



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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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Principal's Message



William S. Hart Union High School District

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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Gloria E. Mercado-Fortine

Joseph Messina

Steven M. Sturgeon

Claire Lee, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent, Human
Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

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 over 2,200 students in the 2014- 2015 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. Golden Valley offers many educational opportunities and experiences. We also now that our diversity is our strength and unity our goal. We are celebrating our 10 years of being open this school year.

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 five 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

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (661) 298-8140.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	578
Gr. 10	563
Gr. 11	535
Gr. 12	519
Total	2,195

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0.4
Asian	5.2
Filipino	6.6
Hispanic or Latino	51.5
Native Hawaiian/Pacific Islander	0.1
White	24.3
Two or More Races	3.4
Socioeconomically Disadvantaged	44.9
English Learners	16.8
Students with Disabilities	14.9

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	12-13	13-14	14-15
Fully Credentialed	88	89	90
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	787
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Golden Valley High School	12-13	13-14	14-15
Teachers of English Learners	0	0	2
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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

2013-14 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	97.92	2.08
Districtwide		
All Schools	91.26	8.74
High-Poverty Schools	82.70	17.30
Low-Poverty Schools	98.37	1.63

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 9 - Timeless Voices, Timeless Themes (Gold) – Prentice Hall Adopted 2002 Grade 10 - Timeless Voices, Timeless Themes (Platinum) – Prentice Hall Adopted 2002 Grade 11 - Timeless Voices, Timeless Themes (The American Experience) – Prentice Hall Adopted 2002</p>
<p>Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra - SpringBoard Adopted 2014 Geometry - SpringBoard Adopted 2014 Algebra 2 - SpringBoard Adopted 2014 Trigonometry - Houghton Mifflin Adopted 2004 Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006 AP Calculus - Calculus, Early Transcendentals - W.H. Freeman Adopted 2014</p>
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Prentice Hall Adopted 2007 Chemistry - Prentice Hall Adopted 2008 Physics - Holt Adopted 2002</p>
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006 Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006 Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007 Grade 12 - Magruder’s American Government - Prentice Hall Adopted 2006</p>

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%	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
Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%	Lifetime Health - Holt Adopted 2004

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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/08/14

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, work orders have been processed.
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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	62	59	64	70	71	76	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	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
HSS	49	47	48	59	58	59	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	6	6	6
Similar Schools	8	9	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	23.2	25.8	30.4

* 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.

2013-14 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	76
All Student at the School	64
Male	65
Female	64
Black or African American	53
American Indian or Alaska Native	
Asian	85
Filipino	87
Hispanic or Latino	55
Native Hawaiian/Pacific Islander	
White	75
Two or More Races	71
Socioeconomically Disadvantaged	50
English Learners	24
Students with Disabilities	55
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

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	0
Two or More Races			
Socioeconomically Disadvantaged	12	22	-5
English Learners	13	13	-34
Students with Disabilities	-1	67	-27

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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	11-12	12-13	13-14
Suspensions Rate	12.4	12.1	2.8
Expulsions Rate	0.5	0.3	0.1
District	11-12	12-13	13-14
Suspensions Rate	5.9	5.7	2.2
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 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		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	430

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	29.3	27	29	20	30	23	11	12	12	42	44	46
Math	30.6	28	28	13	22	22	10	16	11	36	33	37
Science	31	29	30	10	14	12	8	17	14	33	31	33
SS	31.1	29	28	11	14	16	1	9	7	28	33	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 rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,641	\$42,957
Mid-Range Teacher Salary	\$66,275	\$69,613
Highest Teacher Salary	\$84,102	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$120,526
Average Principal Salary (HS)	\$136,362	\$129,506
Superintendent Salary	\$229,806	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,127	\$2,293	\$5,834	\$66,723
District	♦	♦	5,900	\$69,425
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-1.1	-3.9
Percent Difference: School Site/ State			24.4	-7.7

Types of Services Funded at Golden Valley High School

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

Professional Development provided for Teachers at Golden Valley High School

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.

2013-14 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	32	26	42	30	42	29
All Students at the School	44	26	31	43	38	20
Male	51	26	23	45	35	20
Female	36	25	39	41	41	19
Black or African American	43	35	22	46	49	5
American Indian or Alaska Native						
Asian	19	19	63	13	19	69
Filipino	29	24	47	13	68	18
Hispanic or Latino	51	27	21	54	33	12
Native Hawaiian/Pacific Islander						
White	36	24	40	34	39	27
Two or More Races	39	17	43	26	35	39
Socioeconomically Disadvantaged	57	25	17	56	34	10
English Learners	91	9		87	11	2
Students with Disabilities	91	7	2	95	5	
Students Receiving Migrant Education Services						

* 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	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	60	61	57
William S. Hart Union High School	2011-12	2012-13	2013-14
English-Language Arts	68	68	59
Mathematics	69	69	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	92.54	91.17	84.56
Black or African American	102.08	81.90	75.90
American Indian or Alaska Native	0.00	83.33	77.82
Asian	95.24	97.95	92.94
Filipino	100.00	94.84	92.20
Hispanic or Latino	92.18	85.55	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	87.43	95.21	90.15
Two or More Races	133.33	94.64	89.03
Socioeconomically Disadvantaged	109.09	91.86	82.58
English Learners	79.25	70.79	53.68
Students with Disabilities	64.10	80.16	60.31

Dropout Rate and Graduation Rate			
Golden Valley High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	3.8	6.2	4.0
Graduation Rate	90.42	88.89	94.66
William S. Hart Union High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.6	2.0	1.7
Graduation Rate	93.85	92.97	93.03
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	7	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	6	♦
Science	7	♦
Social Science	13	♦
All courses	34	0.6

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	65.17
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	55.85

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	842
% of pupils completing a CTE program and earning a high school diploma	99.1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

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, fire technology, and emergency medical responder. 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.