

Valor Academy High
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	9356 Lemona Ave. North Hills, CA , 91343-3416	Principal:	Jennifer Anaya Sanchez, Principal
Phone:	(818) 934-8910	Grade Span:	9-12

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Jennifer Anaya Sanchez, Principal

Principal, Valor Academy High

As a school, Valor Academy High School is committed to creating a supportive and inclusive school environment with high academic expectations for all scholars that will help them reach high levels of success. It is our goal as a school community to ensure that we are preparing our scholars to find joy and fulfillment in higher education, career, and life.

At VAHS, we also emphasize a vibrant school culture that will ensure that our scholars internalize the importance of being leaders who pursue excellence through integrity, justice, and community. These values will help our scholars develop a strong love for learning, as well as become critical thinkers who can connect learning to their life experiences.

Simply said, we are here to make a difference. Scholars, parents, and staff are vital partners in our success at Valor Academy High School. Together, we will uphold tradition and academic excellence that will allow every Valor scholar to thrive in higher education and life beyond.

About Our School



Contact

Valor Academy High
9356 Lemona Ave.
North Hills, CA 91343-3416

Phone: [\(818\) 934-8910](tel:(818)934-8910)

Email: janaya@brightstarschools.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2025–26)

School Name	Valor Academy High
Street	9356 Lemona Ave.
City, State, Zip	North Hills, CA , 91343-3416
Phone Number	(818) 934-8910
Principal	Jennifer Anaya Sanchez, Principal
Email Address	janaya@brightstarschools.org
Website	https://www.brightstarschools.org/vahs
Grade Span	9-12
County-District-School (CDS) Code	19647330127894

School Description and Mission Statement (School Year 2025–26)

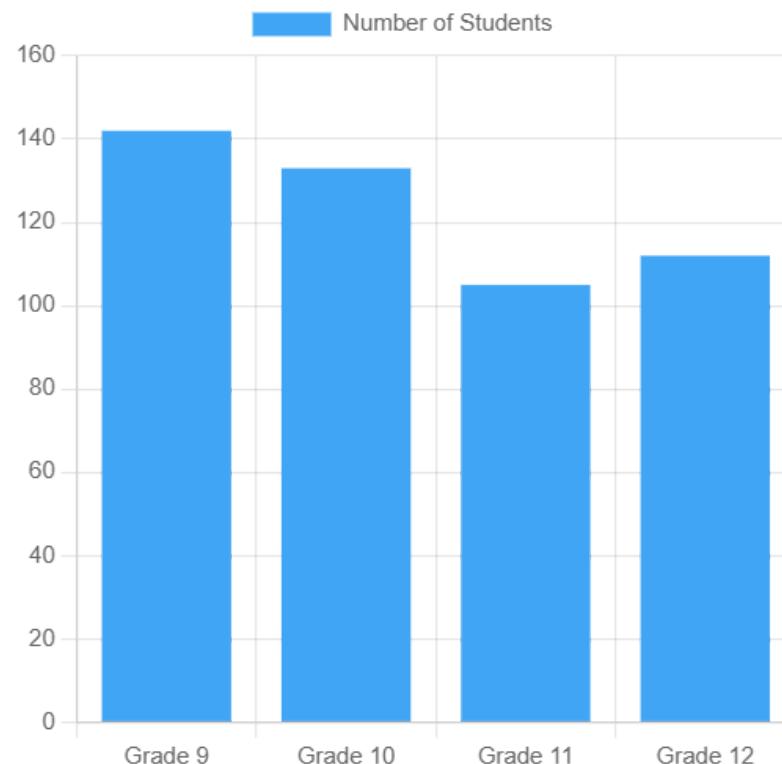
At Valor Academy High School, our mission is to provide holistic, inclusive support for all scholars to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life.

Everything that we do at VAHS, from the courses that we offer to the student programs that we've developed, is done so that 100% of our graduates have the opportunity to be accepted to and succeed in college.

Our goal is for all of our scholars to become leaders who act with integrity and champion equity to enrich our communities and the world.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	142
Grade 10	133
Grade 11	105
Grade 12	112
Total Enrollment	492



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	47.20%
Male	52.40%
Non-Binary	0.40%
American Indian or Alaska Native	0.20%
Asian	0.20%
Black or African American	0.80%
Filipino	3.30%
Hispanic or Latino	94.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.60%
White	0.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.00%
Foster Youth	0.60%
Homeless	1.60%
Migrant	0.00%
Socioeconomically Disadvantaged	94.90%
Students with Disabilities	19.30%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	75.56%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.60	6.67%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.40	13.71%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.02%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	24.80	100.00%	27426.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	62.21%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.80	7.76%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.50	27.33%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	2.65%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	24.10	100.00%	27077.80	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.60	50.30%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	4.30	16.01%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	14.94%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.30	15.90%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.70	2.77%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	27.00	100.00%	27031.10	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	1.50	1.7	1.30
Misassignments	1.90	4.8	2.70
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.40	6.5	4.00

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.6	4.30
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	0.6	4.30

Class Assignments

Indicator	2021– 22	2022– 23	2023– 24
	Percent	Percent	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.4%	22.4%	12.20%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	4.9%	3.90%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: Not Available

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>9th Grade ELA:</p> <p>1. SpringBoard Curriculum, The College Board</p> <p>In units that examine the uses of language, students will:</p> <ul style="list-style-type: none"> • Read works by authors such as Margaret Atwood, Louise Erdrich, William Shakespeare, Joshua Bennett, Toni Morrison, as well as selected nonfiction. • Learn to gather evidence from texts and incorporate it into written and oral responses. • Write in argumentative, informational, narrative, and other modes. • Research and present findings around a current issue. <p>4. Romeo and Juliet by William Shakespeare; Publisher: Simon & Schuster., 1597</p> <p>10th Grade ELA:</p> <p>1. SpringBoard Curriculum, The College Board</p> <p>In units that study the power of language to persuade, students will:</p> <ul style="list-style-type: none"> • Read works such as Chinua Achebe's Things Fall Apart, Sophocles' Antigone, Susan B. Anthony's "On Women's Right to Vote," and Kofi Annan's Nobel Prize acceptance speech. • Examine how culture influences worldview. • Incorporate textual evidence into a written argument. • Write in argumentative, narrative, information, and other modes. • Research a culture and present findings in a collaborative presentation using digital media. <p>11th Grade ELA:</p> <p>In units built around the theme "The American Dream," students will:</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> • Read foundational documents such as the Declaration of Independence and Lincoln's Second Inaugural Address, essays by Henry David Thoreau and Ralph Waldo Emerson, and Zora Neale Hurston's novel <i>Their Eyes Were Watching God</i>. • Write an expository essay defining what it means to be an American. • Write a synthesis essay arguing whether or not America still provides access to the American Dream. • Write in a variety of modes and genres. • Compare print and film versions of Arthur Miller's play <i>The Crucible</i>. • Create a news outlet based on real-world news organizations. <p>AP English Language and Composition:</p> <ol style="list-style-type: none"> 1. Conversations in American Literature 2. 50 Essays: A Portable Anthology by Samuel Cohen 3. Frederick Douglass 4. The Things They Carried by Tim O'Brien <p>12th Grade ELA, ERWC - Expository Reading and Writing Course (CSU)</p> <ol style="list-style-type: none"> 1. What's Next Life After High School 2. Rhetoric of the Op-Ed Page 3. The Value of Life 4. Othello by William Shakespeare 5. 1984 by George Orwell 6. The Bluest Eye by Toni Morrison <p>AP English Literature</p> <ol style="list-style-type: none"> 1. House of the Spirits by Isabel Allende 2. Hamlet by William Shakespeare (and Shakespearean sonnets) 	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>3. "Rime of the Ancient Marine" by Samuel Taylor Coleridge</p> <p>4. Frankenstein by Mary Shelley</p> <p>5. 1984 by George Orwell</p> <p>6. Glass Menagerie by Tennessee Williams</p> <p>7. A Doll's House by Henrik Ibsen</p> <p>8. Novella Unit - Novel Choice from AP list</p> <p>9. Poetry Unit - Selected Poems</p>	
Mathematics	<p>Our curriculum for Algebra 1, Geometry, and Algebra 2 is authored by Illustrative Mathematics and delivered through Imagine Learning Classroom.</p> <p>AP Precalculus and AP Calculus, we follow the College Board guidance, supplemented with Demana, Precalculus: Graphical, Numerical, Algebraic, AP® Edition 11e ©2024 Student Edition.</p>	0
Science	<p>Biology</p> <p>Miller and Levine Pearson Education Inc. 2010</p> <p>Chemistry</p> <p>Matter and Change Thandi Buthelezi, Laurel Dingrando, Nicholas Hainen, Cheryl Wistrom, Dinah Zike Glencoe/ McGraw-Hill Companies Copyright 2013 by the McGraw- Hill Companies, Inc</p> <p>AP Biology: Biology in Focus by Campbell</p>	0
History-Social Science	<p>World History</p> <p>Modern World History: Patterns of Interaction</p> <p>McDougal Littell by Rand McNally</p> <p>ISBN: 978-618-18448</p> <p>Ethnic Studies</p> <p>Thinking Nation Curriculum</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>AP US History</p> <p>America's History</p> <p>8th Edition</p> <p>McGraw Hill</p> <p>AP Government</p> <p>AMSCO Advanced Placement</p> <p>United States Government and Politics</p> <p>By David Wolfford</p> <p>ISBN: 978-1-5311-1283-7</p> <p>Government</p> <p>Impact California Social Studies</p> <p>Principles of American Education</p> <p>McGraw Hill</p> <p>ISBN: 978-0-07-675563-9</p>	
Foreign Language	<p>Native Spanish 1 & 2, Non-Native Spanish 1 & 2, AP Spanish Language & Culture</p> <p>Vista Higher Learning</p> <p>AP Spanish Literature & Culture</p> <p>Azulejo (Wayside Publishing)</p> <p>AP Spanish Language & Culture and AP Spanish Literature & Culture</p> <p>AP Classroom / College Board</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
	Adoption/Year of Adoption		
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

VAHS is currently in good operational standings. All necessary items are serviced yearly and any and all improvements are done on a needed basis. VAHS recently replaced window curtains and benches & added shade sails outdoors to improve lunch/seating areas. VAHS also plans to do preventative upkeep work such as powerwashing.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	?Interior paint redone?
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Good
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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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	58.33%	59%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	25.23%	27%	32%	35%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	101	99.02%	0.98%	59.41%
Female	44	43	97.73%	2.27%	65.12%
Male	58	58	100.00%	0.00%	55.17%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	91	98.91%	1.09%	58.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	94	94	100.00%	0.00%	58.51%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	14	100.00%	0.00%	35.71%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	101	99.02%	0.98%	26.73%
Female	44	43	97.73%	2.27%	20.93%
Male	58	58	100.00%	0.00%	31.03%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	--	--	--	--	--
Hispanic or Latino	92	91	98.91%	1.09%	25.27%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	94	94	100.00%	0.00%	25.53%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	14	100.00%	0.00%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	30.30%	25.24%	21.89%	25.47%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	103	99.04%	0.96%	25.24%
Female	46	45	97.83%	2.17%	22.22%
Male	58	58	100.00%	0.00%	27.59%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	93	98.94%	1.06%	25.81%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	96	96	100.00%	0.00%	23.96%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)**Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	98.5%	97.8%	96.3%	97.0%	97.8%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Parent involvement at VAHS is supported by our counseling program and the Gear Up Los Angeles program. Through the support of counselors and Gear Up, parents have extensive opportunities to join workshops such as college preparation, financial aid, parenting courses, mental health and wellness, suicide prevention, and community resource information.

In addition, parents are encouraged to join our School Advisory Council (SSC) and English Language Advisory Council (ELAC) and meet about once a month to help make school decisions and provide input. Moreover, we have a Parent Ambassador program that allows parents to help put together school events and recruit more parents for involvement.

To encourage our parent involvement and voice, we have a Parent Ambassadors group that meets monthly to provide feedback on school events, help recruit other parents to get involved, and volunteer at our school events.

Lastly, we invite our families to our annual events like Back to School Night, our Fall Festival community event, Parent Conferences, Student Award Nights, and Parent Workshops throughout the school year.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

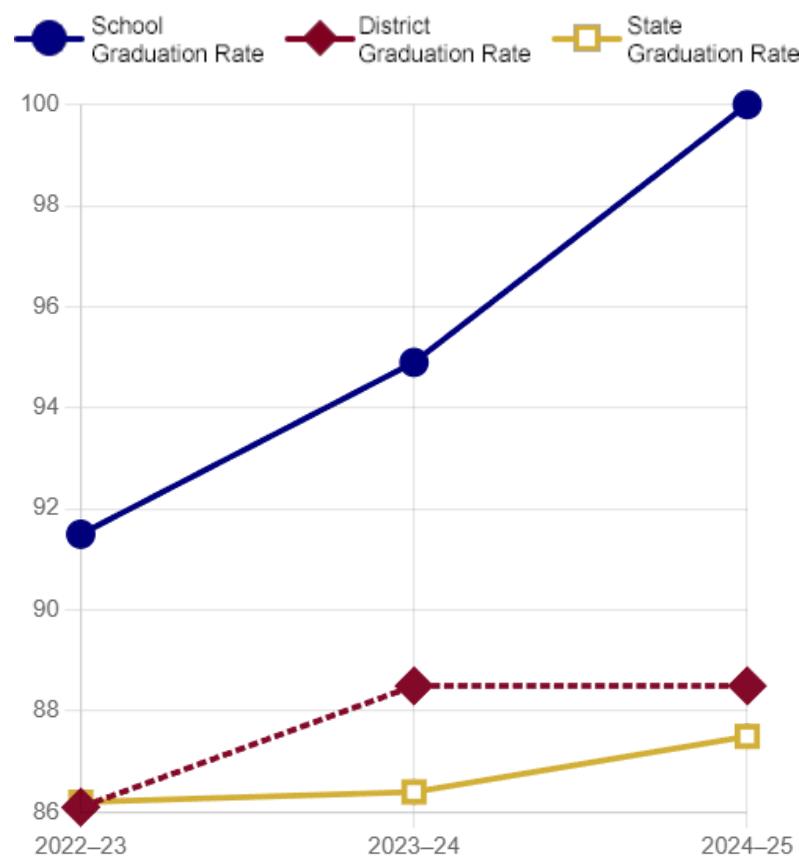
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

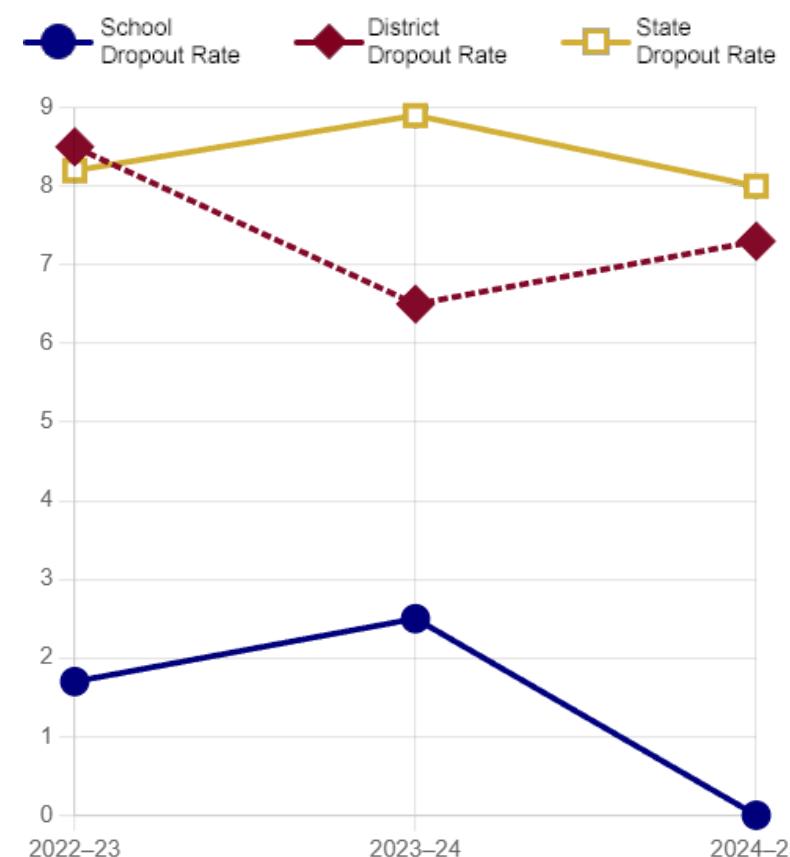
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	91.5%	94.9%	100.0%	86.1%	88.5%	88.5%	86.2%	86.4%	87.5%
Dropout Rate	1.7%	2.5%	0.0%	8.5%	6.5%	7.3%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024-25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	108	108	100.0%
Female	55	55	100.0%
Male	53	53	100.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	--	--	--
Hispanic or Latino	105	105	100.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	19	19	100.0%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	107	107	100.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	20	20	100.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	534	509	104	20.4%
Female	257	242	54	22.3%
Male	275	265	49	18.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	16	16	2	12.5%
Hispanic or Latino	503	479	100	20.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	70	65	20	30.8%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	506	484	100	20.7%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	96	27	28.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	3.66%	2.30%	0.37%	0.55%	0.60%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.40%	0.00%	0.02%	0.02%	0.02%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37%	0.00%
Female	0.00%	0.00%
Male	0.73%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.40%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.43%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.40%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	0.98%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

?The Safe Schools Plan is renewed annually. VAHS renewed its plan with School Site Committee which includes key stakeholders such as faculty, family, and student representatives on 12/2/25. The plan covers items such as the school site mission, the assessment of the school's current status, emergency response procedures, notifying teachers about dangerous pupils, procedures for safe ingress and egress from school, procedures to ensure a safe and orderly environment (including both a physical and social climate project for the upcoming school year) and lastly covers Title IX.?

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33 +
English Language Arts	22.00	15	9	4
Mathematics	22.00	13	11	0
Science	21.00	7	10	0
Social Science	22.00	12	9	2

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33 +
English Language Arts	23.00	13	12	0
Mathematics	22.00	14	11	
Science	23.00	7	10	2
Social Science	23.00	11	12	4

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33 +
English Language Arts	24.00	11	13	
Mathematics	23.00	10	14	1
Science	23.00	9	7	2
Social Science	26.00	6	14	3

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	123

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	
Other**	5.20

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22074.87	\$6122.39	\$15952.48	\$77584.00
District	N/A	N/A	\$12748.41	\$90557.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

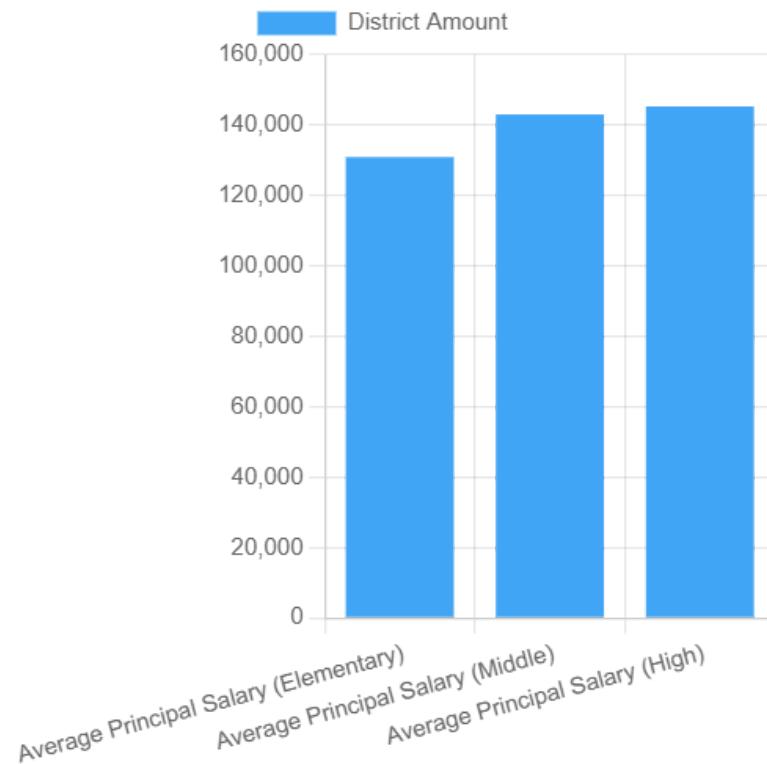
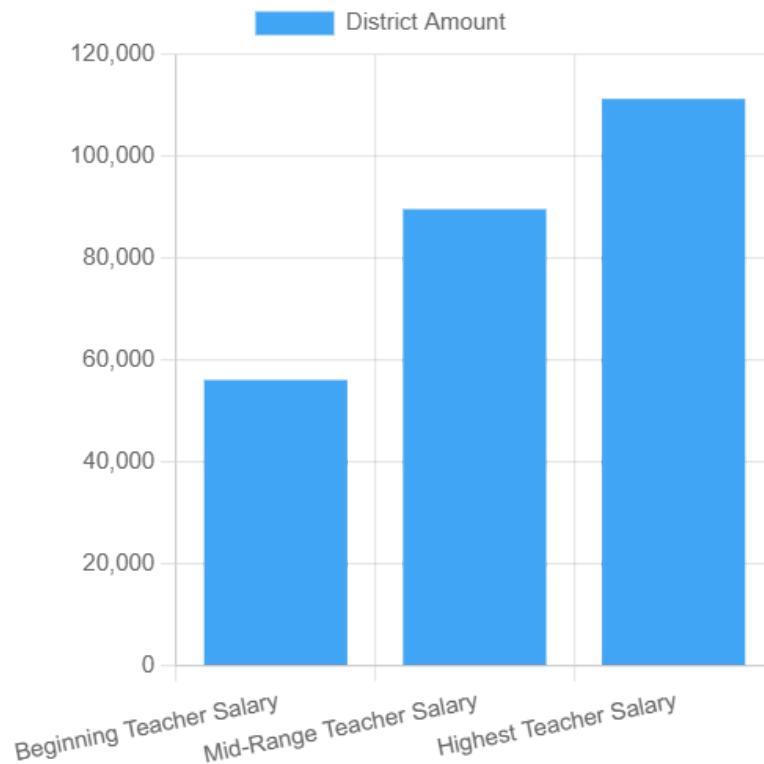
Types of Services Funded (Fiscal Year 2024–25)

At VAHS, our students are offered the opportunity to sign up for counseling services with the Phoenix House, which provides counseling interns to support them with mental health and wellness. VAHS also has a partnership with Didi Hirsch for counseling. Additionally, through our new Community Schools initiative, students and families have access to services from Parents, Educators/Teachers & Students in Action (PESA), Vision to Learn, and Dignity Health.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56130.00	\$60862.67
Mid-Range Teacher Salary	\$89655.00	\$93575.04
Highest Teacher Salary	\$111314.00	\$125548.29
Average Principal Salary (Elementary)	\$130917.00	\$157644.72
Average Principal Salary (Middle)	\$143032.00	\$165340.66
Average Principal Salary (High)	\$145310.00	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Advanced Placement (AP) Courses (School Year 2024–25)**Percent of Students in AP Courses 51 %**

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	2
Social Science	4
Total AP Courses Offered*	13

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40