



Golden Valley High School

27051 Robert C. Lee Parkway • Santa Clarita, CA 91321 • (661) 298-8140 • Grades 9-12

Sal Frias, Principal
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2012-13 School Accountability Report Card Published During the 2013-14 School Year

William S. Hart Union High School District

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District Governing Board

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Member

District Administration

Robert R. Challinor
Superintendent

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (661) 298-8140.

Principal's Message

Golden Valley High School opened in 2004 to freshmen and sophomores. With the addition of seniors in 2006, we were serving students in grades nine through twelve and 2,200 students in the 2010- 2011 school year. We are expanding academic, reading, writing, and literacy support offerings and focusing on career and future goals, while continuing our quest to build meaningful traditions that honor student achievement, build spirit, and instill school pride. Our crowning achievement was earning the highest education honor the state can bestow: California Distinguished School. Our success was the result of a well-defined plan, sincere effort, intelligent direction, and skillful execution. We had many choices and we made the right ones.

The JROTC program serves students from Golden Valley, Hart, and Canyon high schools. It has developed a leadership program that inspires and motivates students to reach their goals. Advanced Placement (AP) and honors courses are expanding and are open to all students. Our total number of students, exams and improved scores has improved by nearly 40% since 2006. Student success is evident in the number of college acceptance letters and scholarships. Our students participate in the PSAT, SAT and pre SAT workshops. The Regional Occupational and Work Experience programs offer hands-on opportunities. In fact Golden Valley student are annually amongst the district award winners for outstanding ROP students across the various program offerings. We are the district's model school with our Safe School Ambassadors (SSA) program, which empowers students to create a positive and caring school culture.

We provide many opportunities to expand our students' special talents and find hidden ones. Our brand new theater opened four years ago. This is a state-of-the-art facility that showcases the fine work of our staff and students. The Children's Theatre Tour program performs at local elementary schools throughout our valley. Art students showed their work at different events and galleries in the area. Chorus, jazz ensemble, marching band, drumline, dance, flag and cheer teams are also active on campus. Our drumline, marching band, cheer and dance teams have all won state or national level competitions. Our student athletes compete in a full range of sports in one of the most respected and competitive leagues in the Southern Section. Our teams in basketball, cross country, and track and field for both boys and girls have established themselves as league champions and state champions.

Sal Frias, PRINCIPAL

Opportunities for Parental Involvement

A Parent Advisory Committee (PAC) volunteer form is enclosed in the student enrollment package for parents to fill out and return, providing a database of over 200 volunteers. Volunteers assist in the library and other school offices, tutoring, translating, and providing service at various activities. Our English Learners community participates in our English Language Advisory Committee, District Advisory Council and PAC committees. We have organized an Action Team for Partnership that will focus on supporting students throughout the campus and will involve more adults from our families. Each year many parents are honored at a district-wide celebration for their work with staff, students, and school-wide programs. Our volunteer list is frequently utilized to assist with dances, registration, front office support, and other school activities. Contact Lynn Lien in the principal's office for more information about volunteering.

| Student Enrollment by Grade Level | |
|-----------------------------------|--------------------|
| Grade Level | Number of Students |
| Gr. 9 | 554 |
| Gr. 10 | 562 |
| Gr. 11 | 532 |
| Gr. 12 | 536 |
| Total | 2,184 |

| Student Enrollment by Group | |
|----------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 8.5 |
| American Indian or Alaska Native | 0.3 |
| Asian | 5.9 |
| Filipino | 6.9 |
| Hispanic or Latino | 49.7 |
| Native Hawaiian/Pacific Islander | 0.3 |
| White | 26.0 |
| Two or More Races | 2.4 |
| Socioeconomically Disadvantaged | 39.2 |
| English Learners | 24.7 |
| Students with Disabilities | 13.9 |

| Average Class Size and Class Size Distribution | | | | | | | | | | | | |
|--|--------------------|------|----|-----------------------|----|----|-------|----|----|-----|----|----|
| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | 11 | 12 | 13 | 1-20 | | | 21-32 | | | 33+ | | |
| Year | 11 | 12 | 13 | 11 | 12 | 13 | 11 | 12 | 13 | 11 | 12 | 13 |
| English | 27.2 | 29.3 | 23 | 27 | 20 | 30 | 15 | 11 | 12 | 40 | 42 | 44 |
| Math | 30.8 | 30.6 | 28 | 16 | 13 | 22 | 9 | 10 | 16 | 36 | 36 | 33 |
| Science | 31.3 | 31 | 29 | 13 | 10 | 14 | 8 | 8 | 17 | 34 | 33 | 31 |
| SS | 30.5 | 31.1 | 29 | 13 | 11 | 14 | 9 | 1 | 9 | 27 | 28 | 33 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

| Suspensions and Expulsions | | | |
|----------------------------|-------|-------|-------|
| Schoolwide | 10-11 | 11-12 | 12-13 |
| Suspensions Rate | 19.05 | 12.4 | 12.1 |
| Expulsions Rate | 0.63 | 0.5 | 0.3 |
| Districtwide | 10-11 | 11-12 | 12-13 |
| Suspensions Rate | 9.57 | 5.9 | 5.8 |
| Expulsions Rate | 0.3 | 0.3 | 0.1 |

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

School Safety Plan

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

Our Emergency Plan was updated in the spring and included all areas of safety preparedness. Information was shared with all stakeholders. Emergency exit routes are posted in every classroom and building, per fire safety code. Our disaster storage bin is ready with the supplies necessary to support our students and neighbors. Crisis, disaster, lockdown, and fire safety plans are in place. We have conducted fire drills and a disaster drill to give our safety teams a chance to practice important skills and evaluate needs specific to the campus. The Safe School Ambassadors program continues to address mistreatment and intimidation on campus.

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

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

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

Year and month in which data were collected: 10/29/2013

Golden Valley opened in August 2004 with 90 classrooms and a security system that includes emergency lighting and a state-of-the-art fire alarm system. The fields and activity areas are shared by PE classes, athletic teams, and community programs year round. The football field, track, and event areas were finished and ready for the start of the year. Baseball and softball fields and amenities are complete and fully functional. Repairs for the tennis courts are being discussed. Fencing for the school perimeter was re-designed and fully operational by the start of the 2009-10 school year.

Custodial staff maintains the plant, classrooms, and rest rooms and keeps the grounds well groomed. Our staff immediately removes graffiti, usually before the students arrive for classes. ASB is currently employing a recycling program and planning a planting area for more plants and flowers. Our parking lot has been improved with speed bumps and parking bumpers. The lot is much safer for those driving and walking to and from our facilities. The district completed a district wide solar panel project providing discounted electricity to our district as well as much needed shade for our cars in the main parking lot.

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

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

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

| School Facility Good Repair Status | | | | |
|---|------------------|-------------|-------------|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | |
| Interior: Interior Surfaces | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | [X] | [] | [] | [] |

| Teacher Credentials | | | |
|-------------------------------|-------|-------|-------|
| Schoolwide | 10-11 | 11-12 | 12-13 |
| Fully Credentialed | 85 | 84 | 88 |
| Without Full Credential | 0 | 1 | 1 |
| Teaching Outside Subject Area | 0 | 0 | 0 |
| Districtwide | 10-11 | 11-12 | 12-13 |
| Fully Credentialed | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Schoolwide | 11-12 | 12-13 | 13-14 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 1 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

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

Core Academic Classes Taught by Highly Qualified Teachers

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

| Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 81.5 | 18.5 |
| Districtwide | | |
| All Schools | 88.1 | 11.9 |
| High-Poverty Schools | 90.1 | 9.9 |
| Low-Poverty Schools | 88.0 | 12.1 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

| Academic Counselors and Other Support Staff at this School | |
|--|---|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 5 |
| Social/Behavioral or Career Development Counselor | 0 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist | |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Types of Services Funded (Fiscal Year 2012-13)

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

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

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

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

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

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|------------|--------------|------------------------|
| | Total | Restricted | Unrestricted | |
| School Site | \$5,585 | \$1,283 | \$4,302 | \$64,281 |
| District | ♦ | ♦ | \$5,591 | \$69,738 |
| State | ♦ | ♦ | \$5,537 | \$71,584 |
| Percent Difference: School Site/District | | | -23.1 | -7.8 |
| Percent Difference: School Site/ State | | | -22.3 | -10.2 |

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2011-12)

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

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

Textbooks and Instructional Materials

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|--|--|
| <p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Timeless Voices, Timeless Themes - Prentice Hall 2002</p> |
| <p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>McDougal Littell - 2008 Prentice Hall - 2004 McDougal - 2004 Houghton Mifflin - 2004</p> |
| <p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Prentice Hall - 2007 Prentice Hall - 2008 Holt - 2002</p> |
| <p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Prentice Hall - 2006 Prentice Hall - 2006 Glencoe - 2003 Prentice Hall - 2006</p> |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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

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

| STAR Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|---|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA | 54 | 56 | 57 | 63 | 65 | 65 | 54 | 56 | 55 |
| Math | 27 | 28 | 25 | 49 | 48 | 47 | 49 | 50 | 50 |
| Science | 61 | 61 | 58 | 68 | 70 | 71 | 57 | 60 | 59 |
| H-SS | 49 | 47 | 48 | 59 | 58 | 59 | 48 | 49 | 49 |

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

| 2013 STAR Results by Student Group | | | | |
|---|---|------|---------|------|
| Group | Percent of Students Scoring at Proficient or Advanced | | | |
| | ELA | Math | Science | H-SS |
| All Students in the LEA | 65 | 47 | 71 | 59 |
| All Student at the School | 57 | 25 | 59 | 48 |
| Male | 53 | 27 | 64 | 58 |
| Female | 62 | 23 | 53 | 37 |
| Black or African American | 53 | 20 | 59 | 38 |
| American Indian or Alaska Native | | | | |
| Asian | 88 | 58 | 89 | 75 |
| Filipino | 83 | 41 | 80 | 66 |
| Hispanic or Latino | 46 | 17 | 47 | 36 |
| Native Hawaiian/Pacific Islander | | | | |
| White | 67 | 32 | 71 | 62 |
| Two or More Races | 60 | 35 | 69 | 58 |
| Socioeconomically Disadvantaged | 44 | 19 | 48 | 38 |
| English Learners | 19 | 10 | 18 | 18 |
| Students with Disabilities | 32 | 23 | 51 | 23 |
| Students Receiving Migrant Education Services | | | | |

California Physical Fitness Test Results

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

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 18.9 | 22.8 | 36.4 |

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

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

| API Growth by Student Group – Three-Year Comparison | | | |
|---|-------------------|-------|-------|
| Group | Actual API Change | | |
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | 13 | 11 | -10 |
| Black or African American | -2 | 10 | 6 |
| American Indian or Alaska Native | | | |
| Asian | 30 | -4 | |
| Filipino | | 23 | -19 |
| Hispanic or Latino | 11 | 9 | -14 |
| Native Hawaiian/Pacific Islander | | | |
| White | 25 | 14 | -1 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 12 | 22 | -5 |
| English Learners | 13 | 13 | -34 |
| Students with Disabilities | -1 | 67 | -27 |

Academic Performance Index Ranks - Three-Year Comparison

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

| Academic Performance Index Ranks - Three-Year Comparison | | | |
|--|------|------|------|
| API Rank | 2010 | 2011 | 2012 |
| Statewide | 6 | 6 | 6 |
| Similar Schools | 8 | 8 | 9 |

Federal Intervention Program (School Year 2013-14)

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

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

API Growth by Student Group - 2013 Growth API Comparison

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

| Group | School | District | State | |
|----------------------------------|----------|----------|--------|-----------|
| All Students at the School | Students | 1,551 | 17,898 | 4,655,989 |
| | API-G | 772 | 841 | 790 |
| Black or African American | Students | 124 | 687 | 296,463 |
| | API-G | 731 | 788 | 708 |
| American Indian or Alaska Native | Students | 7 | 37 | 30,394 |
| | API-G | | 842 | 743 |
| Asian | Students | 83 | 1,252 | 406,527 |
| | API-G | 909 | 934 | 906 |
| Filipino | Students | 117 | 808 | 121,054 |
| | API-G | 874 | 897 | 867 |
| Hispanic or Latino | Students | 790 | 6,152 | 2,438,951 |
| | API-G | 724 | 783 | 744 |
| Native Hawaiian/Pacific Islander | Students | 3 | 28 | 25,351 |
| | API-G | | 851 | 774 |
| White | Students | 377 | 8,209 | 1,200,127 |
| | API-G | 821 | 865 | 853 |
| Two or More Races | Students | 50 | 725 | 125,025 |
| | API-G | 804 | 886 | 824 |
| Socioeconomically Disadvantaged | Students | 760 | 4,587 | 2,774,640 |
| | API-G | 724 | 762 | 743 |
| English Learners | Students | 366 | 2,303 | 1,482,316 |
| | API-G | 655 | 703 | 721 |
| Students with Disabilities | Students | 225 | 2,066 | 527,476 |
| | API-G | 586 | 623 | 615 |

Adequate Yearly Progress

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

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

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

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

Admission Requirements for California's Public Universities

University of California

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

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

California State University

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

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

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

Completion of High School Graduation Requirements

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

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|---------|
| Group | Graduating Class of 2013 | | |
| | School | District | State |
| All Students | 441 | 4,298 | 418,598 |
| Black or African American | 43 | 227 | 28,078 |
| American Indian or Alaska Native | 2 | 14 | 3,123 |
| Asian | 37 | 306 | 41,700 |
| Filipino | 42 | 200 | 12,745 |
| Hispanic or Latino | 195 | 1308 | 193,516 |
| Native Hawaiian/Pacific Islander | 3 | 20 | 2,585 |
| White | 112 | 2171 | 127,801 |
| Two or More Races | 7 | 52 | 6,790 |
| Socioeconomically Disadvantaged | 36 | 397 | 31,683 |
| English Learners | 91 | 460 | 93,297 |
| Students with Disabilities | 207 | 1221 | 217,915 |

Dropout Rate and Graduation Rate

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|-----------------------|---------|---------|---------|
| Schoolwide | | | |
| Dropout Rate (1-year) | 6.50 | 3.80 | 6.20 |
| Graduation Rate | 92.75 | 90.42 | 88.89 |
| Districtwide | | | |
| Dropout Rate (1-year) | 3.30 | 2.60 | 2.00 |
| Graduation Rate | 97.01 | 93.85 | 92.97 |
| Statewide | | | |
| Dropout Rate (1-year) | 16.60 | 14.70 | 13.10 |
| Graduation Rate | 80.53 | 77.14 | 78.73 |

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

California High School Exit Examination

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

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

| Subject | 2010-11 | 2011-12 | 2012-13 |
|-----------------------|---------|---------|---------|
| Schoolwide | | | |
| English-Language Arts | 61 | 56 | 57 |
| Mathematics | 59 | 60 | 61 |
| Districtwide | | | |
| English-Language Arts | 71 | 68 | 68 |
| Mathematics | 66 | 69 | 69 |
| Statewide | | | |
| English-Language Arts | 59 | 56 | 57 |
| Mathematics | 56 | 58 | 60 |

Advanced Placement Courses (School Year 2011-12)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | --- |
| English | 3 | --- |
| Fine and Performing Arts | | --- |
| Foreign Language | 6 | --- |
| Mathematics | 4 | --- |
| Science | 6 | --- |
| Social Science | 4 | --- |
| All courses | 23 | 8.5 |

* Where there are student course enrollments.

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

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 32 | 25 | 44 | 31 | 41 | 28 |
| All Students at the School | 43 | 25 | 32 | 39 | 41 | 21 |
| Male | 43 | 29 | 29 | 34 | 41 | 25 |
| Female | 43 | 21 | 36 | 44 | 40 | 16 |
| Black or African American | 46 | 27 | 27 | 51 | 44 | 5 |
| American Indian or Alaska Native | | | | | | |
| Asian | 7 | 18 | 75 | 7 | 25 | 68 |
| Filipino | 26 | 26 | 49 | 16 | 42 | 42 |
| Hispanic or Latino | 53 | 26 | 21 | 49 | 37 | 14 |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | 33 | 22 | 45 | 25 | 50 | 25 |
| Two or More Races | 25 | 31 | 44 | 25 | 56 | 19 |
| Socioeconomically Disadvantaged | 53 | 23 | 24 | 49 | 35 | 16 |
| English Learners | 80 | 16 | 3 | 71 | 23 | 6 |
| Students with Disabilities | 85 | 12 | 4 | 73 | 26 | 1 |
| Students Receiving Migrant Education Services | | | | | | |

| Career Technical Education Participation | |
|---|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 404 |
| Percent of pupils completing a CTE program and earning a high school diploma | |
| Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education | |

| Courses for University of California and/or California State University | |
|---|---------|
| UC/CSU Course Measure | Percent |
| 2012-13 Students Enrolled in Courses Required for UC/CSU Admission | 69.9 |
| 2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission | 49.9 |

Career Technical Education Programs

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

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

Our career tech programs are now in place in two areas--culinary arts and video production. These two programs have articulation agreements with our local community college, College of the Canyons. Students completing GVHS coursework who transfer over to COC can now complete this area of expertise with a certificate. The other CTE areas being developed include graphic arts, technology, art, stagecraft and print shop. Our school also participates in the district Regional Occupational Program by hosting many of the district classes, including Virtual Enterprise, animal care, construction, cosmetology, floristry, and more. Our career technical efforts will continue to grow at GVHS. GVHS is proudly offering an electronics course via College of the Canyons, a practice we hope to continue in the future and expand upon.