERENCE</b>	PE 9B	ATHLETICS M VOLLEYBALL
SOC STUDIES	Lahey, D.	ECONOMICS 507	ECONOMICS 507	ECONOMICS 507	INSTRUCTIONAL COACH 507	INSTRUCTIONAL COACH 507	CONFERENCE	<b>NON-TEACHING</b>
FOR LANG	Langdon, M.		FRENCH 3B 934	FRENCH 1B 934	FRENCH 2B 934	FRENCH 1B 934	FRENCH 2B 934	<b>CONFERENCE</b>
P.E.	Lee, D.		PE 9B	AEROBICS GYM	PE 9B	PE 9B	<b>CONFERENCE</b>	ATH SOFTBALL FIELD
JROTC	Legier, B. JROTC Per 8		<b>NON-TEACHING</b>	<b>CONFERENCE</b>	JROTC Bldg. R	JROTC Bldg. R	JROTC Bldg. R	JROTC Bldg. R
FINE ARTS	Licht, L.		<b>CONFERENCE</b>	ART 1A 819	ART 1B 819	ART 1B 819	ART 1B 819	ART 1B 819
ENGLISH	Limon, V.		AP LANG/COMP 927	<b>CONFERENCE</b>	HUMANITIES A 927	EXPOS RDG/WRT 927	EXPOS RDG/WRT 927	AP LANG/COMP 927
SCIENCE	Loch, M.	METEOROLOGY 812	METEOROLOGY 812	METEOROLOGY 812	<b>CONFERENCE</b>	METEOROLOGY 812	METEOROLOGY 812	<b>NON-TEACHING</b>
P.E.	Lopez, J.		<b>CONFERENCE</b>	PE 9B	TEAM SPORTS B	TEAM SPORTS B	PE 9B	LACROSSE



Department	Name	Period 1 7:00 - 7:55	Period 2 8:01 - 8:56	Period 3 9:02 - 10:12	Period 4 10:18 - 11:18	Period 5 11:25 - 12:19	Period 6 1:06 - 2:01	Period 7 2:07 - 3:01
FINE ARTS	Pharis, C.	CERAMICS 1B 104	CERAMICS 1B 104	PAINT/DRAW STUDIO B 104	<b>CONFERENCE</b>	CERAMICS 1B 104	AP STUDIO ART B 104	<b>NON-TEACHING</b>
SP ED	Phillips, C.		BASIC GEOM 612	BASIC GEOM 612	9th GR SEMINAR 612	9th GR SEMINAR 612	<b>CONFERENCE</b>	ATHLETICS M BASKETBALL
SCIENCE	Phillips, R.		MARINE STUDY B 202	MARINE STUDY B 202	<b>CONFERENCE</b>	MARINE STUDY B 202	BIOLOGY B 202	BIOLOGY B 202
SP ED	Pontius, M.	7:30 Start time	<b>CONFERENCE</b>	SC2 110	SC2 110	SC2 110	SC2 110	SC2 2:30 110 End time
SP ED	Quinn, G.	LEARNING STRAT 824	<b>CONFERENCE</b>	BASIC ENG 12B 824	CLASSROOMS	LEARNING STRAT 824	BASIC ENG 12B 824	NON-TEACHING
SP ED	Randall, J.	7:30 Start time	<b>CONFERENCE</b>	SC5 822	SC5 822	SC5 822	SC5 822	SC5 2:30 822 End time
SP ED	Ricks, A.	7:30 Start time	SC2 106	SC2 106	SC2 106	SC2 106	SC2 106	SC2 2:30 106 End time
MATHEMATICS	Rivas, M.		H ALG2/TRIG B 829	AP CALC AB-B 829	AP CALC AB-B 829	H ALG2/TRIG B 829	<b>CONFERENCE</b>	H ALG2/TRIG B 829
ENGLISH	Rosenast, J.		AP LIT/COMP B 929	AP LIT/COMP B 929	AP LIT/COMP B 929	AP LIT/COMP B 929	AP LIT/COMP B 929	<b>CONFERENCE</b>
SCIENCE	Sanchez, R.	H HU ANAT/PHYS 201	H HU ANAT/PHYS 201	<b>CONFERENCE</b>	H HU ANAT/PHYS 201	H HU ANAT/PHYS 201	ADV VOLLEYBALL	<b>NON-TEACHING</b>
PRACTICAL ARTS	Sheggrud, J.		HEALTH 805	HEALTH 805	OPPORTUNITY 601	HEALTH 805	HEALTH 805	<b>CONFERENCE</b>
SCIENCE	Spann, C.		<b>CONFERENCE</b>	EARTH SCI 1B 818	METEOROLOGY 818	METEOROLOGY 818	EARTH SCI 1B 818	EARTH SCI 1B 818
PRACTICAL ARTS	Stenzel, B.		COMP APL A 511	<b>CONFERENCE</b>	BUSINESS LAW 511	INTRO TO BUS A 511	INTRO TO BUS A 511	COMP APL A 511
P.E.	Stiman, B.		<b>CONFERENCE</b>	TEAM SPORTS B GYM	TEAM SPORTS B GYM	TEAM SPORTS B GYM	ATHLETIC DIRECTOR 620	ATHLETIC DIRECTOR 620
ENGLISH	Strothe, K.		AMERICAN LIT B 921	SCIENCE FICTION 921	AMERICAN LIT B 921	AMERICAN LIT B 921	AMERICAN LIT B 921	<b>CONFERENCE</b>
SOC STUDIES	Titze-Cuyler, D.		MOD CIV B 615	US HISTORY B 615	US HISTORY B 615	MOD CIV B 615	MOD CIV B 615	<b>CONFERENCE</b>
SP ED	Truex, G.	SC5 7:30 816 Start time	SC5 816	SC5 816	SC5 816	SC5 816	SC5 816	SC5 2:30 816 End time
FINE ARTS	Valentine, F.		DIG PHOTO B 103	DIG PHOTO B / PHOTO 2A/B 103	DIG PHOTO B 103	<b>CONFERENCE</b>	DIG PHOTO B 103	DIG PHOTO A 103
FOR LANG	Villalvazo, I.		SPANISH 1B 937	SPANISH 1B 937	SPANISH 2B 937	SPANISH 2B 937	<b>CONFERENCE</b>	SPANISH 1B 937

Department	Name	Period 1 7:00 - 7:55	Period 2 8:01 - 8:56	Period 3 9:02 - 10:12	Period 4 10:18 - 11:18	Period 5 11:25 - 12:19	Period 6 1:06 - 2:01	Period 7 2:07 - 3:01
SP ED	Vincent, B.		BAS ALGEBRA B 102	BAS ALGEBRA D 102	BAS ALGEBRA D 102	BAS ALGEBRA B 102	BAS ALGEBRA D 102	<b>CONFERENCE</b>
P.E.	Waters, R.		PE 9B	BODY COND GYM	PE 9B	PE 9B	<b>CONFERENCE</b>	ATH M GOLF
SP ED	West, M.	7:30 Start time	SC5 821	SC5 821	SC5 821	SC5 821	SC5 821	SC5 2:30 821 End time
FINE ARTS	Whelan, S.		THEA ARTS 1B 522/VHS Theatre	SHAKESPEARE 1 522/VHS Theatre	THEA ARTS 2B 522/VHS Theatre	<b>CONFERENCE</b>	THEA ARTS 1B 522/VHS Theatre	THEA ARTS 3B 522/VHS Theatre
FINE ARTS	Whempner, L.		ART 1B 509	<b>CONFERENCE</b>	ART 1B 509	ART 1B 509	ART 1A 509	ART 1A 509
SP ED	White, C.		LEARNING STRAT 613	TESTING CENTER 308	LEARNING STRAT 613	CLASSROOMS	BODY CONDITIONING	<b>CONFERENCE</b>
PRACTICAL ARTS	Wignal, M.		<b>CONFERENCE</b>	CULINARY BAS 2 111	CULINARY BAS 2 111	ADV CUL ART 3/4 111	CULINARY BAS 1 111	CULINARY BAS 1 111
ENGLISH	Zameroski, R.	FILM AS LIT 925	H ENGLISH 9B 925	H ENGLISH 9B 925	H ENGLISH 9B 925	H ENGLISH 9B 925	<b>CONFERENCE</b>	<b>NON-TEACHING</b>

Appendix G

School Accountability Report (SARC)



# Valencia High School

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

John M. Costanzo, Principal  
jcostanzo@hartdistrict.org  
www.valenciavikings.com

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



### William S. Hart Union High School District

21380 Centre Pointe Parkway  
Santa Clarita, CA 91350  
(661) 259-0033  
www.hartdistrict.org

#### District Governing Board

Robert P. Hall

Joesph V. Messina

Steven M. Sturgeon

Robert N. Jensen Jr.

Linda H. Storli

Carson Bartholomew, Student Rep

#### District Administration

Vicki Engbrecht  
Superintendent

Michael Vierra  
Assistant Superintendent, Human  
Resources

Mike Kuhlman  
Assistant Superintendent,  
Educational Services

### Principal's Message

Valencia High School, in close partnership with families and our community, strives to provide an inclusive and supportive learning environment. Our highly dedicated staff engages students through rigorous academic and co-curricular programs. By forming strong relationships and by having high expectations of students and staff, Valencia High School continues to produce lifelong learners; ready to adapt and lead in an ever changing world.

### School Vision and Mission

We prepare students to meet the challenges of the future and to become responsible citizens through relevant learning opportunities, community involvement, innovative technology, and teamwork. Each student will develop the knowledge, skills, and character necessary to succeed.

Valencia High School will prepare its graduates to be (SLOs):

Effective Communicators who:

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

Responsible Citizens who:

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

Healthy Individuals who:

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

Critical and Creative Thinkers who:

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

Self-Directed Learners who:

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

**School Profile:**

Valencia High School is one of six established, comprehensive high schools in the William S. Hart Union High School District. The school is located in Valencia, a community in the continuously growing city of Santa Clarita. Valencia serves students in grades nine through twelve from the city of Santa Clarita and from the Castaic community, an unincorporated area of the county of Los Angeles. With a population of 213,231 in December 2014, Santa Clarita is the third largest city in Los Angeles County and the 18th largest city in the State of California. At VHS, less than ten percent of our students qualify for free or reduced-price meal subsidy.

Valencia opened in 1994 with ninth and tenth graders only. Enrollment climbed to a high of 3503 students in the 2003-04 school year, then decreased the following two years as a result of the opening of the 5th and 6th high schools in the district. Enrollment has begun to increase again as students from the Castaic community return to Valencia High School as their designated school. Enrollment at Valencia High School is expected to continue to fluctuate until a high school is built in the Castaic community.

Valencia's students mirror the ethnicity of the surrounding community with white students as the largest ethnic group (45%), followed by Hispanic (25%), Asian / Pacific Islander (16%), and African American (4%) subgroups. At VHS, 98 percent of students are considered to be proficient in English.

Valencia's Resource Specialist Program and Special Day Class programs meet the needs of students with varying degrees of intellectual and/or physical disabilities, including emotionally disturbed, autistic, and severely physically challenged students.

Valencia's curriculum includes numerous AP and Honors classes as well as the REACH program, which provides students with rigorous coursework to prepare them for post-secondary education. Each student's four-year academic plan is revisited each year when students register for the next year's classes. All students also follow a school-to-career four-year plan directed towards helping students discover career goals for the future. All students participate in School-to-Career activities at every grade level. Of the 809 students graduating in 2015, 526 completed the UC/CSU a-g requirements.

Valencia High School enjoys a very high rate of attendance, a low number of expulsions, and a low number of students participating in the Free and Reduced lunch program.

Staff at Valencia High School has fluctuated with the student enrollment, with a high of 138 teachers in 2003-04 to a current total of 123. Ninety-three percent of teachers are fully-credentialed and have an average of 16 years of teaching experience. Five percent of the teachers currently hold an internship credential, primarily in the area of special education. The school's certificated staff is complemented by an excellent classified staff and other support personnel.

Valencia High School has a Parent Advisory Committee as well as booster clubs for almost all athletic and fine arts programs. Valencia, in conjunction with the Valley Industrial Association and Junior Achievement has developed a School-to-Career program that serves as a model for school districts across the country. All seniors are required to complete a semester-long Career Exploration class that culminates with a presentation to staff and community members.

The parents of 91 percent of the students at VHS have attended college and 62 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 74 percent of our students provided this information.

Valencia High School places a high priority on student safety and has developed an in-depth Safe School Ambassador program involving administrators, students, and faculty. A text-a-tip hotline was instituted during the Spring of 2014.

Valencia High School is 22 years old. The school grew from 800 students in 1994 to 3,500 students in 2003. For the 2016-17 school year, we currently have 3,045 students. The rapid growth put a great strain on the facility and school maintenance. Our head custodian and his staff are working hard to improve our facilities. Two new science labs and 2 new science classrooms were added to our facility this past Spring. During the most recent summer, a limited summer school was held on campus to allow for much need cleaning and maintenance.

The school day at Valencia High School runs from 8:01 am to 3:01 pm. Valencia High School also offers a number of 7:00 am classes for 11th and 12th grade students. There are a total of 157 regular days and 20 minimum days. Minimum days are scheduled for final exams, staff development, Back-to-School Night, Open House, and career project presentations.

John M. Costanzo, Principal



## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.1
Asian	9.2
Filipino	6.9
Hispanic or Latino	26.7
Native Hawaiian or Pacific Islander	0.1
White	46.7
Two or More Races	5.8
Socioeconomically Disadvantaged	7.5
English Learners	4.2
Students with Disabilities	9.7
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Valencia High School	14-15	15-16	16-17
With Full Credential	121	122	120
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

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

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	86.6	13.4
Districtwide		
All Schools	68.2	31.9
High-Poverty Schools	50.2	49.8
Low-Poverty Schools	85.9	14.1

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Grade 9 - Timeless Voices, Timeless Themes (Gold) – Prentice Hall Adopted 2002</p> <p>Grade 10 - Timeless Voices, Timeless Themes (Platinum) – Prentice Hall Adopted 2002</p> <p>Grade 11 - Timeless Voices, Timeless Themes (The American Experience) – Prentice Hall Adopted 2002</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Algebra - Hart Interactive Adopted 2016</p> <p>Geometry - Hart Interactive Adopted 2016</p> <p>Algebra 2 - Hart Interactive Adopted 2016</p> <p>Algebra 2/Trig - Hart Interactive Adopted 2016</p> <p>Trigonometry - Houghton Mifflin Adopted 2004</p> <p>Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006</p> <p>AP Calculus – Rogawski’s Calculus for AP: Early Transcendentals, 2nd Edition - W.H. Freeman Adopted 2014</p> <p>Statistics – Elementary Statistics Picturing the World – Prentice Hall Adopted 2006</p> <p>AP Statistics – The Practice of Statistics, 5th Edition – W.H. Freeman Adopted 2015</p> <p>Foundations in Personal Finance - Mathematics for Personal Financial Literacy and Foundations in Person Finance – Ramsey Education Solutions Adopted 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>AP Biology – Campbell Biology in Focus, 9th Edition – Pearson Adopted 2014</p> <p>AP Chemistry – Chemistry, AP Edition, 11th Edition Update – McGraw-Hill Adopted 2014</p> <p>Physics - Holt Adopted 2002</p> <p>AP Environmental Science – Environment: The Science Behind the Stories, 5th Edition – Pearson Adopted 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006</p> <p>Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006</p> <p>Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007</p> <p>AP Economics – Economics: Principles, Problems, and Policies – McGraw-Hill Adopted – 2008</p> <p>Grade 12 - Magruder’s American Government - Prentice Hall Adopted 2006</p> <p>AP U.S. History – Out of Many: A History of the American People, 6th Edition – Pearson Adopted 2014</p> <p>AP Psychology – Myers’ Psychology, Second Edition for AP – Worth Adopted 2016</p> <p>AP American Government – Government by the People – Prentice Hall Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Despite the fact that Valencia High School is now 22 years old, it is in good repair thanks to the tireless efforts of our custodial and grounds crew. In addition to maintaining the current facilities, important improvements have been completed. These include replacement of the artificial turf (as well as underlying infrastructure) in the stadium, replacement of the all-weather track, construction/placement of three new portable classrooms as an extension of the 800 Buildings, installation of additional hardware to extend WiFi coverage to all classrooms and the gym, as well as the conversion of the 200 Building Core into science wet labs. Two of the new portable classrooms are science classrooms while the third one is an amazing computer programming classroom. These improvements will allow our staff to better serve the existing and future students of Valencia High School.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 12/19/16 there are 58 work orders in progress.

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

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	75	73	73	77	75	69	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	802	789	98.4	81.9
Male	11	410	403	98.3	76.7
Female	11	392	386	98.5	87.3
Black or African American	11	26	25	96.2	76.0
Asian	11	74	73	98.7	91.8
Filipino	11	53	53	100.0	92.5
Hispanic or Latino	11	210	206	98.1	70.9
White	11	392	385	98.2	84.2
Two or More Races	11	45	45	100.0	86.7
Socioeconomically Disadvantaged	11	99	97	98.0	67.0
English Learners	11	22	21	95.5	23.8
Students with Disabilities	11	89	85	95.5	20.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (-) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (-) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

We encourage all parents to participate at Valencia. The Parent Advisory Council meets to approve the school plan, offer advice, and provide insight. The council provides scholarships, helps beautify the school, and supports many programs offered at the school. In addition, we have an English Language Advisory Committee and several booster clubs for the arts and athletics. The Action Team for Partnership works to improve communication between parents and the school staff. During the school year we will be offering six parent academies focusing on community and school issues. Speakers from the school and colleges will be presenting information and will be available for questions and concerns. We encourage and welcome parental involvement. To find out more about how you can be involved at our school, please call Kim Wilczynski at (661) 294-1188, ext. 402.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

We review and revise our school safety plan each year. The plan includes child abuse reporting procedures, dangerous student notification, bullying and cyber bullying, dress code, school site discipline, evacuation procedures, risk management assessment, lock down procedures and crisis management and intervention. The plan is shared with staff before and after scheduled drills to ensure its efficiency. We practice emergency procedures in both fall and spring semesters. Members of the sheriff's department participate in the development and review of each part of the plan. Student pickup in the event of an emergency will be from the student parking lot. Visitors to the campus at anytime during the school day must check in at the main office.

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

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	7
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist	7
Other	
Average Number of Students per Staff Member	
Academic Counselor	430

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



**Average Class Size and Class Size Distribution (Secondary)**

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

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

Professional Development for the 14-15 and 15-16 school years focuses on the implementation of the Common Core State Standards. To support teachers in the transition to the core, the concentration is on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. In coordination with District ELA and math coaches, our content teams are developing pacing guides and designing rigorous curricular units for the 2015-2016 school year and beyond. Professional Development team members and our site Literacy Coach are engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they teach literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participate in site and district directed professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also given the opportunity to reflect on their own practice by participating in Lesson Study teams. Our teacher training effectiveness is multiplied by providing staff with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.

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

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

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

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

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

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

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

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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

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

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1569
% of pupils completing a CTE program and earning a high school diploma	2
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	92.95
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	68.2

\* Where there are student course enrollments.

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

\* Cells with ♦ do not require data.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	10	♦
Fine and Performing Arts	1	♦
Foreign Language	1	♦
Mathematics	8	♦
Science	11	♦
Social Science	15	♦
All courses	46	.9

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

### **Career Technical Education Programs**

The career technical education program at Valencia High School is extensive and involves all students in the school. In the ninth grade almost all students participate in health/career seminar classes and complete 8 hours of computer searches in personal interest and skills, careers, and post-secondary education, and participate in other career exploration activities. In the 11th grade all students complete a one-day job shadow and participate in a business-led conference in partnership with the Valley Industrial Association where they attend a workplace ethics seminar and a personal financial literacy seminar. In the 12th grade all students complete a 45 hour job shadow or internship in a field of interest. Our goal is that students enter a post-secondary school with the skills and knowledge needed to pursue a career. In addition we offer 17 career paths for students who have chosen a particular career direction. More specific information is available at our website, [www.valenciavikings.com](http://www.valenciavikings.com).

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Appendix H  
School Profile



# VALENCIA HIGH SCHOOL

## 2016-2017 School Profile

### LEARNING FOR LIFE

27801 N. Dickason Drive, Valencia, CA 91351

(661) 294-1188

(661) 294-3828 fax

PRINCIPAL: Mr. John Costanzo

CEEB Code No. 053608

#### COUNSELORS:

Ms. Rhonda Carr  
Mrs. Kathleen Ferry  
Mrs. Theresa Long

Ms. Kathy Rosenast  
Mr. Justin Thomas  
Mr. Travis Wiese

Ms. Jeannie White

**SCHOOL:** Valencia High School is accredited by the Western Association of Schools and Colleges and follows a semester schedule. The academic year at Valencia High School is organized into two 90-day terms: fall semester and spring semester. The school day consists of six 55-minute instructional periods, with all classes meeting everyday. At the end of each semester, each passing course receives 5 credits. All students have the opportunity to earn 30 credits per semester/60 credits per academic year.

**ENROLLMENT (2016):** Grade 9 – 719  
Grade 10 – 743  
Grade 11 – 783  
Grade 12 – 820

**POST GRADUATES (2016):** Four Year Colleges, 43%  
Two Year Colleges, 45%

#### SPECIAL PROGRAMS

**Advanced Placement:** Advanced Language and Composition, Advanced Composition and Literature, American Government, Art History, Biology, Calculus AB, Calculus BC, Computer Science Principles, Chemistry, Economics, Environmental Science, Human Geography, Physics 1, Psychology, Spanish Language, Statistics, Studio Art (Drawing, Art 2D, Art 3D), US History, and World History

**Honors:** Algebra 1, Nanoscience, English 9, English 10, Geometry, Algebra II/Trigonometry, Pre-Calculus, Human Anatomy/Physiology, Microbiology, and Molecular Genetics

**College of the Canyons (COC):** All academic classes taken concurrently at the local community college are given one weighted grade point for academic classes at the 100 level or higher.

**STANDARDS FOR DETERMINING RANK AND GPA:** Grading is based on a 4.00 scale. All honors and Advanced Placement courses receive one extra grade point for “A,” “B,” or “C,” grades. All courses grades 9-12 are included in the rank. All GPA’s listed on the transcript are weighted

#### GRADING SCALE:

A+= 99-100	B+=88-89	C+=78-79	D+=68-69	F=0-59
A = 93-98	B = 83-87	C = 73-77	D = 63-67	INC=Incomplete
A-= 90-92	B-= 80-82	C-= 70-72	D-= 60-62	

**SAT AVERAGES (2015):** Reading Average– 529  
Math Average – 544  
Writing Average – 528

**ACT AVERAGES (2015):** Reading Average - 25  
English Average - 24  
Math Average - 25  
Science Average - 24

**ADVANCED PLACEMENT (2016):**  
Passing Rate (score of 3 or higher) 75.2%

**SENIORS MEETING UC/CSU  
COURSE REQUIREMENTS (2016):** 62%

**HIGHEST CURRENT GPA IN SENIOR CLASS:** 4.73

Appendix I

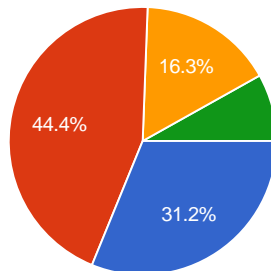
## Survey Results

# 1200 responses

[View all responses](#)[Publish analytics](#)

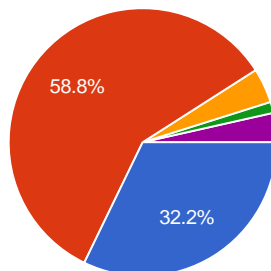
## Summary

**I understand the Valencia High's purpose and values, including the school's Mission Statement and Student Learner Outcomes. (SLO's).**



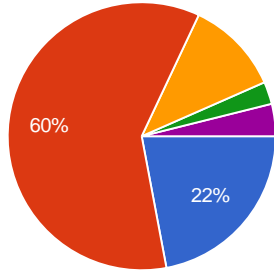
a) Strong Understanding	<b>373</b>	31.2%
b) Satisfactory Understanding	<b>531</b>	44.4%
c) Minimal Understanding	<b>195</b>	16.3%
d) No Understanding	<b>97</b>	8.1%

**My teachers are available for extra assistance before school, during lunch, or after school.**



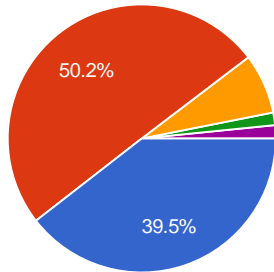
a) Strongly Agree	<b>384</b>	32.2%
b) Agree	<b>701</b>	58.8%
c) Disagree	<b>50</b>	4.2%
d) Strongly Disagree	<b>16</b>	1.3%
e) Don't Know	<b>42</b>	3.5%

**My teachers post/communicate the daily learning objectives and/ or state standards for each lesson**



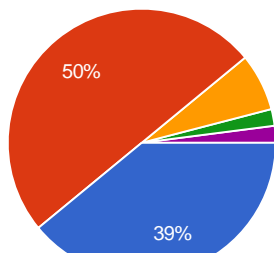
a) Strongly Agree	<b>261</b>	22%
b) Agree	<b>710</b>	60%
c) Disagree	<b>135</b>	11.4%
d) Strongly Disagree	<b>32</b>	2.7%
Don't know	<b>46</b>	3.9%

**My teachers clearly communicate grading criteria for essays, tests, projects, and presentations prior to their due dates.**



a) Strongly Agree	<b>469</b>	39.5%
b) Agree	<b>596</b>	50.2%
c) Disagree	<b>86</b>	7.2%
Strongly disagree	<b>18</b>	1.5%
Don't know	<b>19</b>	1.6%

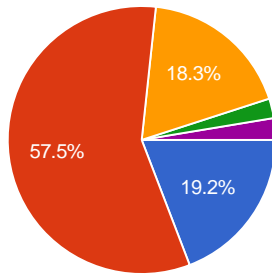
**My teachers clearly communicate grading criteria for essays, tests, projects, and presentations prior to their due dates.**





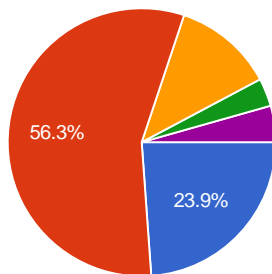
Strongly agree	<b>463</b>	39%
Agree	<b>593</b>	50%
Disagree	<b>82</b>	6.9%
Strongly disagree	<b>24</b>	2%
Don't know	<b>24</b>	2%

**My teachers provide timely feedback/results on home work assignments, tests, essays, and projects.**



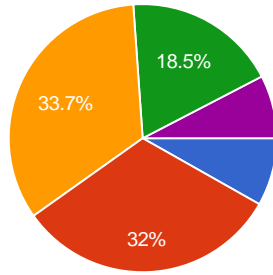
Strongly agree	<b>227</b>	19.2%
Agree	<b>681</b>	57.5%
Disagree	<b>217</b>	18.3%
Strongly disagree	<b>28</b>	2.4%
Don't know	<b>31</b>	2.6%

**My teachers update their websites to include current/upcoming grades, assignments, projects, and tests.**



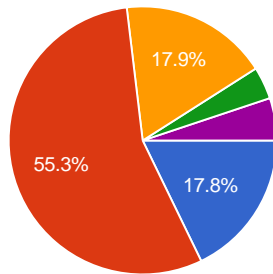
Strongly agree	<b>282</b>	23.9%
Agree	<b>665</b>	56.3%
Disagree	<b>143</b>	12.1%
Strongly disagree	<b>40</b>	3.4%
Don't know	<b>52</b>	4.4%

**My teachers will allow me to re-take/re-do an exam, essay, or project for a better grade if I scored poorly on it the first time.**



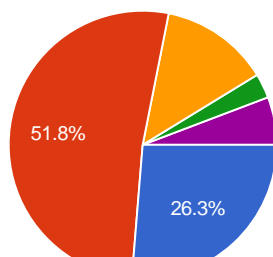
Strongly agree	<b>97</b>	8.2%
Agree	<b>378</b>	32%
Disagree	<b>399</b>	33.7%
Strongly disagree	<b>219</b>	18.5%
Don't know	<b>90</b>	7.6%

**My teachers provide a number of ways for me to demonstrate that I have learned the subject material.**



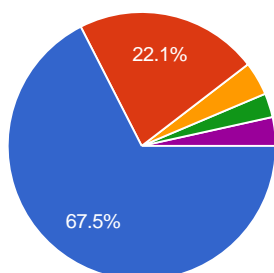
Strongly agree	<b>209</b>	17.8%
Agree	<b>649</b>	55.3%
Disagree	<b>210</b>	17.9%
Strongly disagree	<b>46</b>	3.9%
Don't know	<b>60</b>	5.1%

**I am being asked to develop and improve my writing skills and I have seen an improvement in my overall writing skills.**



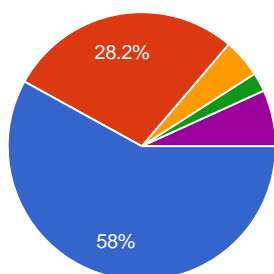
Strongly agree	<b>310</b>	26.3%
Agree	<b>611</b>	51.8%
Disagree	<b>155</b>	13.1%
Strongly disagree	<b>35</b>	3%
Don't know	<b>68</b>	5.8%

**It is my personal goal to complete math through at least Algebra II.**



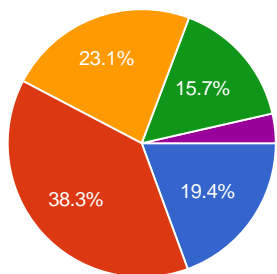
Strongly agree	<b>795</b>	67.5%
Agree	<b>260</b>	22.1%
Disagree	<b>48</b>	4.1%
Strongly disagree	<b>34</b>	2.9%
Don't know	<b>41</b>	3.5%

**I am taking the appropriate classes to be eligible for a four-year university or college after graduation.**



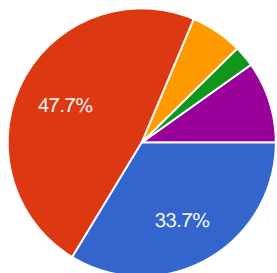
Strongly agree	<b>683</b>	58%
Agree	<b>332</b>	28.2%
Disagree	<b>55</b>	4.7%
Strongly disagree	<b>27</b>	2.3%
Don't know	<b>80</b>	6.8%

**I typically have less than three or more hours of homework each night...**



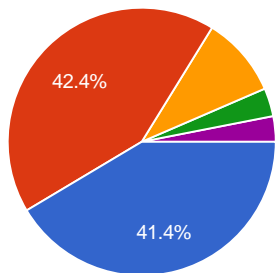
Strongly agree	<b>229</b>	19.4%
Agree	<b>451</b>	38.3%
Disagree	<b>272</b>	23.1%
Strongly disagree	<b>185</b>	15.7%
Don't know	<b>42</b>	3.6%

**I always give my BEST effort on the yearly CAASPP testing exams.**



Strongly agree	<b>397</b>	33.7%
Agree	<b>562</b>	47.7%
Disagree	<b>74</b>	6.3%
Strongly disagree	<b>30</b>	2.5%
Don't know	<b>116</b>	9.8%

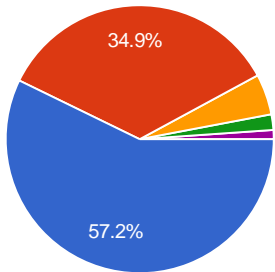
**My parents are involved in helping me achieve academic success.**



Strongly agree	<b>397</b>	33.7%
Agree	<b>562</b>	47.7%
Disagree	<b>74</b>	6.3%
Strongly disagree	<b>30</b>	2.5%
Don't know	<b>116</b>	9.8%

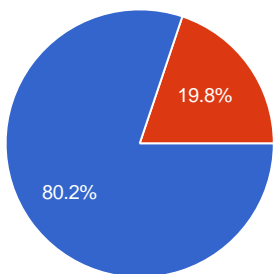
Strongly agree	<b>486</b>	41.4%
Agree	<b>497</b>	42.4%
Disagree	<b>114</b>	9.7%
Strongly disagree	<b>40</b>	3.4%
Don't know	<b>36</b>	3.1%

**I use Infinite Campus regularly to monitor my grades and assignments.**



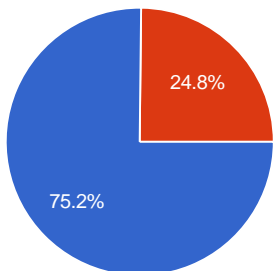
Strongly agree	<b>674</b>	57.2%
Agree	<b>411</b>	34.9%
Disagree	<b>58</b>	4.9%
Strongly disagree	<b>22</b>	1.9%
Don't know	<b>13</b>	1.1%

**I have taken/plan to take the SAT and ACT.**



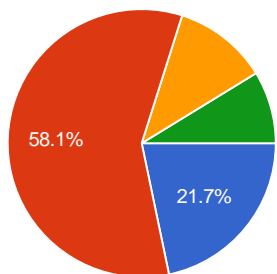
Yes	<b>945</b>	80.2%
No	<b>234</b>	19.8%

**I know how to make an appointment with my counselor when needed.**



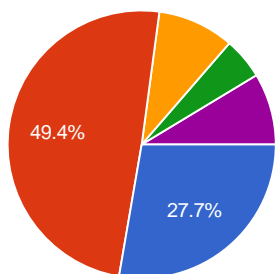
Agree	<b>884</b>	75.2%
Disagree	<b>292</b>	24.8%

**Valencia High School is safe and nurturing environment.**



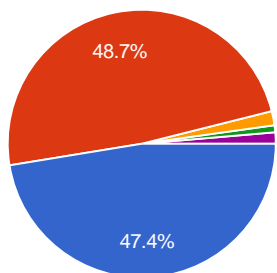
Strongly agree	<b>256</b>	21.7%
Agree	<b>685</b>	58.1%
Strongly disagree	<b>134</b>	11.4%
Don't know	<b>103</b>	8.7%

**I am emotionally safe at Valencia High School**



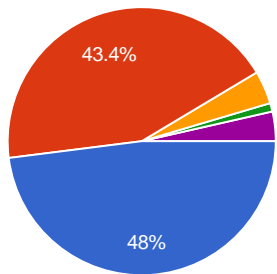
Strongly Agree	<b>327</b>	27.7%
Agree	<b>583</b>	49.4%
Disagree	<b>109</b>	9.2%
Strongly disagree	<b>59</b>	5%
Don't know	<b>102</b>	8.6%

**I am aware of school and classroom rules and policies.**



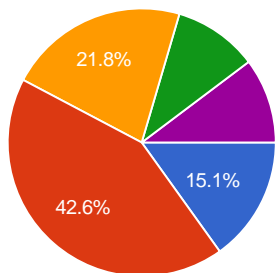
Strongly agree	<b>559</b>	47.4%
Agree	<b>574</b>	48.7%
Disagree	<b>20</b>	1.7%
Strongly disagree	<b>10</b>	0.8%
Don't know	<b>16</b>	1.4%

**Valencia High School has a wide variety of activities and programs for me to be involved in.**



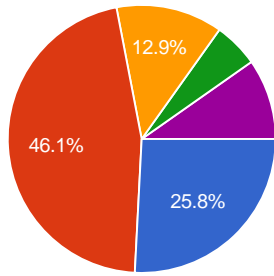
Strongly agree	<b>565</b>	48%
Agree	<b>511</b>	43.4%
Disagree	<b>47</b>	4%
Strongly disagree	<b>12</b>	1%
Don't know	<b>42</b>	3.6%

**Valencia High Schol students' demonstrate sensitivity to each others differences.**



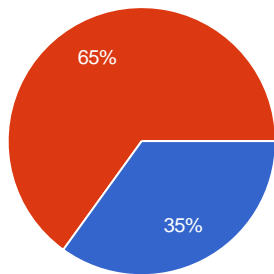
Strongly Agree	<b>178</b>	15.1%
Agree	<b>502</b>	42.6%
Disagree	<b>257</b>	21.8%
Strongly disagree	<b>120</b>	10.2%
Don't know	<b>121</b>	10.3%

**If I have a problem, I have an adult on campus I can talk to**



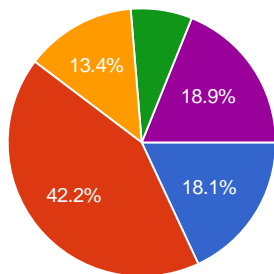
Strongly agree	<b>305</b>	25.8%
Agree	<b>545</b>	46.1%
Disagree	<b>152</b>	12.9%
Strongly disagree	<b>64</b>	5.4%
Don't know	<b>115</b>	9.7%

**I have participated in intervention programs throughout the school day.**



Agree	<b>409</b>	35%
Disagree	<b>761</b>	65%

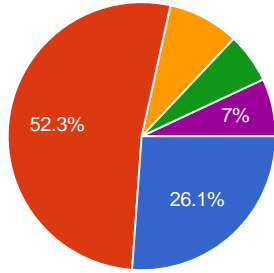
**Valencia High School's principal and assistant principals are approachable and respond to my needs.**



Strongly agree	<b>212</b>	18.1%
Agree	<b>496</b>	42.2%
Disagree	<b>157</b>	13.4%
Strongly disagree	<b>87</b>	7.4%
Don't know	<b>222</b>	18.9%

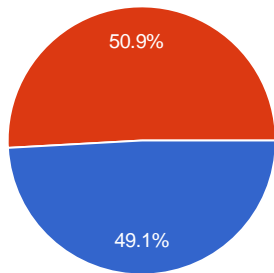


**Valencia High School library and its staff is helpful in assisting me find resources I need for my classes**



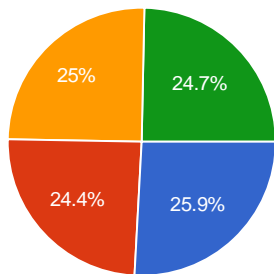
Strongly agree	<b>308</b>	26.1%
Agree	<b>616</b>	52.3%
Disagree	<b>101</b>	8.6%
Strongly disagree	<b>71</b>	6%
Don't know	<b>82</b>	7%

**I am a**



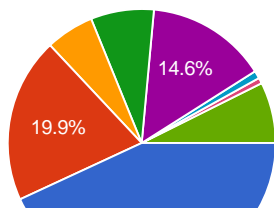
Male	<b>579</b>	49.1%
Female	<b>600</b>	50.9%

**I am a**



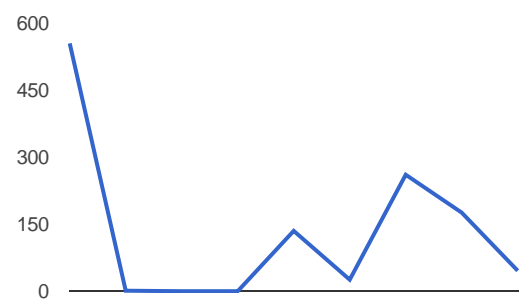
9th grader	<b>305</b>	25.9%
10th grader	<b>288</b>	24.4%
11th grader	<b>295</b>	25%
12th grader	<b>291</b>	24.7%

**I identify most with**



White	<b>509</b>	43.1%
Hispanic	<b>235</b>	19.9%
African American	<b>69</b>	5.8%
Filipino	<b>90</b>	7.6%
Asian	<b>172</b>	14.6%
Pacific Islander	<b>11</b>	0.9%
Native American	<b>8</b>	0.7%
Decline to state	<b>87</b>	7.4%

### Number of daily responses



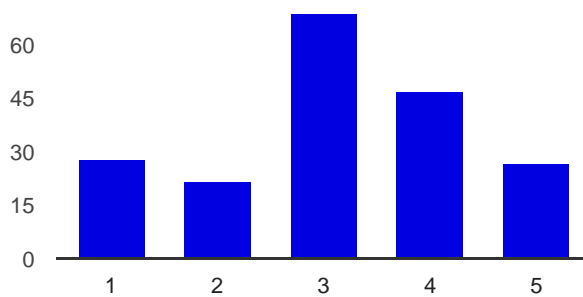
# 194 responses

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## Summary

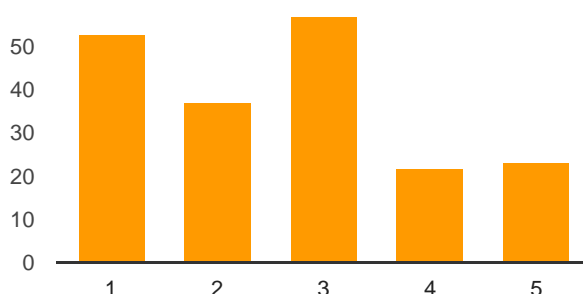
### Parent Survey

**I am familiar with Valencia High's Mission Statement, Educational Values, and Student Learner Outcomes (SLO's) and Valencia High School is guided by these.**



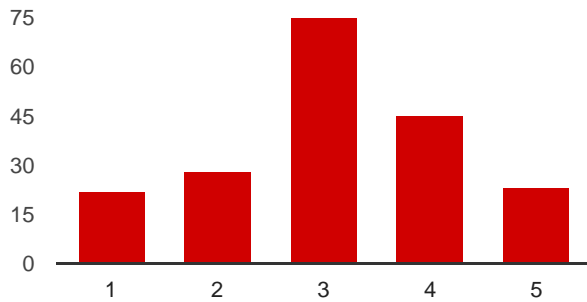
Strongly Disagree: 1	<b>28</b>	14.4%
2	<b>22</b>	11.3%
3	<b>69</b>	35.6%
4	<b>47</b>	24.2%
Strongly Agree: 5	<b>27</b>	13.9%

**As a parent, I know the procedure for communicating with the Hart District Governing Board.**



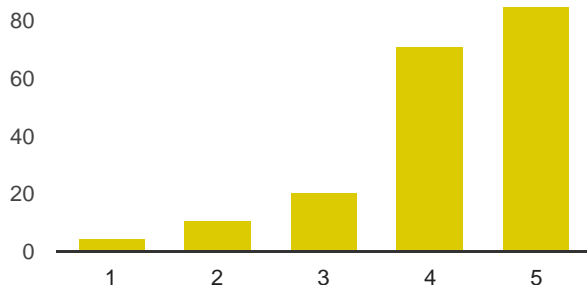
Strongly Disagree: 1	<b>53</b>	27.5%
2	<b>37</b>	19.2%
3	<b>57</b>	29.5%
4	<b>22</b>	11.4%
Strongly Agree: 5	<b>23</b>	11.9%

**Valencia High School is effectively implementing Common Core State Standards based curriculum and preparing students to be successful amid the 21st Century expectations**



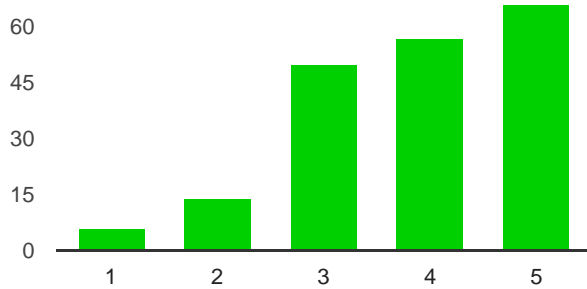
Strongly Disagree: 1	<b>22</b>	11.3%
2	<b>28</b>	14.4%
3	<b>75</b>	38.7%
4	<b>45</b>	23.2%
Strongly Agree: 5	<b>23</b>	11.9%

**I am aware of, and utilize, the following: Viking Voice newsletter, Parent E-Communication, teacher websites, school website, and teacher email.**



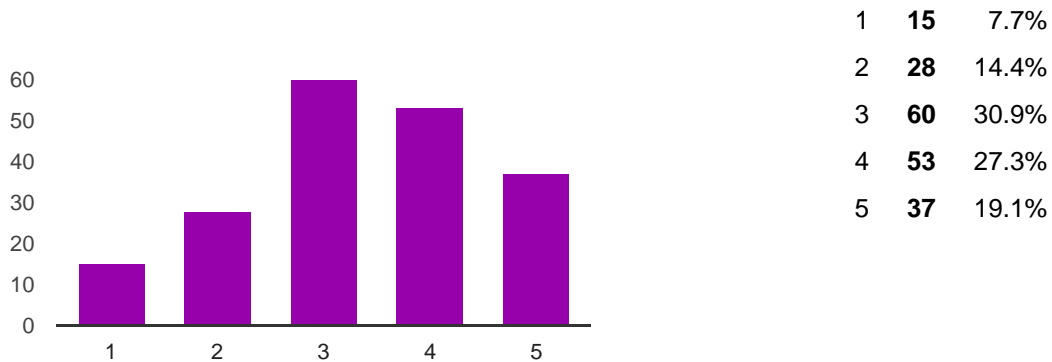
Strongly Disagree: 1	<b>5</b>	2.6%
2	<b>11</b>	5.7%
3	<b>21</b>	10.8%
4	<b>71</b>	36.6%
Strongly Agree: 5	<b>85</b>	43.8%

**Information regarding extracurricular programs and activities is available to parents online, in E-newsletters, and on the school's website.**



Strongly Disagree: 1	<b>6</b>	3.1%
2	<b>14</b>	7.2%
3	<b>50</b>	25.8%
4	<b>57</b>	29.4%
Strongly Agree: 5	<b>66</b>	34%

**Parents are made to feel welcome and heard at Valencia High School?**

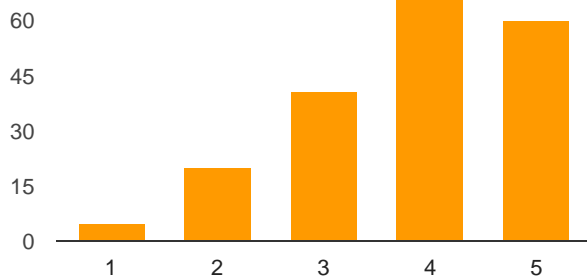


**I am aware of the graduation requirements for my student at Valencia High School.**



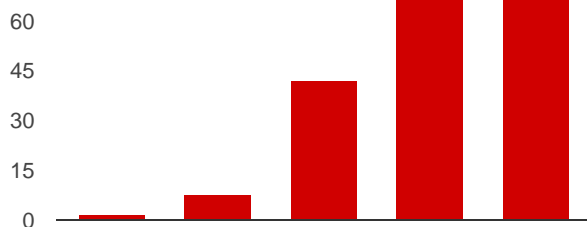
Strongly Disagree: 1	<b>7</b>	3.6%
2	<b>18</b>	9.3%
3	<b>29</b>	14.9%
4	<b>66</b>	34%
Strongly Agree: 5	<b>73</b>	37.6%

### My child understands teacher expectations.



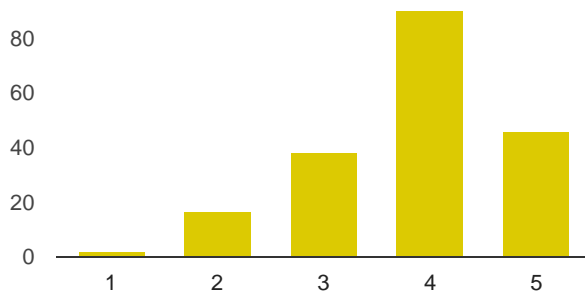
Strongly Disagree: 1	<b>5</b>	2.6%
2	<b>20</b>	10.3%
3	<b>41</b>	21.1%
4	<b>67</b>	34.5%
Strongly Agree: 5	<b>60</b>	30.9%

### My student is able to get the classes he/she needs for graduation.



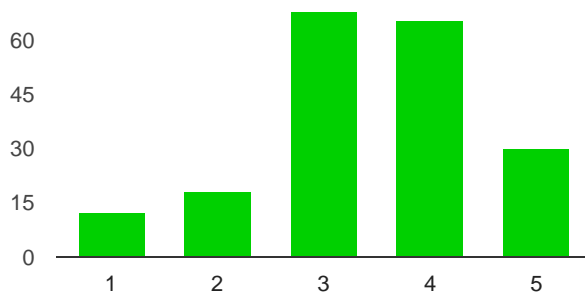
Strongly Disagree: 1	<b>2</b>	1%
2	<b>8</b>	4.1%
3	<b>42</b>	21.6%
4	<b>67</b>	34.5%
Strongly Agree: 5	<b>74</b>	38.1%

### I am satisfied with the range of courses offered at Valencia High School.



Strongly Disagree: 1	<b>2</b>	1%
2	<b>17</b>	8.8%
3	<b>38</b>	19.6%
4	<b>90</b>	46.4%
Strongly Agree: 5	<b>46</b>	23.7%

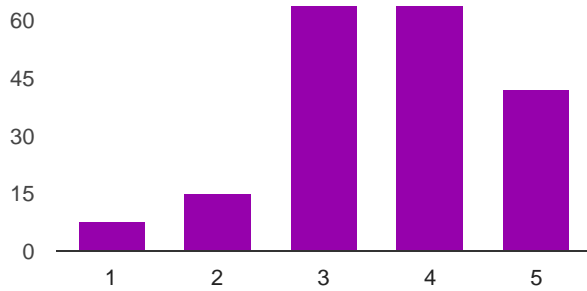
### My child's grade accurately reflects what he/she has learned.



Strongly Disagree: 1	<b>12</b>	6.2%
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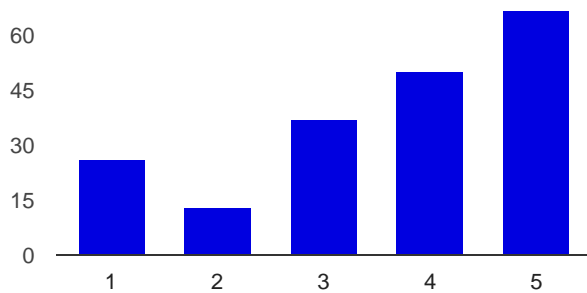
	2	<b>18</b>	9.3%
	3	<b>68</b>	35.1%
	4	<b>65</b>	33.5%
Strongly Agree:	5	<b>30</b>	15.5%

**My student is receiving a rigorous academic program which prepares him/her for post-secondary education.**



Strongly Disagree:	1	<b>8</b>	4.1%
	2	<b>15</b>	7.7%
	3	<b>64</b>	33%
	4	<b>64</b>	33%
Strongly Agree:	5	<b>42</b>	21.6%

**I am aware of the UC/CSU "a-g" requirements and their impact on post-secondary plans.**

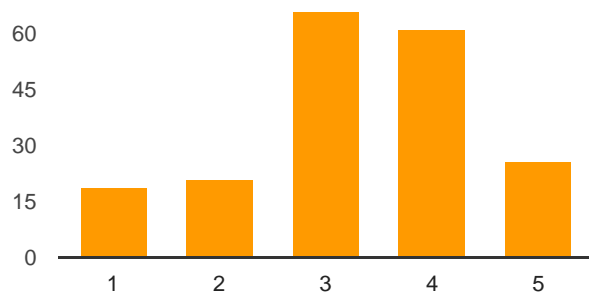


Strongly Disagree:	1	<b>26</b>	13.4%
	2	<b>13</b>	6.7%
	3	<b>37</b>	19.1%
	4	<b>50</b>	25.8%



Strongly Agree: 5    **67**    34.5%

**The homework my child is given is adequate and relevant.**



Strongly Disagree: 1    **19**    9.8%

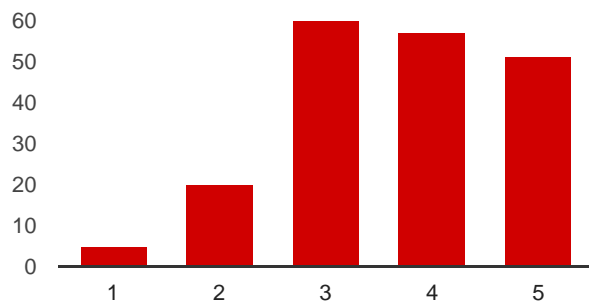
2    **21**    10.8%

3    **66**    34%

4    **61**    31.4%

Strongly Agree: 5    **26**    13.4%

**My student has access to all information needed to meet post-secondary requirements.**



Strongly Disagree: 1    **5**    2.6%

2    **20**    10.3%

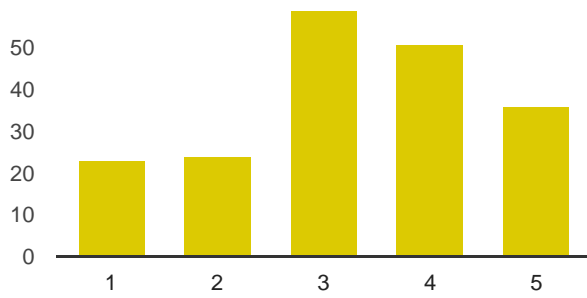
3    **60**    30.9%

4    **57**    29.4%

Strongly Agree: 5    **51**    26.3%

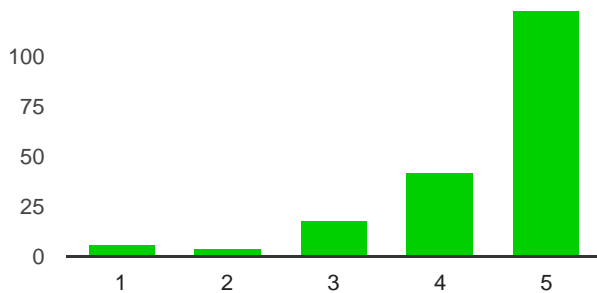
**I am aware of academic support programs at Valencia High School (i.e. tutoring,**

**test prep, intervention programs).**



Strongly Disagree: 1	<b>23</b>	11.9%
2	<b>24</b>	12.4%
3	<b>59</b>	30.4%
4	<b>51</b>	26.3%
Strongly Agree: 5	<b>36</b>	18.6%

**I access Infinite Campus regularly to monitor my student's progress, including attendance, grades, and assignments.**



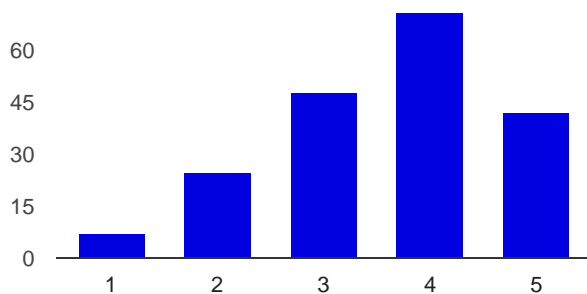
Strongly Disagree: 1	<b>6</b>	3.1%
2	<b>4</b>	2.1%
3	<b>18</b>	9.3%
4	<b>42</b>	21.6%
Strongly Agree: 5	<b>123</b>	63.4%

**Staff members use Infinite Campus regularly to update students information, including grades and attendance.**



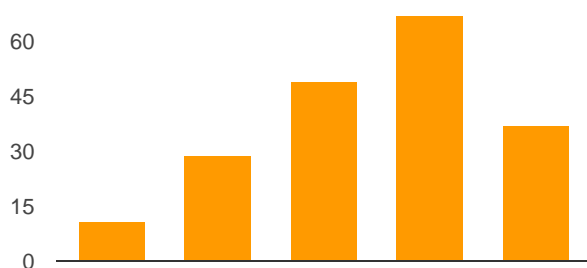
Strongly Disagree: 1	<b>23</b>	11.9%
2	<b>19</b>	9.8%
3	<b>45</b>	23.2%
4	<b>63</b>	32.5%
Strongly Agree: 5	<b>43</b>	22.2%

**Valencia High School is a physically safe, clean, and orderly environment.**



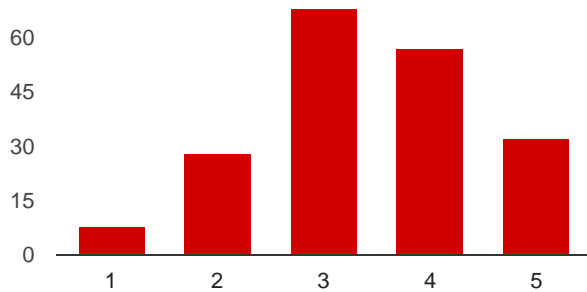
Strongly Disagree: 1	<b>7</b>	3.6%
2	<b>25</b>	12.9%
3	<b>48</b>	24.7%
4	<b>71</b>	36.6%
Strongly Agree: 5	<b>42</b>	21.6%

**I feel that my child is emotionally safe at Valencia High School**



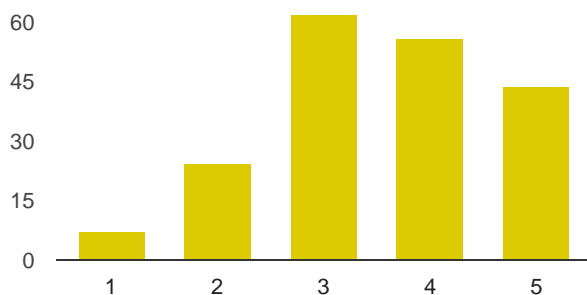
Strongly Disagree: 1	<b>11</b>	5.7%
2	<b>29</b>	15%
3	<b>49</b>	25.4%
4	<b>67</b>	34.7%
Strongly Agree: 5	<b>37</b>	19.2%

**The Valencia High School staff demonstrates sensitivity to students' differences**



Strongly Disagree: 1	<b>8</b>	4.1%
2	<b>28</b>	14.4%
3	<b>68</b>	35.1%
4	<b>57</b>	29.4%
Strongly Agree: 5	<b>32</b>	16.5%

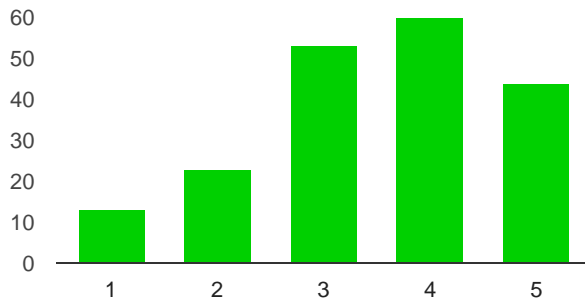
**The administration at Valencia High School is accessible to student and parents to address comments and/or concerns.**



Strongly Disagree: 1	<b>7</b>	3.6%
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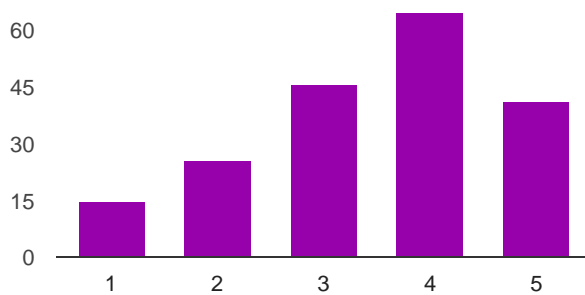
	2	<b>24</b>	12.4%
	3	<b>62</b>	32%
	4	<b>56</b>	28.9%
Strongly Agree: 5	<b>44</b>		22.7%

**The counselors at Valencia High School are accessible to student and parents to address comments and/or concerns.**



Strongly Disagree: 1	<b>13</b>	6.7%
	<b>23</b>	11.9%
	<b>53</b>	27.5%
	<b>60</b>	31.1%
Strongly Agree: 5	<b>44</b>	22.8%

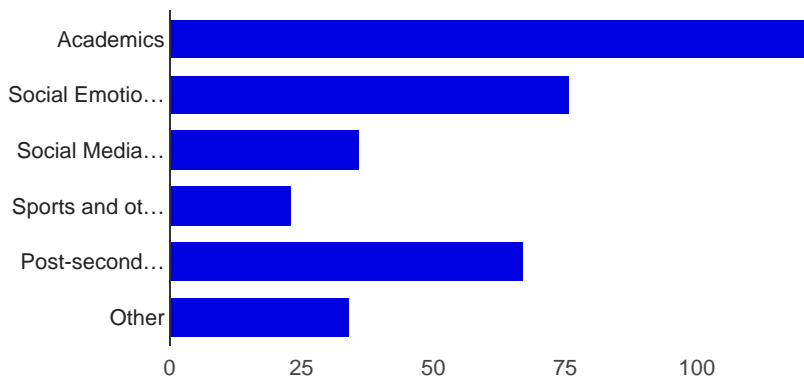
**The teachers at Valencia High School are accessible to student and parents to address comments and/or concerns.**



Strongly Disagree: 1	<b>15</b>	7.8%
	<b>26</b>	13.5%
	<b>46</b>	23.8%
	<b>65</b>	33.7%
Strongly Agree: 5	<b>44</b>	22.8%

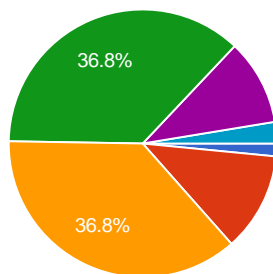
Strongly Agree: 5 41 21.2%

**My biggest concerns with my child at Valencia High are**



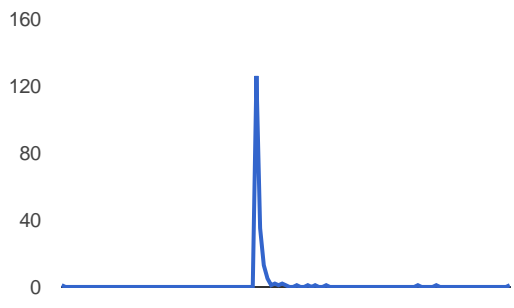
Academics	121	62.7%
Social Emotional Well-being	76	39.4%
Social Media (Facebook, Instagram, Twitter, Kik, etc.)	36	18.7%
Sports and other extracurriculars	23	11.9%
Post-secondary / College / Career Planning	67	34.7%
Other	34	17.6%

**The highest level of education in my household is:**



High School	3	1.6%
Some college	23	11.9%
Bachelor's Degree	71	36.8%
Master's Degree	71	36.8%
Other Graduate Degree	20	10.4%
Other	5	2.6%

**Number of daily responses**



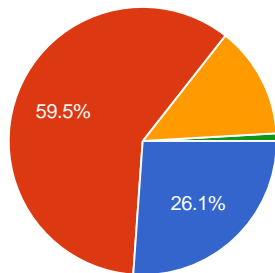
[Edit this form](#)

# 111 responses

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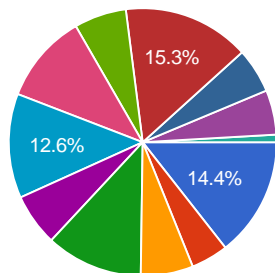
## Summary

### I understand Valencia High's purpose and values, including the school's Mission Statement, and Student Learning Outcomes (SLO's)



a) Strong understanding	<b>29</b>	26.1%
b) Satisfactory understanding	<b>66</b>	59.5%
c) Minimal understanding	<b>15</b>	13.5%
d) No understanding	<b>1</b>	0.9%

### My position at Valencia High School is...

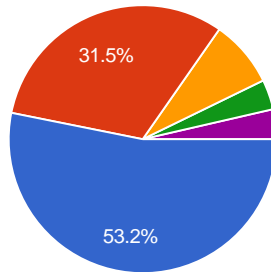


a) English teacher	<b>16</b>	14.4%
b) Fine Arts teacher	<b>5</b>	4.5%
c) Foreign Language teacher	<b>7</b>	6.3%
d) Mathematics teacher	<b>13</b>	11.7%
e) PE teacher	<b>7</b>	6.3%
f) Science teacher	<b>14</b>	12.6%
g) Social Studies teacher	<b>12</b>	10.8%



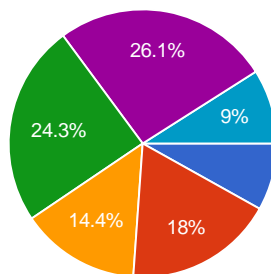
h) Practical Arts teacher	<b>7</b>	6.3%
j) Special Education teacher	<b>17</b>	15.3%
k) Counselor	<b>6</b>	5.4%
m) Certificated Staff	<b>6</b>	5.4%
n) Classified Staff	<b>1</b>	0.9%

### I collaborate with course-alike colleagues.



a) At least once per week	<b>59</b>	53.2%
b) At least once per quarter	<b>35</b>	31.5%
c) At least once per semester	<b>9</b>	8.1%
d) At least once per year	<b>4</b>	3.6%
e) Never	<b>4</b>	3.6%

### My department has developed common assessments for...

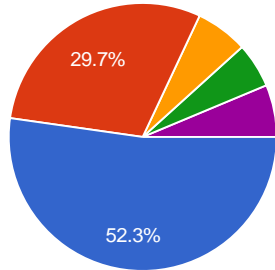


a) all assessments.	<b>9</b>	8.1%
b) most assessments.	<b>20</b>	18%
c) many assessments.	<b>16</b>	14.4%
d) some assessments.	<b>27</b>	24.3%
e) few Assessments.	<b>29</b>	26.1%
ab) no Assessments.	<b>10</b>	9%

### I utilize close reading activities / strategies.

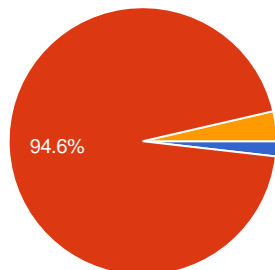
a) Daily	<b>17</b>	15.3%
b) Weekly	<b>36</b>	32.4%
c) Monthly	<b>29</b>	26.1%
d) Never	<b>29</b>	26.1%

### I use student data/feedback to improve my teaching and student learning.



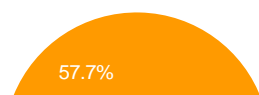
a) At least once per week.	<b>58</b>	52.3%
b) At least once per quarter.	<b>33</b>	29.7%
c) At least once per semester.	<b>7</b>	6.3%
d) At least once per year	<b>6</b>	5.4%
e) Never	<b>7</b>	6.3%

### I primarily communicate with staff and parents via...



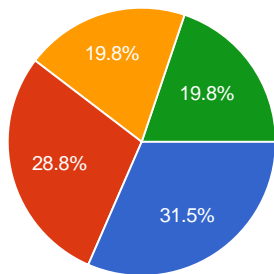
a) telephone.	<b>2</b>	1.8%
b) email.	<b>105</b>	94.6%
c) face-to-face conference.	<b>4</b>	3.6%

### When students are working independently, I generally use this time...



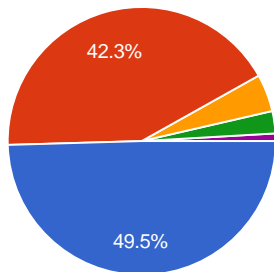
a) to provide students with individual remediation or instruction.	<b>39</b>	35.1%
b) to take attendance.	<b>2</b>	1.8%
c) to circulate the room and monitor student engagement / behavior.	<b>64</b>	57.7%
d) to grade homework / papers.	<b>6</b>	5.4%

### I give feedback on homework...



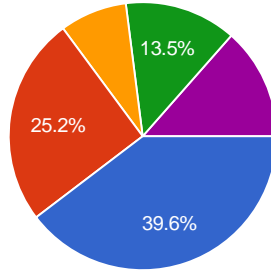
a) the same day I collect it	<b>35</b>	31.5%
b) within two days of collecting it	<b>32</b>	28.8%
c) within a week of collecting it	<b>22</b>	19.8%
d) rarely	<b>22</b>	19.8%

### Students participate in a challenging and relevant curriculum.



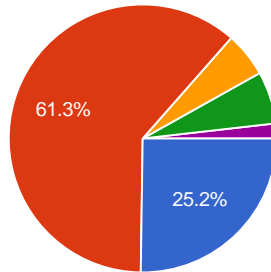
a) Strongly agree	<b>55</b>	49.5%
b) Agree	<b>47</b>	42.3%
c) Don't know	<b>5</b>	4.5%
d) Disagree	<b>3</b>	2.7%
e) Strongly disagree	<b>1</b>	0.9%

**I have a website that posts current grades as well as current and upcoming assignments and tests**



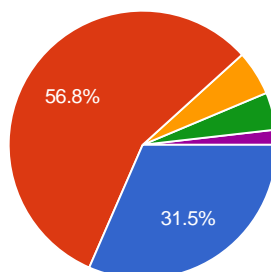
a) Strongly agree	<b>44</b>	39.6%
b) Agree	<b>28</b>	25.2%
c) Don't know	<b>9</b>	8.1%
d) Disagree	<b>15</b>	13.5%
e) Strongly disagree	<b>15</b>	13.5%

**During my lectures or guided discussions, I use a systematic method for checking student understanding.**



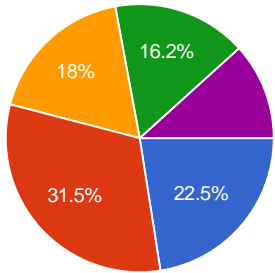
a) Strongly agree	<b>28</b>	25.2%
b) Agree	<b>68</b>	61.3%
c) Don't know	<b>6</b>	5.4%
d) Disagree	<b>7</b>	6.3%
e) Strongly disagree	<b>2</b>	1.8%

**I use formative assessments to help guide instruction.**



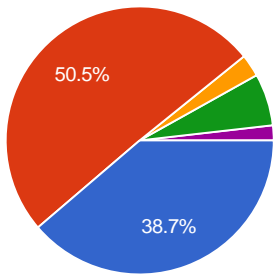
a) Strongly agree	<b>35</b>	31.5%
b) Agree	<b>63</b>	56.8%
c) Don't know	<b>6</b>	5.4%
d) Disagree	<b>5</b>	4.5%
e) Strongly disagree	<b>2</b>	1.8%

**I typically assign writing assignments**



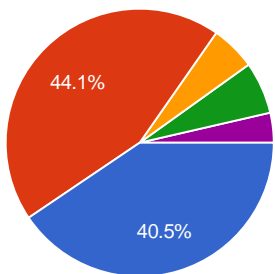
a) Daily	<b>25</b>	22.5%
b) Weekly	<b>35</b>	31.5%
c) Monthly	<b>20</b>	18%
d) Quarterly	<b>18</b>	16.2%
e) Never	<b>13</b>	11.7%

**I design lessons that incorporate technology.**

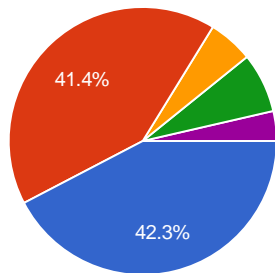


a) Strongly agree	<b>43</b>	38.7%
b) Agree	<b>56</b>	50.5%
c) Don't know	<b>3</b>	2.7%
d) Disagree	<b>7</b>	6.3%
e) Strongly disagree	<b>2</b>	1.8%

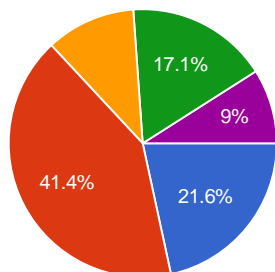
**Teachers utilize Infinite Campus to update grades and provide feedback.**



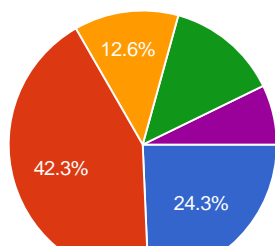
a) Daily	<b>45</b>	40.5%
b) Weekly	<b>49</b>	44.1%
c) Monthly	<b>6</b>	5.4%
d) Quarterly	<b>7</b>	6.3%
e) Never	<b>4</b>	3.6%

**I design lessons that incorporate cooperative group activities.**

a) Strongly agree	<b>47</b>	42.3%
b) Agree	<b>46</b>	41.4%
c) Don't know	<b>6</b>	5.4%
d) Disagree	<b>8</b>	7.2%
e) Strongly disagree	<b>4</b>	3.6%

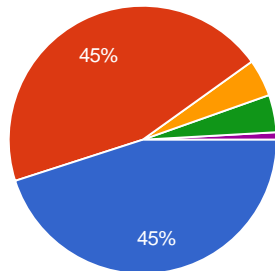
**I post essential questions and learning objectives on the board for students to see.**

a) Strongly agree	<b>24</b>	21.6%
b) Agree	<b>46</b>	41.4%
c) Don't know	<b>12</b>	10.8%
d) Disagree	<b>19</b>	17.1%
e) Strongly disagree	<b>10</b>	9%

**I use graphic organizers within my lessons.**

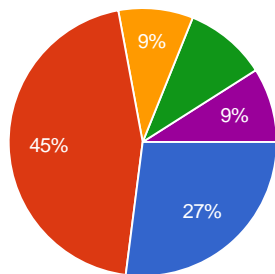
a) Strongly agree	<b>27</b>	24.3%
b) Agree	<b>47</b>	42.3%
c) Don't know	<b>14</b>	12.6%
d) Disagree	<b>15</b>	13.5%
e) Strongly disagree	<b>8</b>	7.2%

**I require students to use critical thinking skills throughout my daily lessons.**



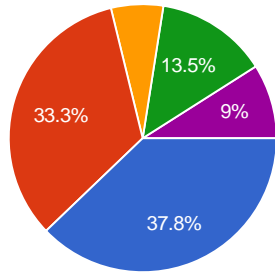
a) Strongly agree	<b>50</b>	45%
b) Agree	<b>50</b>	45%
c) Don't know	<b>5</b>	4.5%
d) Disagree	<b>5</b>	4.5%
e) Strongly disagree	<b>1</b>	0.9%

**I provide students with a grading rubric for class projects, tests, oral presentations, etc.**



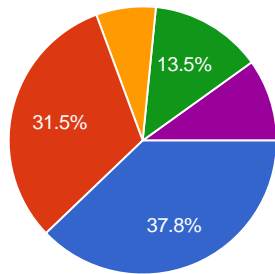
a) Strongly agree	<b>30</b>	27%
b) Agree	<b>50</b>	45%
c) Don't know	<b>10</b>	9%
d) Disagree	<b>11</b>	9.9%
e) Strongly disagree	<b>10</b>	9%

**I provide structured tutorial support to students who need extra assistance before school, at lunch, or after school.**



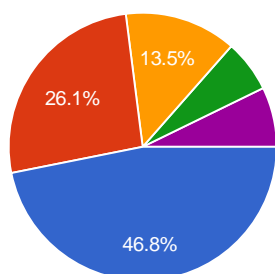
a) Strongly agree	<b>42</b>	37.8%
b) Agree	<b>37</b>	33.3%
c) Don't know	<b>7</b>	6.3%
d) Disagree	<b>15</b>	13.5%
e) Strongly disagree	<b>10</b>	9%

**I refer students who need extra assistance to Open Library/Intervention programs.**



a) Strongly agree	<b>42</b>	37.8%
b) Agree	<b>35</b>	31.5%
c) Don't know	<b>8</b>	7.2%
d) Disagree	<b>15</b>	13.5%
e) Strongly disagree	<b>11</b>	9.9%

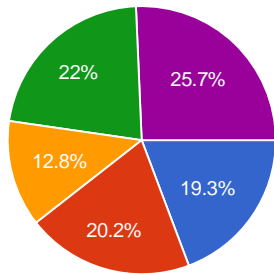
**I allow students to make-up missing assignments.**



a) Always	<b>52</b>	46.8%
b) Often	<b>29</b>	26.1%
c) Sometimes	<b>15</b>	13.5%
d) Rarely	<b>7</b>	6.3%
e) Never	<b>8</b>	7.2%

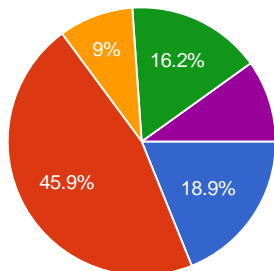


**I allow students to retake tests to improve their grade and/or to demonstrate proficiency.**



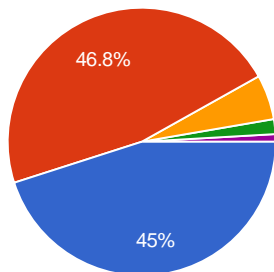
a) Always	21	19.3%
b) Often	22	20.2%
c) Sometimes	14	12.8%
d) Rarely	24	22%
e) Never	28	25.7%

**I spend time with subject-alike teachers creating common rubrics for projects, essays, exams, presentations, etc.**



a) Strongly agree	21	18.9%
b) Agree	51	45.9%
c) Don't know	10	9%
d) Disagree	18	16.2%
e) Strongly disagree	11	9.9%

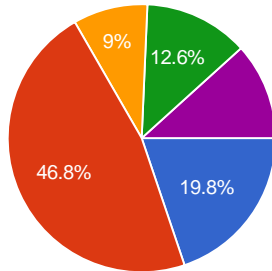
**I utilize a variety of teaching strategies that actively engage students and help them succeed at higher level thinking skills.**



a) Strongly agree	50	45%
b) Agree	52	46.8%

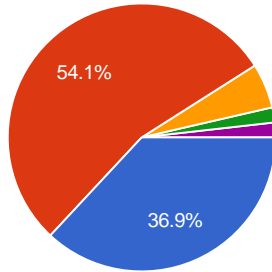
c) Don't know	<b>6</b>	5.4%
d) Disagree	<b>2</b>	1.8%
e) Strongly disagree	<b>1</b>	0.9%

**I collaborate with special education and/ or English Language Learner support staff.**



a) Strongly agree	<b>22</b>	19.8%
b) Agree	<b>52</b>	46.8%
c) Don't know	<b>10</b>	9%
d) Disagree	<b>14</b>	12.6%
e) Strongly disagree	<b>13</b>	11.7%

**I am aware of all the students in my class who are struggling in my class.**



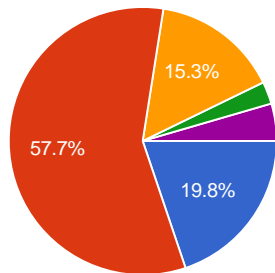
a) Strongly agree	<b>41</b>	36.9%
b) Agree	<b>60</b>	54.1%
c) Don't know	<b>6</b>	5.4%
d) Disagree	<b>2</b>	1.8%
e) Strongly disagree	<b>2</b>	1.8%

**I understand the school's professional development goals.**



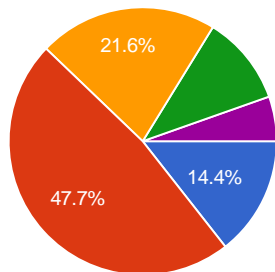
a) Strongly agree	<b>19</b>	17.1%
b) Agree	<b>73</b>	65.8%
c) Don't know	<b>11</b>	9.9%
d) Disagree	<b>4</b>	3.6%
e) Strongly disagree	<b>4</b>	3.6%

**I know the SMART goals created for the subject I teach, and I have guided instruction towards meeting this goal.**



a) Strongly agree	<b>22</b>	19.8%
b) Agree	<b>64</b>	57.7%
c) Don't know	<b>17</b>	15.3%
d) Disagree	<b>3</b>	2.7%
e) Strongly disagree	<b>5</b>	4.5%

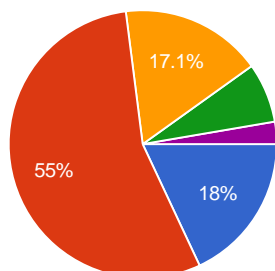
**The guidance team makes every effort to appropriately program students.**



a) Strongly agree	<b>16</b>	14.4%
b) Agree	<b>53</b>	47.7%

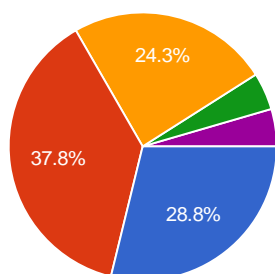
c) Don't know	<b>24</b>	21.6%
d) Disagree	<b>12</b>	10.8%
e) Strongly disagree	<b>6</b>	5.4%

**Upon graduation, students are prepared to enter the work force or continue their education in either a technical or academic program.**



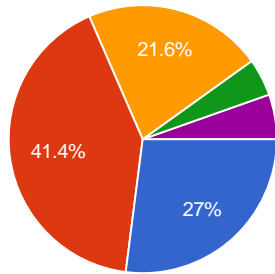
a) Strongly agree	<b>20</b>	18%
b) Agree	<b>61</b>	55%
c) Don't know	<b>19</b>	17.1%
d) Disagree	<b>8</b>	7.2%
e) Strongly disagree	<b>3</b>	2.7%

**The guidance team provides comprehensive programs to inform students/parents about scholarships, financial aid, colleges, careers, career options, college entrance exams, and peer conflict resolution.**

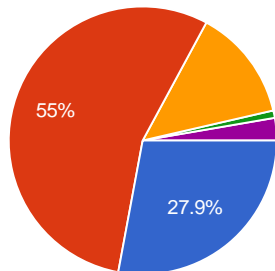


a) Strongly agree	<b>32</b>	28.8%
b) Agree	<b>42</b>	37.8%
c) Don't know	<b>27</b>	24.3%
d) Disagree	<b>5</b>	4.5%
e) Strongly disagree	<b>5</b>	4.5%

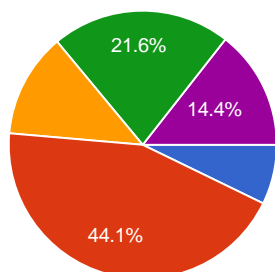
**Students develop a four-year plan that prepares them for career choices and options including attending college, going to a technical school, joining the**

**military, or joining the workforce in the Freshman Seminar Class.**

a) Strongly agree	<b>30</b>	27%
b) Agree	<b>46</b>	41.4%
c) Don't know	<b>24</b>	21.6%
d) Disagree	<b>5</b>	4.5%
e) Strongly disagree	<b>6</b>	5.4%

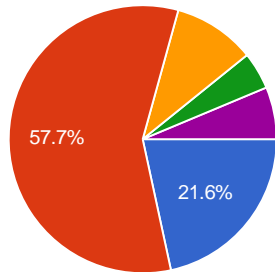
**Students have access to current, relevant courses that integrate career awareness/ experience and academic content.**

a) Strongly agree	<b>31</b>	27.9%
b) Agree	<b>61</b>	55%
c) Don't know	<b>15</b>	13.5%
d) Disagree	<b>1</b>	0.9%
e) Strongly disagree	<b>3</b>	2.7%

**Staff Development days are meaningful and productive.**

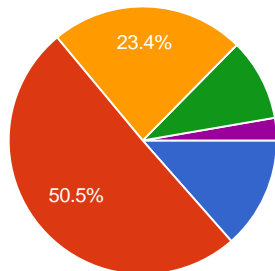
a) Strongly agree	<b>8</b>	7.2%
b) Agree	<b>49</b>	44.1%
c) Don't know	<b>14</b>	12.6%
d) Disagree	<b>24</b>	21.6%
e) Strongly disagree	<b>16</b>	14.4%

**The school is a safe and orderly place which nurtures learning.**



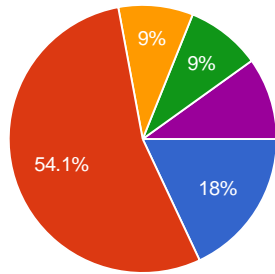
a) Strongly agree	<b>24</b>	21.6%
b) Agree	<b>64</b>	57.7%
c) Don't know	<b>11</b>	9.9%
d) Disagree	<b>5</b>	4.5%
e) Strongly disagree	<b>7</b>	6.3%

**The VHS administration and teachers actively encourage parents to become involved in the school program.**



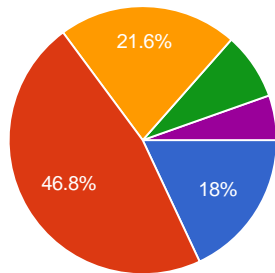
a) Strongly agree	<b>15</b>	13.5%
b) Agree	<b>56</b>	50.5%
c) Don't know	<b>26</b>	23.4%
d) Disagree	<b>11</b>	9.9%
e) Strongly disagree	<b>3</b>	2.7%

**The VHS administration empowers the staff and encourages commitment, participation, and shared responsibility for student learning.**



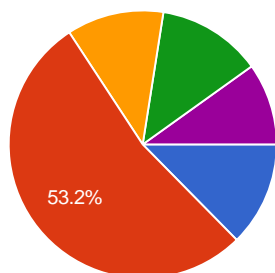
a) Strongly agree	<b>20</b>	18%
b) Agree	<b>60</b>	54.1%
c) Don't know	<b>10</b>	9%
d) Disagree	<b>10</b>	9%
e) Strongly disagree	<b>11</b>	9.9%

**There are school procedures to promptly notify parents of academic or behavioral difficulties.**



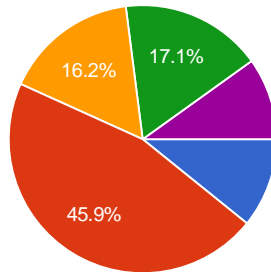
a) Strongly agree	<b>20</b>	18%
b) Agree	<b>52</b>	46.8%
c) Don't know	<b>24</b>	21.6%
d) Disagree	<b>9</b>	8.1%
e) Strongly disagree	<b>6</b>	5.4%

**There is a positive atmosphere present throughout the school.**



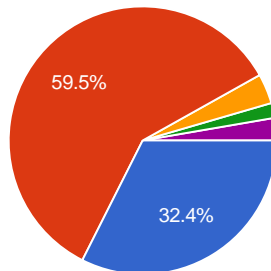
a) Strongly agree	<b>14</b>	12.6%
b) Agree	<b>59</b>	53.2%
c) Don't know	<b>13</b>	11.7%
d) Disagree	<b>14</b>	12.6%
e) Strongly disagree	<b>11</b>	9.9%

**School rules and expectations are made clear to students and parents and are enforced fairly, consistently, and effectively**



a) Strongly agree	<b>12</b>	10.8%
b) Agree	<b>51</b>	45.9%
c) Don't know	<b>18</b>	16.2%
d) Disagree	<b>19</b>	17.1%
e) Strongly disagree	<b>11</b>	9.9%

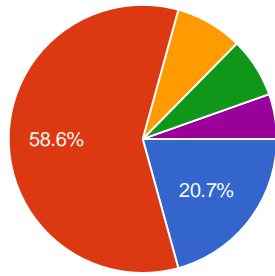
**The VHS ground/custodial crew maintains a clean campus.**



a) Strongly agree	<b>36</b>	32.4%
b) Agree	<b>66</b>	59.5%
c) Don't know	<b>4</b>	3.6%
d) Disagree	<b>2</b>	1.8%
e) Strongly disagree	<b>3</b>	2.7%

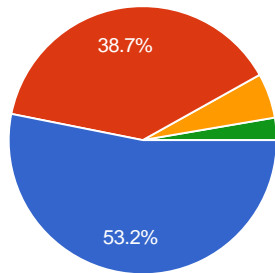
**Campus supervisors and administrators help to provide a safe campus for students and staff.**





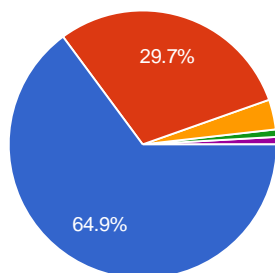
a) Strongly agree	<b>23</b>	20.7%
b) Agree	<b>65</b>	58.6%
c) Don't know	<b>9</b>	8.1%
d) Disagree	<b>8</b>	7.2%
e) Strongly disagree	<b>6</b>	5.4%

**There are a sufficient number of co-curricular and extra-curricular activities for students to become involved.**



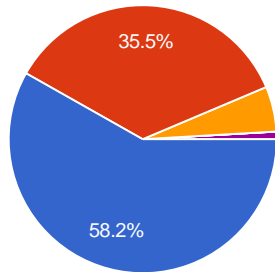
a) Strongly agree	<b>59</b>	53.2%
b) Agree	<b>43</b>	38.7%
c) Don't know	<b>6</b>	5.4%
d) Disagree	<b>3</b>	2.7%
e) Strongly disagree	<b>0</b>	0%

**The VHS library and its staff supports the curriculum and teachers**



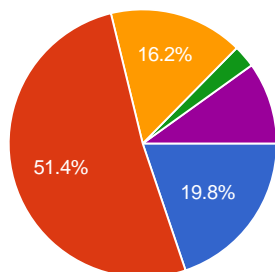
a) Strongly agree	<b>72</b>	64.9%
b) Agree	<b>33</b>	29.7%
c) Don't know	<b>4</b>	3.6%
d) Disagree	<b>1</b>	0.9%
e) Strongly disagree	<b>1</b>	0.9%

### The VHS library provides sufficient resources to students and staff.



a) Strongly agree	<b>64</b>	58.2%
b) Agree	<b>39</b>	35.5%
c) Don't know	<b>6</b>	5.5%
d) Disagree	<b>0</b>	0%
e) Strongly disagree	<b>1</b>	0.9%

### The VHS classified and certificated staff work together as a team



a) Strongly agree	<b>22</b>	19.8%
b) Agree	<b>57</b>	51.4%
c) Don't know	<b>18</b>	16.2%
d) Disagree	<b>3</b>	2.7%
e) Strongly disagree	<b>11</b>	9.9%

### Number of daily responses

## Appendix J

### SMART Goals

Appendix K

## District ELA Benchmarks

# HS (9th-11th) District Performance Task Quick Facts 2016 - 2017

## All District Performance Tasks are

- cold reads (students should not be exposed to any of its content prior to the actual testing date)
- required for all students (EL, AP, Honors, Gen. Ed.)
- required to remain in the classroom; students are not allowed to take these home.
- up to 165 minutes in length
- to be given in one sitting/consecutive class periods
- allowed to be taken with dictionaries or thesauruses
- highly recommended to be typed (on Google Docs, Google Classroom, or Turnitin.com—spell check is allowed)

## High school testing windows:

<b>Quarter 2</b>	<b>10/17 - 11/4</b>	<b>Data due: 11/21</b>
<b>Quarter 3</b>	<b>2/27 - 3/17</b>	<b>Data due: 4/28</b>

## 2016-2017 District PT Genres:

9th grade	Q2: Informative	Q3: Informative
10th grade	Q2: Argumentative	Q3: Argumentative
11th grade	Q2: Argumentative	Q3: Argumentative

**Part 1: Read, analyze, and annotate the texts. Go to the last page for Part 2. Students may have up to 165 minutes to complete this PT.**

## **Student Directions**

### **The Video/Mobile Games Explanatory Performance Task**

#### **Task:**

There has been much discussion in the news and media recently about the impact of video and mobile games on our society. Your yearbook club advisor has asked you to research how video and mobile games have affected the world we live in today. As part of your initial research, you have uncovered five sources about how such games have influenced society in modern time.

As you are reviewing these sources, you will take notes and analyze them.

In Part 2, you will write an explanatory essay on a topic related to the sources.

#### **Directions for beginning:**

You will now examine several sources. You can re-examine any of the sources as often as you like.

**Part 1****Sources for Performance Task**

**Source #1: Here is an article titled “Video Games and Their Effect on Modern Day Society” by Thomas Cregge**

Diplomats, Montclair. "Video Games and Their Effect on Modern Day Society." *The Huffington Post*. TheHuffingtonPost.com, 10 May 2016.

It's the year 2016; we are at an age where technology is a society constant. Life at this juncture is practically unimaginable without the technology we enjoy today. In particular, life would not be as it were if not for video games. While, yes, one may think that video games don't seem as important as telecommunications, and social media, and all the modern day conveniences we need to live an optimal life, we neglect to think about just how much video games influence, shape, and impact our culture, history, and way of life.

Our culture has been influenced by video games for more than 30 years. Starting with classic games like *Pong* in 1972 and *Space Invaders* in 1978, which kick started a cultural revolution. Notably in 1981, with Nintendo's masterpiece, *Donkey Kong*, and not only the introduction of the titular character, but the protagonist, Mario, who would become the mascot of Nintendo for years to come. Other examples include *Pokémon*, which became the most popular children's toy in 1999, and Sega's *Sonic the Hedgehog* in 1992, and the titular character becoming a mascot. These franchises have served as not only mascots, but also popular culture icons. Every kid who grew up in the nineties has at least heard of them. It is also to the point that Pokémon even has its own month dedicated to it throughout the year. But over that 30-year span, approximately seven generations of video games have been created. It sprang from consoles and arcade games, to online-gaming and virtual reality. This gives a setup to a whole new culture.

Today's history is influenced by video games; Grand Theft Auto developer Navid Khonsari created a video game called 1979 Revolution, a video game based on the 1979 Iranian revolution that established today's republic. However, the Iranian government has declared the game propaganda, and Khonsari a spy. Even current events today, like the war on terror in Iran, Iraq, and Afghanistan is reflected by the Call of Duty series. Why is this so prevalent in video games today? Kate Edwards, president of the International Game Developers Association, gives the appropriate answer, "On the issue of violence, I think most game designers are cognizant of the role that violent actions serve in their game's stories, similar to how a film's scriptwriter or a book's author leverages such acts to serve in stories they wish to tell."

Other examples in today's culture are how video games shape our culture into what it is today, such as *Pokémon*. When it was introduced in the nineties, it started out as three games: *Pokémon Red*, *Pokémon Blue*, and *Pokémon Yellow*. As documented by Kurt Squire in his article, "Video Games in Education," he had noted that Pokémon had developed from just a simple video game to a cultural phenomena. After spinning off into a trading card game, a TV show, multiple movies, lines of toys, and more games, it became a staple in youth culture. Another example is "*Super Mario Bros.*" Back in the eighties, it quickly became so popular that Mario had become Nintendo's mascot, to a point where there is likely not a single person who doesn't know Mario. Also, in the eighties, there is one mascot who was not so well known outside of Japan, Segata Sanshiro. Sanshiro would become a "Chuck Norris-like" figure known for accomplishing impossible feats while

promoting the Sega Saturn. Sanshiro later became known in the United States and has become an icon for video gamers of the eighties.

There is also an impact in education, thanks to video games. As Squire mentions, video games have clear, meaningful goals, multiple goal structures, scoring system, adjustable difficulty levels, random element of surprise, and an appealing fantasy metaphor - all things a good education system should have. An example of all of these qualities was provided in the form of simulation games that require one to form their own world, such as the Civilization series, and the Tycoon series. Other ways video games provide education, as Squire put it, is by allowing manipulation of otherwise unalterable variables, seeing phenomena in new perspectives, and observing actions over time.

While yes, arguments can still be made for video games and their connection to violence, there can conversely be arguments made for video games and their beneficial, positive, effect on our world today. The world has been molded and shaped today by the characters we grow to love and adore, and hopefully, as video games continue to make leaps into a new future, so shall we.



**Source #2: Here is an article titled “Why Pokemon GO is Good for Data and Great for Business” by H.O. Maycotte**

Maycotte, H.O. "Why Pokemon Go Is Good for Data and Great for Business." *Forbes*. Forbes Magazine, 15 July 2016.

As I type, Pokémon GO is drawing flocks of smartphone-wielding teens and young adults to unconventional locations across the country. The app-based augmented reality game is being hailed as everything from a fitness breakthrough to a sign of the end times, and has even led to robberies, injuries, and the discovery of a dead body.

In the short time since its release last Wednesday, the app has surpassed WhatsApp, Instagram and Snapchat in time spent on the app, and is neck-and-neck with Twitter for daily active users. Keep in mind that the app is still only officially available in the US, Australia, and New Zealand!

Many are actively concerned about the huge amounts of data – where users are going, how fast they’re getting there, what they do along the way – Pokémon GO will generate. This, regardless of the fact that Google could probably answer these questions without any hesitation as you set up an appointment on your Google Calendar, sync the reminder to your mobile phone, look up directions to your destination on Google Maps... you get the point.

Perhaps the most revealing case for how this data will be used by Pokémon GO’s creators, Niantic, Inc., is what they did with a similar data set a few years ago. Niantic, run by veterans of Google Earth and Google Maps, is the same company behind 2011’s Ingress, another location-based exergame. A revolutionary result of, and later, method of data collection in its own right, Ingress attracts users to “portals,” sites such as public art pieces and historical markers extrapolated from geotagged photos on Google Earth. While the initial sites were determined entirely by Niantic, users were encouraged to submit further sites for consideration. Approximately 15 million sites were suggested by Ingress’s global community of users, and a further 5 million portals have been approved to-date.

It was the data behind these portals that ultimately determined the location of the “PokéStops” in Pokémon GO. Using undisclosed methods, Niantic used portal locations, Google Earth, and data on climate, roadways and urban mapping to determine which Pokémon should appear where.

Their methods weren’t foolproof. One man’s home, an old church, was a popular site on Ingress, turning it into a “Pokémon Gym” on Pokémon GO, where users are rewarded for “battling” one another for the ownership and prestige of the location. He woke up last Saturday morning to a crowd of people outside his front door.

Technological flaws aside, the app has activated (literally) an entire community of enthusiasts, and is poised to gather huge amounts of data on user location and movement patterns. With plans to introduce community-based Pokémon trading and even wearables, it’s clear the creators have no intention of slowing down. And this is great for business.

A great case is Fasten, the Boston-based rideshare company who is now offering \$5 rides to anyone who is picked up and dropped off at a PokéStop. Many drivers have been teaming up with friends or paid “Pokémon Drivers” to chauffeur them from PokéStop to PokéStop. Given the insatiable demand for Pokémon and the population’s growing dependence on rideshares, Fasten’s pioneering move is nothing short of brilliant.

Local shops, restaurants and community centers stand to benefit from their newfound status as PokéStops, attracting users – and potential customers – through little effort of their own. Other locations not designated as PokéStops can purchase “lures,” attracting virtual Pokémon to their locations for users to capture. Businesses can also use the app as a gateway to engage with their customers directly, requesting information on the types of virtual Pokémon caught at or near the location. This information, particularly the “rarity” of the virtual Pokémon captured at their site, can easily be deployed as an advertising tool. Furthermore, as teams and communities coalesce around local Pokémon Gyms, nearby meeting places, such as bars or restaurants, could brand themselves as hotspots or as potential meeting places for users.

This model can easily be extended to fan engagement at sports events, music festivals and conferences. Because smartphone GPS systems function better while connected to wifi, many app users may justify exchanging their identifying information, such as names and email addresses, to connect and log in. Beacons and wifi could then be used to track fan movement and indicate hotspots of user activity. Not only would you know more about who attended your event, you would know exactly where they went and what they did.

Finally, since most app users (and, let’s face it, most people) will be constantly checking their smart phones anyway, it provides savvy marketers with countless opportunities to collect valuable data through online and on-site fan engagement. If you can get them to stop searching for Pokémon, that is.

**Source #3: Here is an article titled “Video Games are the Future, and There’s No Way to Avoid Them” by Sherilynn Macale**

Macale, Sherilynn. "The Future Is Gaming: How New Gamers Are Affecting Society." *The Next Web RSS*. Insider, 30 Aug. 2011.

Of the many hobbies one might have overlooked in the past, playing video games is one activity that will soon become unavoidable. Current demands in gaming are directing developers to create games that help us interact with our environment in real-time, seamlessly integrating technology into our lives.

In a recent study by Latitude Research, a group that “provides creative research and unexpected knowledge for leaders in content, technology and learning”, senior research analyst Natalie Stehfest believes that “Everyone will be a gamer. The gamers of tomorrow won’t be limited by platform or location...The world around us will become the ultimate playing field.”

While some might find that statement tough to swallow, we are already seeing video games popping up in our daily lives. Grandparents are playing Wii Tennis and kids are throwing frisbees through PlayStation Sports Champions. Online gaming connects players from around the globe, enabling family and friends to interact in collaborative, stimulating and entertaining ways.

**Survey says ...**

After surveying 290 smartphone owners between the ages of 15 – 54—all of whom self-identified as at least “casual gamers,” with nearly half labeling themselves as “game enthusiasts”—Latitude Research was able to summarize the future of gaming in three main points:

- Games are going beyond the screen.
- Life is becoming play.
- Social is maturing into Societal.

Latitude Research now believes that “the stereotype of the reclusive gamer is outdated. These days, games are everywhere, and gamers are social, tech-savvy, goal-oriented people with a real drive to improve themselves and the world around them.”

In addition to generally just wanting to have a bit of fun, 56% of those surveyed agree that they are using gaming to socialize and meet new people, while 47% hope to achieve personal goals through gaming. Of these gamers, the majority prefer smartphones for gaming, leaving them untethered and able to socialize through the activity.

These “new gamers” are social, thoroughly engaged with the “offline” world, and exceedingly goal-oriented. These players are the sort that hope to improve themselves and, by association, impact society in a positive way.

Neela Sakaria, Senior Vice President of Latitude, says, “Profiling dynamic user groups like ‘the new gamers’ gives us a window into how companies can not only develop meaningful tech experiences today but, more excitingly, grasp opportunities that are just on the horizon.”

### **What do new gamers expect in the future?**

New gamers are eager to see games go beyond the screen and easily merge “online” with their “offline” lives. For example, video games (while once constrained to a static controller) are now capable of motion-sensing without handheld remotes (ie. Microsoft XBOX 360’s Kinect) and engaging players with “real” activity.

- 95% of surveyed players are enjoying games that combine digital content with the real, physical world, and Latitude believes that future games are moving in the direction to include “using a player’s location, mood or stress level as metrics in a game, or allowing players to overlay virtual environments or information onto their actual surroundings, as with augmented reality.”
- 92% of these gamers hope to see more “life games” — the sort that help them achieve personal goals like eating healthy, working out, learning about science, or completing household chores. We’ve already seen these types of games in iOS apps like GymFu and Epic Win, both applications that turn otherwise mundane activities into fun, competitive or entertaining experiences.
- 96% of those surveyed are interested in seeing games that help impact the world in a positive way, or involving themselves in social experiences that make activities more “game-like”. For example, gamers are more likely to meet up with neighbors for “social adventures” like community scavenger hunts while forming teams, etc.

### **The future is gaming.**

While some may have originally believed that video game players are the sort to be confined to the dark cave of their room, wasting away while society evolves past and around them, these new gamers are instead defying the social stereotypes of the past. New gamers are actively social and eager to interact with their neighbors and environment through gaming.

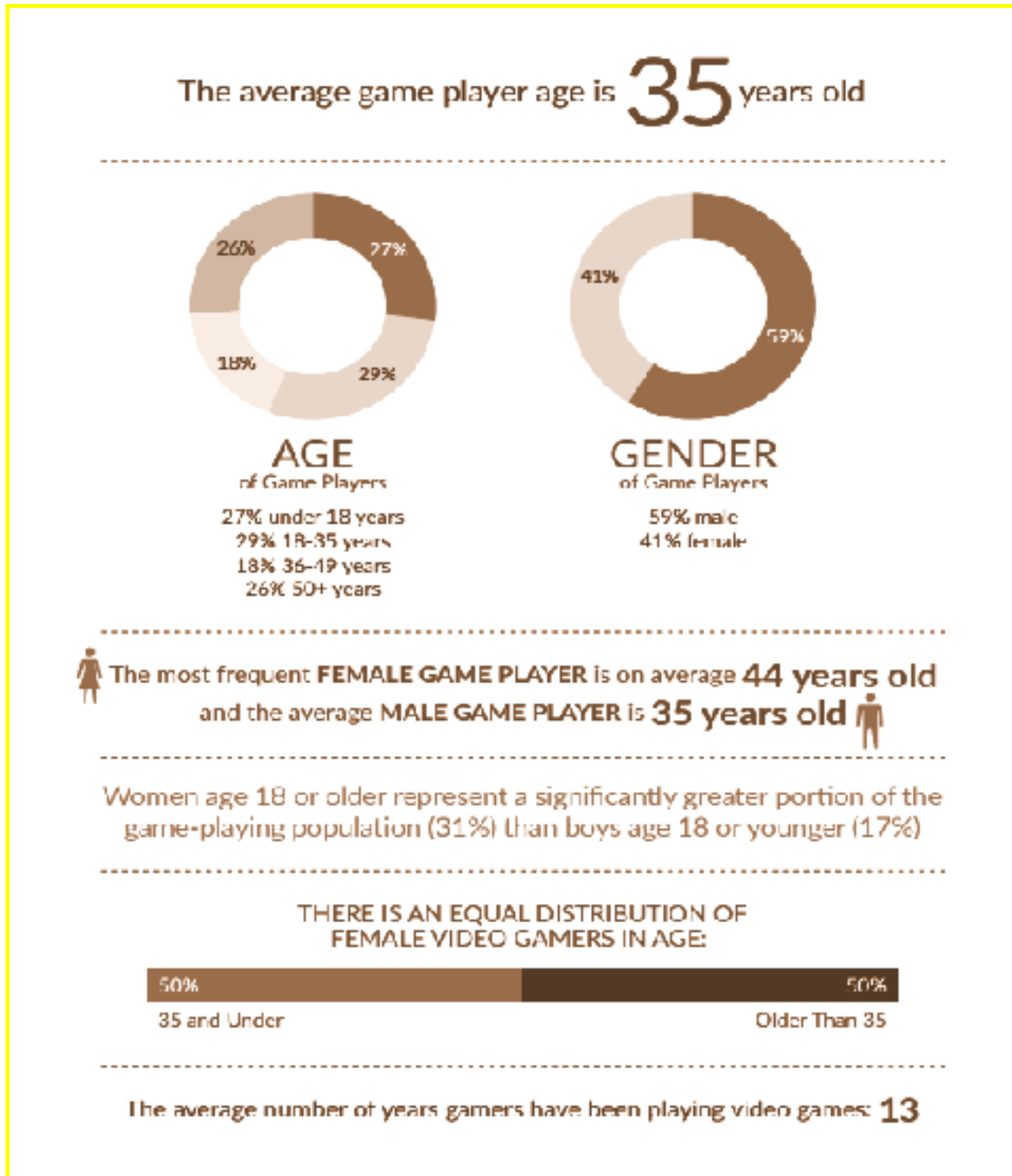
For companies and brands, this emerging demographic represents a large market that is more eager to engage their products or services through more entertaining means. For society as a whole, these new gamers are looking to connect with each other through positive experiences shared through gaming.

How do you see games impacting our lives in the future, and how are games affecting your life today, if at all? Let us know.

Source #4: Here is a cartoon on Pokemon Go by artist and journalist Nate Beeler.



Source #5: Here is an infographic released by the Entertainment Software Association (ESA) in April 2016.



## Part 2: The Performance Task

### Student Directions

#### The Video/Mobile Games Explanatory Performance Task

You will review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment below and the information about how your writing will be scored; then begin your work.

#### Your assignment:

Your yearbook club advisor would like to have a feature on video and mobile games in the yearbook, so she has asked you to research how video and mobile games have affected the world we live in today. This advisor has asked you to write an article based on your research explaining the impact video and mobile games have had on our society in recent years. This article will appear in the yearbook and will be read by your peers, teachers, principal, and parents.

Your assignment is to use the research sources to write a multi-paragraph explanatory essay explaining the impact and influence video and mobile games have had on our society in modern time. Using more than one source, make sure you establish a claim and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.

#### Explanatory/Informational Essay Scoring:

Your explanatory article will be scored using the following:

1. **Organization/purpose:** How well did you state your thesis, and maintain your thesis with a logical progression of ideas from beginning to end? How well did you narrow your thesis so you can develop and elaborate the conclusion? How well did you consistently use a variety of transitions? How effective was your introduction and your conclusion?
2. **Elaboration/evidence:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

**Part 1: Read, analyze, annotate texts, and plan your writing. Go to the last page for Part 2. Students may have up to 165 minutes to complete this PT.**

## **Student Directions**

### **Minimum Wage Argumentative Performance Task**

#### **Task:**

In recent years, the topic surrounding the increase of minimum wage has become a controversial topic in the United States. You are writing an op-ed piece (a piece that expresses the opinions of an author on a given topic) for your local newspaper on whether the minimum wage should be raised or not. As part of your initial research, you have uncovered four sources on minimum wage.

In Part 2, you will write an argumentative essay on a topic related to the sources.

#### **Directions for beginning:**

You will now examine several sources. You can re-examine any of the sources as often as you like.



**Source #1: Here is an article titled “Should the Federal Minimum Wage Be Raised?” by James Sherk.**

Sherk, James. "Should the Federal Minimum Wage Be Raised?" *SHRM*. N.p., 01 Jan. 2001.

No one criticizes the salaries at Google, where the average employee makes more than \$140,000 a year. Yet many complain about what McDonald’s pays. Average wages in the fast-food sector run around \$9 an hour. Many Americans think this makes Google a “good” employer and McDonald’s a “bad” one. They propose fixing this through a minimum-wage hike. They seldom notice how this would hurt McDonald’s workers.

Google employs very skilled and educated workers—usually diligent, motivated self-starters. They come to the job with the skills necessary to succeed. By contrast, McDonald’s employees often lack work experience and the soft skills needed on the job: grit, motivation, reliability and teamwork. Google would not hire them.

McDonald’s teaches its workers how to function on the job, breaking down the work into tasks they can easily perform. This enables them to gain those soft skills. Their time at McDonald’s makes them more employable; most leave shortly for higher-paying jobs. The average McDonald’s employee leaves within a year.

Google does none of these things. The company pays a premium to hire workers who are already highly skilled.

McDonald’s could pay like Google if it transformed its business model. It could replace its cashiers with touch pads and its cooks with mechanized burger cookers. Inventors recently came up with a machine that cooks almost 400 gourmet hamburgers an hour with no human intervention. McDonald’s could install these devices, fire its line workers and hire a few skilled engineers at “good” salaries to keep the machines running. Would such a transformation benefit low-income workers? Or would it deprive them of entry-level job opportunities?

In fact, most Americans started off working within a dollar of the minimum wage. Few stayed there long. Two-thirds of minimum-wage workers earn raises within a year, typically of about 24 percent. Minimum-wage jobs provide a gateway to higher-paying work.

Raising the minimum wage will price less productive workers out of such jobs. Companies pay for productivity. Neither McDonald’s nor Google nor any other firm will pay its employees more than the value they create. Higher minimum wages make it harder for unskilled workers to get started in the job market.

Raising the minimum wage effectively saws off the bottom rung of many minimum-wage career ladders. It prevents such workers from gaining the skills that would qualify them for higher-paying jobs. That hardly helps their prospects.

Higher minimum wages change who companies hire and how they structure their businesses. They do not cause businesses to pay workers more than the value they produce. McDonald’s could operate like Google, but that would hurt the low-income workers minimum-wage advocates want to help.

**Source #2: Here is an article on minimum wage titled “As New York Debates \$15 Minimum Wage, a Bronx Company Makes It a Reality” by Winnie Hu**

Hu, Winnie. "As New York Debates \$15 Minimum Wage, a Bronx Company Makes It a Reality." *The New York Times*. The New York Times, 30 Mar. 2016.

Whether or not New York State’s minimum wage is raised to \$15, Steven Alvarado will still see that increase in his paycheck.

His employer, Nebraskaland, a meat distribution company in the Bronx, has been voluntarily phasing in the higher wage floor. Mr. Alvarado, a shipping receiver, went from earning \$12.50 to \$14 an hour last summer. This July his salary will increase again, to \$15.

“It really makes a big difference,” said Mr. Alvarado, 29, who plans to use the money to buy clothes for his 11-year-old son. “I think everybody needs that extra money.”

As Gov. Andrew M. Cuomo pushes for a \$15 minimum wage in Albany budget negotiations, the experience of one business in the Bronx illustrates the impact that such an increase could have on many companies. When Nebraskaland decided last year to begin raising its minimum wage to \$15 from \$10 an hour, more than half of its 234 employees benefited (the rest were already making more). As a result, the company expects to spend an additional \$350,000 annually on salaries.

Richard Romanoff, the owner of Nebraskaland, says he could afford the wage increases, and believes it is the right thing to do for his employees. He also hoped that it would increase employee morale and help tamp down the turnover among the company’s truck drivers and nighttime “selectors,” men who wear insulated suits to protect against the cold working conditions and spend hours on their feet lifting boxes to put together orders.

“I’d like us to have an environment here where people like to come to work,” Mr. Romanoff said. “How are you going to sugarcoat working in a freezer at night?”

If approved by state lawmakers, Mr. Cuomo’s proposal to increase the statewide minimum wage to \$15, from \$9, could benefit an estimated 2.3 million workers, according to state data. The figure is more than double the federal minimum wage of \$7.25 an hour. Mr. Cuomo, a Democrat, has made it a centerpiece of his agenda and has been touring the state promoting the plan, which would make New York and California the only states in the country poised to make a \$15-an-hour minimum wage mandatory.

The proposal would extend to private sector workers the higher wage already given to government and State University of New York employees through executive actions by the governor in the past year. A state administrative board appointed by Mr. Cuomo also set a \$15 hourly wage for fast-food workers last summer.

“Raising the minimum wage empowers workers with a fair salary, helps them support their families with dignity, and grows the economy for all,” Mr. Cuomo said in a statement. “The staff at Nebraskaland joins fast-food workers as well as state and SUNY employees who experience the transformative impact

of a living wage, and I commend the company for leading by example.”

Supporters of the increase, including leaders in the Democratically controlled Assembly and labor unions, say that it would benefit workers and local economies. Opponents, including many in the Republican-controlled Senate, counter that it would harm many businesses, particularly in struggling communities in upstate New York, and could force them to lay off workers, reduce hours and benefits, raise the prices of their goods and services, and even relocate to another state, or close altogether.

“There’s a big difference between being able to do it because the revenues are there and having it mandated by the state,” said Heather Briccetti, president and chief executive of the Business Council of New York State, a trade association that represents 2,600 employers, including many small businesses with fewer than 100 workers.

She said many employers around the state already paid their employees significantly more than the minimum wage, because market forces dictated higher compensation.

Ms. Briccetti, citing economic studies, said that raising the minimum wage could result in more than 200,000 lost jobs statewide. Instead of an across-the-board wage increase, her group has called on state leaders to focus their efforts on developing a trained work force for fields that involve science, technology, engineering and math, where the demand for better-paying jobs is strong.

In response to such criticisms, the governor’s aides counter that almost every time the state has raised the minimum wage in recent years, there has been a net gain in jobs. For instance, they said, when the minimum wage was raised to \$8.75 from \$8 an hour in December 2014, there was an overall gain of 115,900 private sector jobs in the state from December 2014 to December 2015.

The debate over a \$15 minimum wage has reached Nebraskaland, where workers have argued for and against it on their lunch breaks. When the company announced that it was introducing the higher wage floor, many new employees were elated, but many veterans were not.

“I was a little bit upset because I think they should have worked a little bit more time like I did,” said Luis Quiles, 40, who started at \$10 an hour as a forklift driver in 2001. Today, he earns \$19 an hour, as a shipping receiver. He added, “I opened the doors for them.”

Still, Mr. Quiles, who has two teenage sons, said he had come to support the \$15 minimum wage for both his company and the rest of the state because it would give his sons a better start than he had. “If it benefits them, it benefits me, because they’re going to be helping me with the bills,” he said.

Mr. Romanoff said that because of resistance from some employees, the company had decided to phase in the wage increase. Workers who already earned \$15 an hour or more received their regular annual raises, but did not receive any additional bonuses.

Mr. Romanoff, who got his start dealing in oxtails, beef livers, cow’s feet and other cheap meat parts that no one else wanted, rings up more than \$450 million a year, in sales to supermarkets, stores and wholesale companies in eight states. The company is based in a 100,000-square-foot warehouse in Hunts Point, where animal heads are mounted on the walls and nearly every aspect of the operation has been computerized to improve efficiency while moving an average of two million pounds of meat a day.

Since new workers have to be trained to use the technology, retention of employees is important; the company loses time and money when they leave, Mr. Romanoff said. He has taken other steps to show his employees that they are appreciated, he said, including providing generous health and retirement benefits, annual raises, clean bathrooms, and free turkeys and pork shoulders at Christmas.

The wage increase, at least so far, has not had a measurable impact on retention for the company's hardest-to-fill jobs. In the first quarter of this year, 35 people, including 16 night selectors and 11 drivers, left the company, up from 27 during the same period last year.

Alissa Marcus, Nebraskaland's human resources manager, attributed the higher turnover, in part, to more people being fired for safety violations and other infractions.

In addition, she said, the wage increase has helped attract more potential employees, some of whom earned \$2 to \$3 less per hour doing the same job elsewhere. Last year, she had so few applicants for night selectors that she had to recruit at job fairs and hand out fliers in the community. This year, she has 48 applicants for six open positions.

Mr. Romanoff said he had no regrets about raising the minimum wage at his company, but stopped short of saying there should be an increase statewide.

"For me it's good, but I'm in no position to judge other companies," he said. "I know people who are happy to have a job for \$10 an hour."

Source #3: Here is an infographic provided by the Economic Policy Institute.

# Who benefits from a higher minimum wage?

**WHAT PEOPLE THINK**

- Teenager
- Works part time after school
- Lives with parents
- Earning extra spending money

**THE REALITY**

- Average age: **36 years old**
- 89% are not teens**, they're 20 or older
- 37% are **40 or older**
- 56% are **women**
- 28% have children**
- 57% work **full time**
- On average, they earn **more than half** of their family's total income

Statistics describe civilian workers, ages 16+, that would be affected by an increase in the federal minimum wage to \$12.00 by 2020. The median age of affected workers is 32 years old.

ECONOMIC POLICY INSTITUTE

[go.epi.org/raisethewage](http://go.epi.org/raisethewage)

Source #4: Here is a political cartoon on minimum wage by artist Ralph Hagen.



## Part 2: The Performance Task

### Student Directions

#### Minimum Wage Argumentative Performance Task

You will review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment below and the information about how your writing will be scored; then begin your work.

#### Your assignment:

Your journalism club has decided to shed light on the recent debate over minimum wage. You are writing an article on this topic for your local newspaper's op-ed column.

Your assignment is to use the research sources to write a multi-paragraph argumentative essay arguing whether or not minimum wage should be increased. Using more than one source, make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.

#### Argumentative Essay Scoring:

Your argumentative essay will be scored on the following:

1. **Organization/purpose:** How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
2. **Evidence/Elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

**Part 1: Read, analyze, annotate texts, and plan your writing. Go to the last page for Part 2. Students may have up to 165 minutes to complete this PT.**

## **Student Directions**

### **Teen Drivers Argumentative Performance Task**

#### **Task:**

In recent years, the topic surrounding teen drivers has become a controversial topic in the United States. Your local magazine is having an essay writing contest where contestants are to present written arguments in favor of a solution or solutions to lessen the risky behavior of teen drivers. You have decided to enter this contest. As part of your initial research, you have uncovered six sources on teen drivers.

In Part 2, you will write an argumentative essay on a topic related to the sources.

#### **Directions for beginning:**

You will now examine several sources. You can re-examine any of the sources as often as you like.



**Source #1: Here is an article titled “Brain Development Science Sheds Light on Teen Driving” by Dr. Laurence Steinberg.**

Steinberg, Laurence. "Brain Development Science Sheds Light on Teen Driving - AutoObserver." *AutoObserver Brain Development Science Sheds Light on Teen Driving*.

In 2010, I chaired the National Academies Committee on the Science of Adolescence, and the main focus of our work was on adolescent risk taking. Not surprisingly, we spent a good deal of time talking about reckless driving, and how to prevent it.

Most people are well aware automobile crashes are the leading cause of death and disability for adolescents. But there are many misconceptions about why adolescent drivers have proportionately more crashes than adults. They are, of course, less experienced, but this is not the whole story, because even when drivers of similar experience are compared, teenagers still have more crashes than adults. Nor is drinking the explanation – in fact, alcohol accounts for a far smaller proportion of car accidents among adolescents than among older drivers. What studies show is reckless driving — driving too fast, driving while distracted, failing to take into account the dangers associated with driving in bad conditions, and the like — is by and large the main contributor to teen automobile crashes.

The conventional answer to this problem has been driver education – coursework designed to familiarize adolescents with the rules of the road and the principles of safe driving. But experts now agree education alone may not solve the problem. In the case of reckless driving, as with many other forms of risk-taking, teens usually know they are driving in a way that is potentially dangerous. (In fact, many define “safe driving” as being able to drive recklessly without having an accident!) I’ve spoken to many parents who tell stories of how their teen willingly drove 100 miles an hour just to see what it felt like, or tried to take a curve at breakneck speed, just to see if he could do it. Why would someone knowingly drive in a way that contradicts everything he or she has been taught about driver safety?

In recent years, scientists have increasingly turned to the study of adolescent brain development for answers. Before the development of brain-imaging technology, scientists could only speculate about the workings of the adolescent brain. Now, however, using the same scanners that identify torn ligaments and tumors, researchers are able to see inside adolescents’ brains and watch what happens when they think. We now know that, other than the first three years of life, no period of development is characterized by more-dramatic brain changes than adolescence. The specific nature of these changes helps explain why adolescents may be especially inclined toward risky behavior.

The area in the very front of the brain (the prefrontal cortex, which sits behind your forehead and between your temples) is the brain’s CEO. It is active when we are thinking complicated thoughts — weighing alternatives, calculating risks and rewards, constructing a plan, making complex decisions. And this is where some of the most important brain changes take place during adolescence. By the end of adolescence, brain activity in the prefrontal cortex is more efficient, and communication between it and other parts of the brain — especially those related to the way we experience and perceive emotions, rewards, and threats — is better. The maturation of the prefrontal cortex results in improvements in skills such as logical reasoning, planning ahead, and thinking about several different things at once. Although these improvements don’t occur overnight, there are noticeable changes in the way adolescents think. Compared with preadolescents, adolescents’ brains work better and faster.

Brain maturation doesn't end in adolescence, though. Imaging studies show the brain is still maturing well into the mid-20s, especially in regions responsible for regulating emotions, controlling impulses, and balancing risk and reward. Psychologists draw a distinction between "cold" cognition (when we are thinking about something that doesn't have much emotional content, such as how to solve an algebra problem) and "hot" cognition (when we are thinking about something that can make us feel exuberant or excited, angry or depressed, such as whether to go joyriding with friends or throw a punch at someone who insulted a girlfriend). The systems of the brain responsible for cold cognition are mature by age 16. But the systems that control hot cognition aren't — they are still developing well into the 20s. That's why the teen who gets straight A's in school can also do such inane things when out with buddies — like drive in ways he or she knows are dangerous.

A chemical in the brain called dopamine is responsible for the feeling of pleasure. When something enjoyable happens, we experience what some scientists have called a "dopamine squirt," which leads to the sensation of pleasure. It makes us want whatever elicited the squirt, because the feeling of pleasure it produces is so strong.

We now know there is a rapid increase in dopamine activity in early adolescence — in fact, there is more dopamine activity in the brain's reward center in early adolescence than at any other time of life. Because things feel especially pleasurable during early adolescence, young adolescents go out of their way to seek rewarding experiences. At all ages we seek out things that make us feel good, of course. But the push to do this is much more intense in early adolescence than before or after.

The urge to seek out rewarding and pleasurable experiences is a mixed blessing. On the plus side, it's part of what makes it so much fun to be a teenager. But sometimes this drive is so intense adolescents can exhibit a sort of reward "tunnel vision." They are so driven to seek pleasure they may not pay attention to the associated risks. To a teenager, the anticipation of driving fast can feel so good that thoughts about a speeding ticket (or worse) don't even make it onto the radar.

This combination of advanced (but not yet mature) reasoning and heightened sensation seeking explains why otherwise-intelligent adolescents often do things that are surprisingly foolish (like driving 100 miles an hour just to see what it feels like). More important, the fact that teens' ability to control impulses is immature just when interest in sensation seeking is stronger than ever makes them vulnerable to making mistakes.

Graduated driving laws have been successful in part because they prevent teen drivers from putting themselves in situations that exacerbate their vulnerability to risk taking. In our own research, we have found the mere presence of friends elevates risky decision-making among teenagers, but has no such impact on adults. We have shown this effect is due to the impact friends have on the adolescent brain's reward system. When friends are around, this system is more easily aroused, and teens then pay more attention to the potential rewards of a risky decision than to the potential costs. This helps explain why rates of automobile crashes among teen drivers are so much higher when they have passengers than when they are driving alone. And it reaffirms how important it is for adults and their adolescent to have an ongoing conversation about the importance of putting the brakes on thrill-seeking when he or she is behind the wheel. Tell them to save that for roller coasters.

**Laurence Steinberg is the Distinguished University Professor of Psychology at Temple University and the author of *You and Your Adolescent: The Essential Guide for Ages 10-25*.**

**Source #2: Here is an article titled “Distraction and Teen Crashes: Even Worse than We Thought” from the AAA NewsRoom website.**

"Distraction and Teen Crashes: Even Worse than We Thought | AAA NewsRoom." *AAA NewsRoom*. N.p., 25 Mar. 2015.

The most comprehensive research ever conducted into crash videos of teen drivers has found significant evidence that distracted driving is likely much more serious a problem than previously known, according to the AAA (American Automobile Association) Foundation for Traffic Safety. The unprecedented video analysis finds that distraction was a factor in nearly 6 out of 10 moderate-to-severe teen crashes, which is four times as many as official estimates based on police reports.

Researchers analyzed the six seconds leading up to a crash in nearly 1,700 videos of teen drivers taken from in-vehicle event recorders. The results showed that distraction was a factor in 58 percent of all crashes studied, including 89 percent of road-departure crashes and 76 percent of rear-end crashes. NHTSA previously has estimated that distraction is a factor in only 14 percent of all teen driver crashes.

“Access to crash videos has allowed us to better understand the moments leading up to a vehicle impact in a way that was previously impossible,” said Peter Kissinger, President and CEO of the AAA Foundation for Traffic Safety. “The in-depth analysis provides indisputable evidence that teen drivers are distracted in a much greater percentage of crashes than we previously realized.”

The most common forms of distraction leading up to a crash by a teen driver included:

- Interacting with one or more passengers: 15 percent of crashes
- Cell phone use: 12 percent of crashes
- Looking at something in the vehicle: 10 percent of crashes
- Looking at something outside the vehicle: 9 percent of crashes
- Singing/moving to music: 8 percent of crashes
- Grooming: 6 percent of crashes
- Reaching for an object: 6 percent of crashes

“It is troubling that passengers and cell phones were the most common forms of distraction given that these factors can increase crash risks for teen drivers,” said AAA CEO Bob Darbelnet. “The situation is made worse by the fact that young drivers have spent less time behind the wheel and cannot draw upon their previous experience to manage unsafe conditions.”

Researchers found that drivers manipulating their cell phone (includes calling, texting or other uses), had their eyes off the road for an average of 4.1 out of the final six seconds leading up to a crash. The researchers also measured reaction times in rear-end crashes and found that teen drivers using a cell phone failed to react more than half of the time before the impact, meaning they crashed without braking or steering.

“This study shows how important it is for states to review their graduated driver licensing and distracted driving laws to ensure they provide as much protection as possible for teens,” continued Darbelnet. “AAA recommends that state laws prohibit cell phone use by teen drivers and restrict passengers to one non-family member for the first six months of driving.”

Graduated driver licensing (GDL) laws allow new drivers to gain practical experience in a relatively safe environment by restricting their exposure to risky situations. Thirty-three states have laws that prevent cell phone use for teens and 18 states have passenger restrictions meeting AAA’s recommendations.

Parents play a critical role in preventing distracted driving. AAA recommends that parents teach teens about the dangers of cell phone use and restrict passengers during the learning-to-drive process. Before parents begin practice driving with teens, they should create a parent-teen driving agreement that includes strict ground rules related to distraction. AAA offers a comprehensive driver education program, where teens can learn specifically how using a cell phone affects driving abilities and increases their crash risk. For more information, visit [TeenDriving.AAA.com](http://TeenDriving.AAA.com).

Teens have the highest crash rate of any group in the United States. About 963,000 drivers age 16-19 were involved in police-reported crashes in 2013, which is the most recent year of available data. These crashes resulted in 383,000 injuries and 2,865 deaths.

**Source #3: Here is an article titled “Training — not age — the key to making teens great drivers” by Kate Willette.**

Willette, Kate. "Training — Not Age — the Key to Making Teens Great Drivers." *The Seattle Times*. N.p., 23 Sept. 2008.

The Insurance Institute for Highway Safety has issued a report calling on states to raise the minimum driving age to 17 or 18. While I share the IIHS’s concern over the staggering number of 16-year-olds — as well as 17-, 18- and 19-years-olds — who are injured or killed in car collisions every year, I disagree that the problem is age.

With up-to-date driver training, more hours of careful behind-the-wheel practice and effective parental involvement and role modeling, 16-year-olds can be excellent drivers.

Many of us remember drivers ed as a combination of tedious classes, outdated films and unnerving behind-the-wheel sessions. The instructors were usually our shop teachers, our coaches or whoever could be talked into doing the job.

We learned the shapes and colors of road signs; we learned how to brake without making everything fall off the dashboard; we learned the skills we needed to pass the road test and get a license.

But we weren’t taught to master the complex, demanding skills that a life of collision-free driving requires. We certainly weren’t challenged to think very hard about how we would handle peer pressure or avoid common risks.

The basic structure and content of drivers education in the United States has not changed since it was first developed in the Eisenhower administration, so it’s no surprise that the rate of teen-driving fatalities has not decreased since then. Our roads are much more complex today than they were 50 years ago. We’re preparing 21st-century teens to drive in a mid-20th-century world.

It’s not that age — more precisely, inexperience — doesn’t play a role in the number of 16-year-olds involved in collisions. But effective training and parent involvement can greatly reduce those statistics. Parents generally are very lenient in the first few months when it comes to placing restrictions on their teen’s driving. Ninety percent of parents allow their new teen driver to drive in the dark. Seventy-seven percent allow their teen to drive with friends in the car.

Yet, according to a 2002 A. James McKnight study referenced in the *Journal of Accident Analysis and Prevention*, driving in the dark and driving with friends are two of the top four behavioral and environmental factors contributing to teen crashes. The other two are distractions and weather.

Well-intentioned parents place some restrictions on their teen’s driving but not necessarily the ones that will keep their teen safe. Parents have misconceptions about what the real risk factors are.

A 2005 study conducted by the Allstate Foundation found that parents believe the top risk to be impairment due to alcohol or drugs. The McKnight study, however, found that the No. 1 contributing factor in teen car collisions — almost a quarter of them — is distractions: talking on a cellphone, texting, eating, changing the radio station and all the other activities teens engage in when they should be focused on driving.

Impairment due to alcohol and drugs was the No. 1 contributor in only 2.4 percent of car collisions involving 16-year-old drivers.

I recently attended a driving class. The teacher asked the students to respond in writing to this statement:

“There is no point in trying to teach responsibility to young drivers; they lack the judgment and experience to make good decisions.”

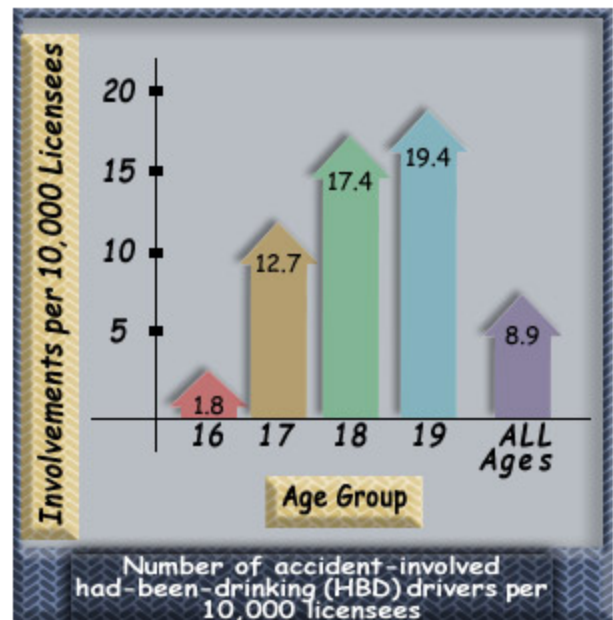
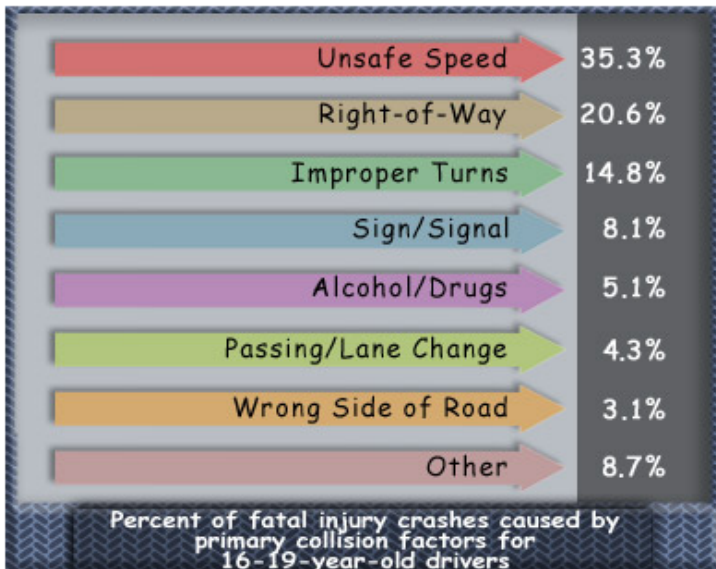
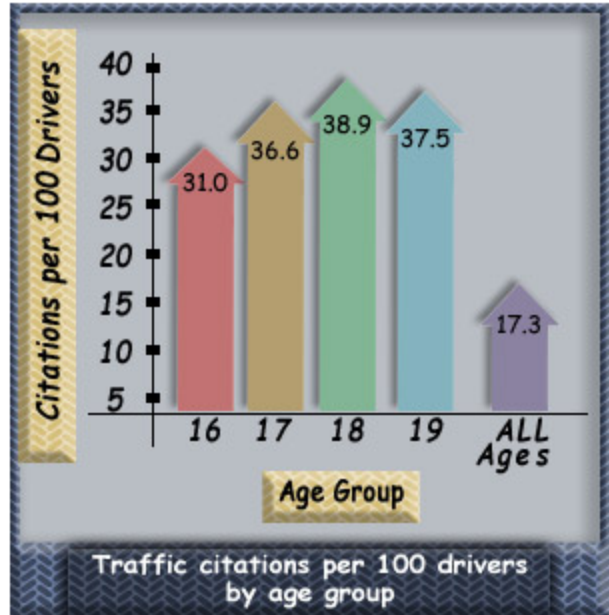
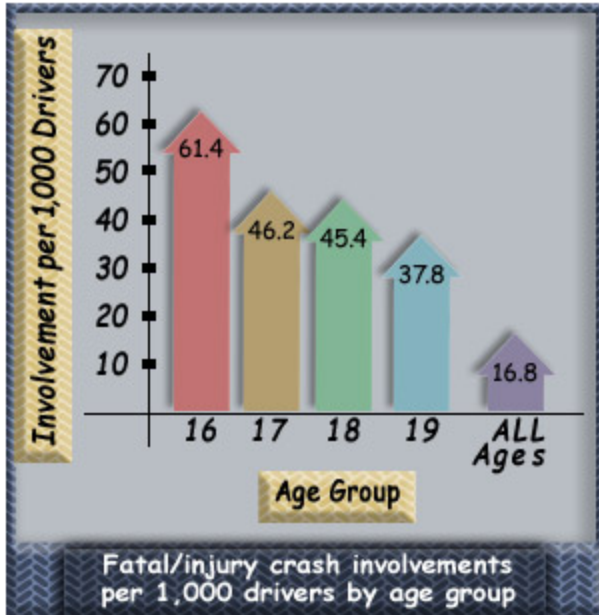
Here’s a sampling of the teens’ answers:

- “If adults put time into helping kids drive rather than ranting about them, then kids would learn how to make good decisions and drive well.”
- “They are stereotyping all kids into one group.”
- “Young drivers, nervous and new to driving, probably feel more responsible than people who drive every day.”
- “Adult drivers feel they can have coffee and talk on the phone while driving.”
- “Adults assume we lack the ability to make good decisions and, therefore, don’t teach us the important things required to make good decisions.”

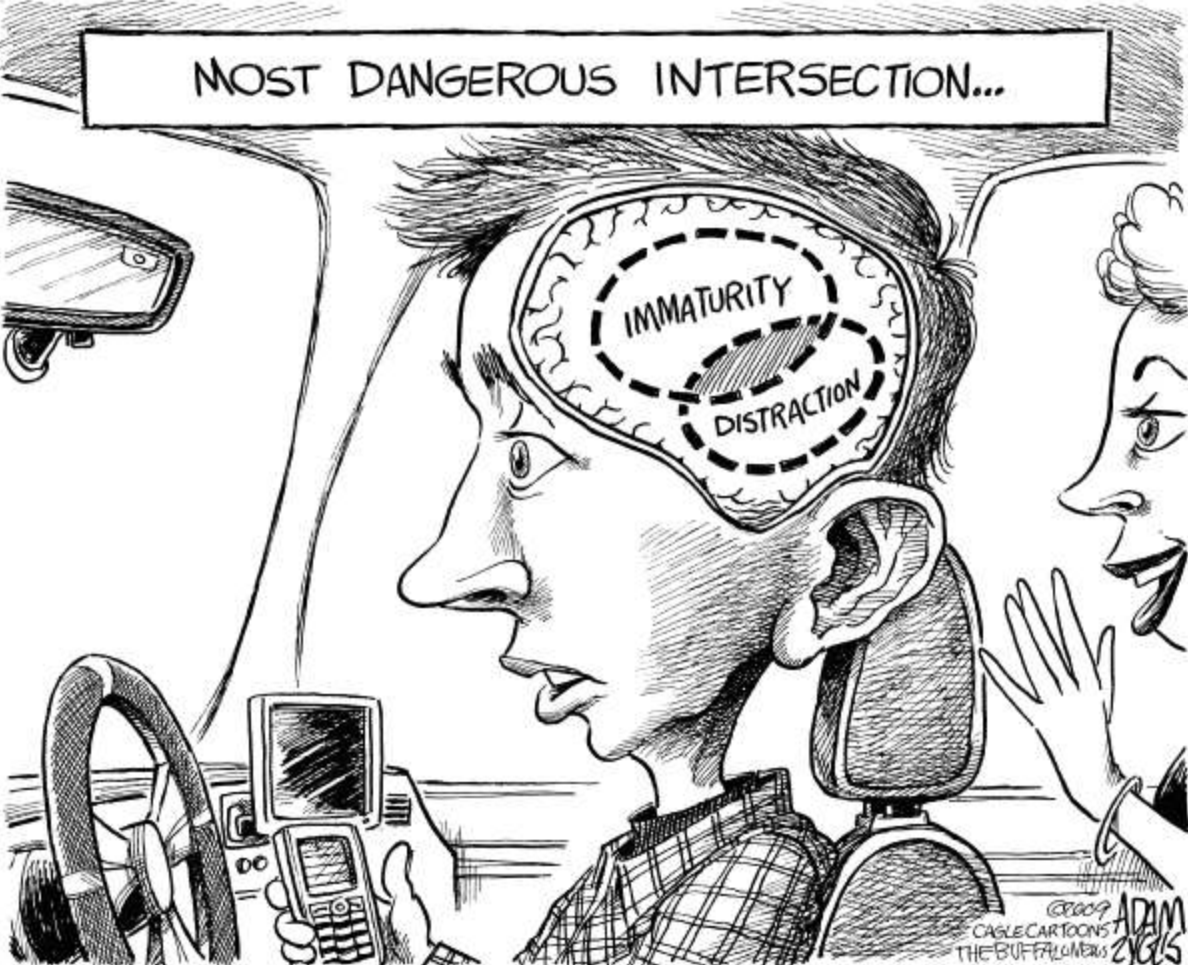
I spent a good part of a recent Tuesday listening to talk-show hosts and callers discuss the pros and cons of raising the minimum driving age to 17 or 18. People repeated over and over that 16-year-olds just aren’t mature enough to be trusted on our roads. I wish I had heard more comments suggesting that we take a closer look at what we can do to better train our new teen drivers.

In the classroom, it was clear to me that the answer to the question of how to keep teens safe is not to raise the driving age but to take the time to inspire and to train them to be great drivers.

Source #4: Here are teen driver crash statistics provided by the California Department of Motor Vehicles (DMV).



Source #5: Here is a cartoon on teen driving by artist Adam Zyglis.





Source #6: Here is an infographic on teens and distracted driving released by AAA (American Automobile Association).



## Part 2: The Performance Task

### Student Directions

#### Driving Age Argumentative Performance Task

You will now review your notes and sources, plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

#### Your Assignment:

Your local magazine is having an essay writing contest where contestants are to present written arguments regarding the specific behaviors and reasons that make teen drivers at risk. You have decided to enter this contest and write an argument on this subject.

Your assignment is to use the research sources to write a multi-paragraph essay in which you present an argument in favor of a solution or solutions to lessen the risky behavior of teen drivers. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.

#### Argumentative Essay Scoring:

Your argumentative essay will be scored using the following:

**Organization/Purpose:** How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?

**Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference that sources you used by title or number?

**Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Appendix L

Club List

## 2016-17 Club List

<u>Club Name</u>	<u>Advisor</u>	<u>Room</u>
A Novel Idea	Mrs. Itaya	503
American Mathematics Competition	Mrs. Rivas	829
Anime Club	Mr. Minkus	801
Asian Culture Club	Ms. Blok	501
Biology Club	Ms. Feeder	205
Breast Cancer Awareness	Mr. Broers	828
California Scholarship Federation	Ms. Henry	505
Circle of Friends	Mrs. Johnson	817
Comedy Club	Mr. Limon	927
Community Outreach	Mrs. Forbes	605
Computer Science Club	Mr. Ostrove	830
Direct Effect	Mr. Hayes	619
Dungeons & Dragons Club	Ms. Grimes	101
Echo Music	Mrs. Feeder	205
English Department	Mr. Limon	927
Equity Club	Mr. Whalen	522
Equestrian Team	Mrs. Valentine	103
Fellowship of Christian Athletes	Mr. Hayes	924
Find & Follow	Mr. Cuyler	615
Foreign Language Club	Mrs. Langdon	934
Furry Friends	Mrs. Forbes	605
Future Business Leaders of America	Mr. Mifflin	510
Generations	Mrs. Kalmer	204
Help the Homeless	Mr. Albert	704/ASB
High School Democrats of America	Mr. Marcucilli	807
Hiking Club	Mrs. Itaya	503
Humanities Club	Mr. Marcucilli	807
Injustices of our Justice System	Mr. Gilkey	815
Junior State of America	Mr. Hayes	619
Key Club	Mrs. Komen	517
Kindness Club	Mrs. Villalvazo	937
Kpop Club	Mrs. Villalvazo	937
Medical Science Academy	Mr. Monteleone	705
Miles for Charity	Mr. Gilkey	512
Model United Nations	Ms. Blok	501
National Art Honor Society	Mrs. Pharis	104
National Honor Society	Mr. Ostrove	830

<u>Club Name</u>	<u>Advisor</u>	<u>Room</u>
Open Mic Club	Mr. McKee	516
Pencils of Promise VHS	Mrs. Monteleone	808
Politiclub	Mrs. Feeder	205
Project Linus	Mrs. Monteleone	808
Rocket Club	Mrs. Kalmer	204
Sandwich Islands Recycling Club	Mr. Truex	816
Smash Club	Mr. Spann	818
Spikeball Club	Mrs. Ferry	Counseling
STEMs Club	Mrs. Duran	207
Student Counselors	Mrs. Desso	206
Student Task Force	Mrs. Langdon	934
Tennis and Game Club	Ms. Kellogg	717
Tesoro Tutors	Mrs. Itaya	503
The Humanitarian Network	Mr. McKee	516
UNICEF	Mr. McKee	516
Valencia Paintball Club	Mr. King	826
VHS Surf Club	Mrs. Burrill	810
VHS Vikings Water Safety	Mr. Bechtholdt	923
VHS Water Project	Mr. Zamoski	925
VIBES	Ms. Blok	501
Viking Nation	Mr. Albert	ASB/704
WAGS	Mrs. Itaya	503

Appendix M

## ROP Course Schedule

# PATHWAY to my FUTURE



Career & College Readiness

*Spring Classes meet January 17 through May 19, 2017*

## William S. Hart Union High School District Career & College Readiness After School Schedule of Classes

### 9th Grade Exploratory: (one semester courses)

Animal Science Careers, Exploring – Hybrid Online  
Education Careers, Exploring – Hybrid Online  
Fire Science Careers, Exploring – Hybrid Online  
Health Science Careers, Exploring – Hybrid Online  
Information Technology Essentials  
Law & Government Careers, Exploring - Hybrid Online  
Travel, Tourism, & Hospitality Careers, Exploring – Hybrid Online

## AGRICULTURE & NATURAL RESOURCES

### **\*Animal Science Careers, Exploring 9885**

9<sup>th</sup> E/O T 5:30-8:30 p.m. H. Hull Hybrid Online & Hart HS (K1)

**Veterinary Science A/B 10154/10155** *Pre-req: Exploring Animal Science Careers (Can be waived for 11<sup>th</sup>/12<sup>th</sup>)*

10<sup>th</sup>-12<sup>th</sup> M/W 4:30-7:30 p.m. C. Squires Hart HS (K1)

## ARTS, MEDIA, & ENTERTAINMENT

### **\*Entertainment/Performance Occupations A/B 10104/10105**

10<sup>th</sup>-12<sup>th</sup> M/W 3:45-8:45 p.m. J. Moskal Valencia HS (615)

**\*Film/Broadcast Production Practicum A/B 9887/9888** *Pre-req: Two years of any combination of Video Production, Movie Making, TV Production, enrollment in the career pathway, and teacher recommendation.*

12<sup>th</sup> T/TH 4:00-6:00 p.m. W. Williams Saugus (D5) + Local Studios

**\*Photography IIA/B 10148/10149 (G)** *Pre-req: Photography IA/B, can be waived with instructor approval*

10<sup>th</sup>-12<sup>th</sup> M/Th 6:00-9:00 p.m. A. Balena Golden Valley HS (604)

**\*Performing Artist A/B 10113/10114** *Pre-req: Entertainment/Performance Occs A/B*

11<sup>th</sup>-12<sup>th</sup> M/W 3:45-8:45 p.m. J. Moskal Valencia HS (615)

## BUILDING & CONSTRUCTION TRADES

**\*Building Design & Construction A/B 10100/10101** *Priority to students who have taken Woodworking*

11<sup>th</sup>-12<sup>th</sup> T/TH 4:00-7:00 p.m. W. Durand Saugus HS (D1)

## EDUCATION, CHILD DEVELOPMENT & FAMILY SERVICES

### **\*Education Careers, Exploring 9892**

9<sup>th</sup> E/O T 4:30-6:30 p.m. C. Moore Hybrid Online & GVHS (405)

**Education, Foundations in A/B 9889/9890 (G)** *Pre-req: Exploring Education Careers, can be waived for 10<sup>th</sup>, 11<sup>th</sup> & 12<sup>th</sup>*

10<sup>th</sup>-12<sup>th</sup> E/O TH 3:30-5:30 p.m. L. Rios Hybrid Online & GVHS (405)

COURSE DESCRIPTIONS ARE AVAILABLE AT [WWW.PATHWAYTOMYFUTURE.ORG](http://WWW.PATHWAYTOMYFUTURE.ORG)

\*Open to new enrollments Spring 2017

Updated 01/10/17

## ENGINEERING & ARCHITECTURE

### Engineering Design A/B, Intro to 10140/10141 (G)

9 <sup>th</sup> -12 <sup>th</sup>	M/W	4:00-7:00 p.m.	T. Mataya	Saugus HS (D3)
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## FASHION & INTERIOR DESIGN

### Cosmetology 9777 *(Application deadline for Spring 2017 is 11/1/16. Limited Spaces Available. See your CCR Specialist for Info & Application)*

11 <sup>th</sup>	M-S	1:00-5:00 p.m.	Staff	Newberry School of Beauty, Granada Hills
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## HEALTH SCIENCE & MEDICAL TECHNOLOGY

### Body Systems & Disorders A/B 10142/10143 (G) *Pre-req: Exploring Health Science Careers (Can be waived for 11th/12th)*

10 <sup>th</sup> -12 <sup>th</sup>	E/O M	4:30-6:30 p.m.	Upshaw/Tresler	Hybrid Online & CHS (G101)
10 <sup>th</sup> -12 <sup>th</sup>	E/O M	6:30-8:30 p.m.	Upshaw/Tresler	Hybrid Online & CHS (G101)
10 <sup>th</sup> -12 <sup>th</sup>	E/O W	4:30-6:30 p.m.	D. Gray	Hybrid Online & GVHS (205)
10 <sup>th</sup> -12 <sup>th</sup>	E/O M	6:30-8:30 p.m.	K. Villalovos	Hybrid Online & WRHS (513)

### Dental Assistant A/B 9661 *Pre-req: Body Systems & Disorders (Can be waived for 11th/12th, priority for pre-req)*

11 <sup>th</sup> -12 <sup>th</sup>	M/T/W/Th	2:00-5:30 p.m.	P. English	CHS (G102) + Local Dental Offices
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### \*Health Science Careers, Exploring 9886

9 <sup>th</sup>	E/O T	6:30-8:30 p.m.	D. Gray	Hybrid Online & CHS (G102)
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### Medical Assistant A/B 9883/9884 *Pre-req: Body Systems & Disorders*

12 <sup>th</sup>	M/W	5:30-8:30 p.m (M)	D. Pine	Canyon HS (G102)
		4:30-7:30 p.m (W)	D. Pine	Canyon HS (G101)
12 <sup>th</sup>	T/Th	4:30-7:30 p.m.	D. Pine	Canyon HS (G101)

### Sports Medicine, Adv. A/B 10129/10130 *Pre-req: One year Health Science Pathway coursework in Sports Medicine with a "B" or better and enrollment in the career pathway*

11 <sup>th</sup> -12 <sup>th</sup>	M+WBL	3:30-6:30 p.m.	J. Monteleone	Valencia HS (707)
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### \*Pharmacy B, Intro to 9893/9894 *Pre-req: Introduction to Pharmacy A*

11 <sup>th</sup> -12 <sup>th</sup>	M/W	4:00-7:00 p.m.	R. Reynolds	Valencia HS (509)
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### Sports Medicine Practicum A/B 9902/9903 *Pre-req: Body Systems & Disorders Two years Health Science Pathway coursework in Sports Medicine with a "B" or better, enrollment in the career pathway, and teacher recommendation.*

11 <sup>th</sup> -12 <sup>th</sup>	W + WBL	3:30-6:30 p.m.	J. Monteleone	Valencia HS (707)
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## HOSPITALITY, TOURISM & RECREATION

### Culinary Arts, Beg/Adv 9841/9843

11 <sup>th</sup> -12 <sup>th</sup>	T/TH	3:30-6:30 p.m.	M. McClintock	West Ranch HS (602)
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### \*Culinary Arts Practicum 9925/10126 *Pre req: Successful completion of Culinary Arts Beg/Adv, and teacher recommendation.*

11 <sup>th</sup> -12 <sup>th</sup>	T/TH	3:30-6:30 p.m.	M. McClintock	West Ranch HS (602)
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### \*Hotel/Restaurant Operations 9741 *Students must be 17 by 5<sup>th</sup> week*

11 <sup>th</sup> -12 <sup>th</sup>	M, W, TH + OJT	3:30-6:00 p.m.	S. Nevius	Hart HS (Q6) + Local Business
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### \*Travel, Tourism & Hospitality Careers, Exploring

9 <sup>th</sup>	M	5:00-7:00 p.m.	C. Moore	Hybrid Online & Hart HS (Q7)
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## INFORMATION & COMMUNICATION TECHNOLOGIES

### \*Information Technology Essentials 10125

9th	E/OT	4:00-7:00 p.m.	J. Ostrove	Hybrid Online & VHS (830)
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## MARKETING, SALES & SERVICES

### \*Design & Marketing A/B 10102/10103 (G)

11 <sup>th</sup> -12 <sup>th</sup>	T/Th	6:30-9:30 p.m.	S. O'Brien	Golden Valley (603)
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### \*Entrepreneurship I A/B (Virtual Enterprise I) 10117/10118 (G)

10 <sup>th</sup> -12 <sup>th</sup>	T/TH	3:30-6:30 p.m.	S. O'Brien	Golden Valley HS (604/603)
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### \*Entrepreneurship II A/B (Virtual Enterprise II) 10119/10120 (G) *Pre-req: Entrepreneurship IA/B*

11 <sup>th</sup> -12 <sup>th</sup>	T/TH	3:30- 6:30 p.m.	S. O'Brien	Golden Valley HS (604/603)
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### Project Management A/B 9897/9898 *Pre-req: Entrepreneurship II A/B (can be waived for 11th/12th, priority for pre-req*

11 <sup>th</sup> -12 <sup>th</sup>	M/W	3:30-6:30 p.m.	S. O'Brien	Golden Valley HS (604/603)
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## PUBLIC SERVICES

### Criminal Justice A/B 10138/10139 (G) *Pre-req: English 9 & Exploring Law & Government Careers (Exploring course can be waived for 11th/12th, priority for pre-req)*

10 <sup>th</sup> -12 <sup>th</sup>	E/O M	5:30-7:30 p.m.	Templeton	Hybrid Online & VHS (519)
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10 <sup>th</sup> -12 <sup>th</sup>	E/O W	6:00-8:00 p.m.	G. Martinez	Hybrid Online & WRHS (423)
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### Emergency Medical Responder A/B 9877/9878 *Pre-req: Medical Assisting, Sports Medicine, Physical Therapy, Dental Assisting, or Advanced Fire Academy (Can be waived for 11th/12th, priority for pre-req or BS&D)*

11 <sup>th</sup> -12 <sup>th</sup>	T	3:30-6:30 p.m.	M. Diaz	Hybrid Online & GVHS (603)
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### Fire Academy, Beg/Adv 9792/9794 *Pre-req: Exploring Fire Science Careers, can be waived with instructor approval*

11 <sup>th</sup> -12 <sup>th</sup>	SAT	8:00 a.m. - 4:00 p.m.	Chavez/Solis	Hybrid Online & GVHS (603)
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### \*Fire Science Careers, Exploring 10106

9 <sup>th</sup> -12 <sup>th</sup>	SAT	8:00 a.m. - 12:00 p.m.	Chavez/Solis	Hybrid Online & GVHS (603)
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### \*Forensics & Crime Scene Investigations A/B 10146/10147 *Pre-Req: Criminal Justice A/B (Can be waived for 11th/12th, priority for pre-req)*

11 <sup>th</sup> -12 <sup>th</sup>	M/T	3:30-6:30 p.m.	M. Hershey	West Ranch HS (308)
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### \*Forensics Practicum A/B 10121/10122 *Pre-Req: Successful completion of Forensics & Crime Scene Investigations A/B and teacher recommendation.*

11 <sup>th</sup> -12 <sup>th</sup>	M/T	3:30-6:30 p.m.	M. Hershey	West Ranch HS (308)
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### \*Law & Government Careers, Exploring 9891

9th	E/O W	4:00-7:00 p.m.	M. Waldman	Hybrid Online & WRHS (423)
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### \*Sheriff Explorer, Law Academy Beg/Adv 9783/9842 *Pre-req: Exploring Law & Government Careers (Can be waived for 11th/12th)*

11 <sup>th</sup> -12 <sup>th</sup>	SAT	6:00 a.m. - 4:00 p.m.	Melville/Thompson	COC (X-12)
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## TRANSPORTATION

### \*Automotive Electrical Systems 9872 *Pre-req: at least one year previous training or instructor's permission*

11 <sup>th</sup> -12 <sup>th</sup>	M/T/W/TH	3:30-7:00 p.m. (M/W) 3:30-5:30 p.m. (T/TH)	P. Ciccone	Canyon HS (V2)
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**Industry Recognized Certification and /or Licensure:**

- Automotive ASE NATEF Certification (in development)
- Certified Medical Assistant National Certification Preparation
- Cosmetology Licensure
- Dental Assistant - Dental Radiology Certificate, Infection Control Certificate
- Engineering and Advanced Technology Certification in Computer-Aided Design (CAD)
- Paralegal Certificate (in development)
- Pharmacy Technician National Certification/State Licensure Preparation
- Certified Associate in Project Management (CAPM)
- ServeSafe Food Handler

*To register contact the CCR Specialist at your school site:*

<b>Bowman HS</b> <i>Lisa James</i> 253-4400 ljames@ hartdistrict.org	<b>Canyon HS</b> <i>Linda Garcia</i> 251-0072 lgarcia@ hartdistrict.org	<b>Golden Valley HS</b> <i>Holli Kalaleh</i> 250-8101 hkalaleh@ hartdistrict.org	<b>Hart HS</b> <i>Donna Washington</i> 254-4064 dWASHINGTON@ hartdistrict.org	<b>Saugus HS</b> <i>Kari Dahlquist</i> 296-8600 kdahlquist@ hartdistrict.org	<b>Valencia HS</b> <i>Tina Olinger</i> 257-8550 tolinger@ hartdistrict.org	<b>West Ranch HS</b> <i>Pat Oakley</i> 222-1239 poakley@ hartdistrict.org
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