



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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2014-15 School Accountability Report Card Published During the 2015-16 School Year



William S. Hart Union High School District

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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Linda Storli

Joseph Messina

Steven M. Sturgeon

Will Jones, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra

Assistant Superintendent, Human
Resources

Mike Kuhlman

Assistant Superintendent,
Educational Services

Principal's Message

Golden Valley High School opened 12 years ago. We have let our fellow high schools in our district know we are here. I'm excited for what our future holds. I want to welcome both new and continuing students to Grizzly country for the 2015-16 school year! We are extremely proud of our efforts to create a high school environment that puts students first. Our students and staff have worked side-by-side to build school pride and to create programs that respond to a wide range of needs and feature the talents of all who work here! Expect your school days to be filled with opportunities to succeed:

in college preparation and advanced placement courses,
in elective and career technical paths that lead work place prospects,
in individual and team athletic experiences,
in academic and artistic performances and
through opportunities that will feature your unique skills and abilities.

A 21st Century Skill Development effort is being employed at GVHS. We will focus on communication, collaboration, critical thinking and creativity. As we continue through our Common Core transition our relationship and connections with our students and community will continue to be a focus. 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 50% 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, and AP workshops. The Regional Occupational and Work Experience programs offer hands-on opportunities. Golden Valley students are annually recognized at the annual district ROP awards program. 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 six 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.

Mission Statement: The mission of Golden Valley High School is to provide all students with a comprehensive education that prepares them for post-secondary success in a global 21st century society.

Sal Frias, 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 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 at (661) 298-8140 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	489
Grade 10	560
Grade 11	524
Grade 12	513
Total Enrollment	2,086

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.3
Asian	5.1
Filipino	6.8
Hispanic or Latino	53.9
Native Hawaiian or Pacific Islander	0.1
White	21.8
Two or More Races	4
Socioeconomically Disadvantaged	44.9
English Learners	16.3
Students with Disabilities	15.5
Foster Youth	0.8

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			
Golden Valley High School	13-14	14-15	15-16
With Full Credential	89	90	89
Without Full Credential	2	1	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	888
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Golden Valley High School	13-14	14-15	15-16
Teachers of English Learners	0	2	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

2014-15 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	90.0	10.0
Districtwide		
All Schools	69.6	30.4
High-Poverty Schools	48.3	51.7
Low-Poverty Schools	95.3	4.7

* 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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Algebra - SpringBoard Adopted 2014</p> <p>Geometry - SpringBoard Adopted 2014</p> <p>Algebra 2 - SpringBoard Adopted 2014</p> <p>Trigonometry - Houghton Mifflin Adopted 2004</p> <p>Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006</p> <p>AP Calculus - Calculus, Early Transcendentals - W.H. Freeman Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>Physics - Holt Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<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>Grade 12 - Magruder’s American Government - Prentice Hall Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Spanish 1 - Navegando 1 - EMC Paradigm Adopted 2006 Spanish 2 - Navegando 2 - EMC Paradigm Adopted 2006 Spanish 3 - Navegando 3 - EMC Paradigm Adopted 2006 French 1 - Bon Voyage 1 - Glencoe Adopted 2001 French 2 - Bon Voyage 2 - Glencoe Adopted 2001 French 3 - Discovering French Rouge - McDougal Littell Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Lifetime Health - Holt Adopted 2004 Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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 12/18/15 there are 30 work orders in progress.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/20/15

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	Several flush valves were noted as leaking, many faucets leaking, work orders have been processed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/20/15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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			

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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.00	22.60	29.40

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	70	65	44
Math	37	46	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	75
All Student at the School	60
Male	63
Female	57
Black or African American	51
American Indian or Alaska Native	--
Asian	92
Filipino	88
Hispanic or Latino	48
White	78
Two or More Races	81
Socioeconomically Disadvantaged	12
English Learners	10
Students with Disabilities	45
Foster Youth	--

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	58	62	60	75	77	75	59	60	56

* Results are for grades 5, 8, and 10. 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	491	480	97.8	13	17	39	31
Male	11		240	48.9	16	20	38	25
Female	11		240	48.9	9	13	41	37

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	11		33	6.7	9	27	33	30
American Indian or Alaska Native	11		3	0.6	--	--	--	--
Asian	11		24	4.9	8	8	21	63
Filipino	11		40	8.1	5	10	50	35
Hispanic or Latino	11		245	49.9	16	18	43	22
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		111	22.6	10	14	38	39
Two or More Races	11		23	4.7	4	26	17	52
Socioeconomically Disadvantaged	11		228	46.4	19	21	36	24
English Learners	11		71	14.5	44	30	25	1
Students with Disabilities	11		48	9.8	67	19	15	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	491	482	98.2	37	25	25	12
Male	11		240	48.9	43	22	22	13
Female	11		242	49.3	31	29	28	11
Black or African American	11		33	6.7	42	18	30	9
American Indian or Alaska Native	11		3	0.6	--	--	--	--
Asian	11		24	4.9	4	8	50	38
Filipino	11		40	8.1	13	38	35	15
Hispanic or Latino	11		247	50.3	46	27	17	9
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		111	22.6	34	23	31	13
Two or More Races	11		23	4.7	26	30	26	17
Socioeconomically Disadvantaged	11		230	46.8	44	27	18	10
English Learners	11		72	14.7	81	14	4	0

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	11		48	9.8	96	4	0	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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.

Golden Valley High School proudly opened up a Parent Awareness, Workshop, and Support Center (PAWS) this year. The center provides monthly workshops in the areas of health and well being, college and career support and parent support. Medical services can be directed as well as support contact information provided. We also provide our parents with technology to access student records and literature on helping their students academically. The workshops provide our parents with child care and dinner.

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

Our Emergency Plan was updated in the Fall of 2014 and included all areas of safety preparedness. Information was shared with all stakeholders and approved by our Parent Advisory Council (Site Council) in November of 2014. 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. A lockdown drill is scheduled for this school year. The Safe School Ambassadors program continues to address mistreatment and intimidation on campus. A copy of the complete Safe School Plan can be downloaded at http://www.goldenvalleyhs.org/apps/pages/index.jsp?uREC_ID=185241&type=d&pREC_ID=402445

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	12.05	2.79	1.87
Expulsions Rate	0.29	0.12	0.09
District	2012-13	2013-14	2014-15
Suspensions Rate	5.73	2.15	1.50
Expulsions Rate	0.08	0.12	0.05
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
Subject	2012-13	2013-14	2014-15	1-22			23-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	29	28	30	23	25	12	12	14	44	46	39
Math	28	28	27	22	22	8	16	11	13	33	37	9
Science	29	30	30	14	12	10	17	14	15	31	33	32
SS	29	28	30	14	16	11	9	7	10	33	33	31

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist	
Other	1
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.

Professional Development provided for Teachers

Professional Development for the 13-14 and 14-15 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. ELA and math content teams are developing pacing guides and designing rigorous curricular units for the 2014-2015 school year and beyond. Professional Development Coaches 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 level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,824	\$44,363
Mid-Range Teacher Salary	\$68,115	\$71,768
Highest Teacher Salary	\$88,632	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$124,736	\$121,276
Average Principal Salary (HS)	\$138,346	\$133,673
Superintendent Salary	\$236,700	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,898	\$2,540	\$6,358	\$77,418
District	♦	♦	\$6,292	\$72,381
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			1.0	7.0
Percent Difference: School Site/ State			18.9	3.4

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29	25	46	32	43	25
All Students at the School	38	27	35	37	46	18
Male	44	28	28	36	45	19
Female	31	27	42	37	46	16
Black or African American	39	32	30	49	44	7
Asian	9	32	59		36	64
Filipino	19	19	62	19	50	31
Hispanic or Latino	48	28	24	48	43	9
White	26	28	46	16	56	28
Two or More Races	17	21	63	22	48	30
Socioeconomically Disadvantaged	52	27	22	47	42	11
English Learners	94	6		82	17	1
Students with Disabilities	88	9	4	89	9	2

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Golden Valley High School	2012-13	2013-14	2014-15
English-Language Arts	57	56	62
Mathematics	61	57	63
William S. Hart Union High School	2012-13	2013-14	2014-15
English-Language Arts	68	59	63
Mathematics	69	61	61
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Golden Valley High School	2011-12	2012-13	2013-14
Dropout Rate	6.20	4.00	2.20
Graduation Rate	88.89	94.66	96.25
William S. Hart Union High School	2011-12	2012-13	2013-14
Dropout Rate	2.00	1.70	1.10
Graduation Rate	92.97	93.03	95.30
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1038
% of pupils completing a CTE program and earning a high school diploma	4
% 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
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	93.68
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	53.13

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	95.38	88.66	84.6
Black or African American	96	78.2	76
American Indian or Alaska Native	100	73.68	78.07
Asian	100	96.67	92.62
Filipino	97.3	96.67	96.49
Hispanic or Latino	98.33	81.38	81.28
Native Hawaiian/Pacific Islander	100	87.5	83.58
White	90.13	93.65	89.93
Two or More Races	75	96.61	82.8
Socioeconomically Disadvantaged	74.68	65.81	61.28
English Learners	92.65	71.39	50.76
Students with Disabilities	100	79.34	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	9	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	7	♦
Science	7	♦
Social Science	12	♦
All courses	37	1.0

* Where there are student course enrollments.

Career Technical Education Programs

The Wm. S. Hart Union High School District, in collaboration with the Santa Clarita Community College District, is introducing a comprehensive college and career readiness initiative titled "Pathway to My Future." The initiative will allow students to be more aware of what they need to do in preparation for life after high school. Dedicating more attention earlier on than ever before, students will be identifying their interests and careers that match. Students will also be able to explore a wide array of post-secondary educational options that align with work done while involved in a Career Pathway. The need for this initiative came about from an outcry of students who finished their post-secondary options and then say, "Now what?" The Pathway to My Future Initiative will enable students to have a clear, focused direction on what they want to do for a career by either attaining a job directly after high school in the field by completing a pathway leading to a certificate, or furthering their education with a subject major or institution of higher learning that will continue to the work they began in the Hart District.

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, the county, and the state. 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.