

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Golden Valley Charter School

Address: 2421 Portola Rd., Ste. C , Ventura CA 93003 Phone: 805-642-3435
Principal: Terri Adams Grade Span: K - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Golden Valley Charter School is a public, non classroom-based program focused on personalized learning for students in grades kindergarten through 12th grades. What this means is that we strive to allow the maximum flexibility in creating a student's individualized learning plan, so that the needs of that student can be fully met and his or her potential can be fully realized. To that end, our students receive a rigorous, standards-based education, combined with flexibility in delivery of content, materials and pacing.

The structure of our school is quite different from what many have experienced in education. We have no classrooms, no playgrounds, no auditorium. Our students are all taught in their own communities, primarily in their homes, by their parents. Parents in our school are afforded the privilege and responsibility of facilitating their own student's education. As a school, we provide accountability, documentation, materials, resources, assessment and support. We provide a credentialed teacher called the Education Specialist, or ES, who develops a close relationship with the student and the parent. This relationship is cultivated over time and is one of utmost professionalism and respect.

The pivotal point of contact between the school and the student is the ES. The parent provides for the day-to-day instruction. The ES meets at least once every twenty school days with each student. During this meeting, the ES reviews the student's work, assesses the work, interviews the student and parent, collects work samples and may provide assignments, directions and/or assistance in planning for the next learning period. The ES also helps the family complete required paperwork and provides guidance and counsel with regards to instructional strategies, curriculum, materials and other resources. In between meetings, there is frequent communication between the ES and family, through email or telephone conversations. In addition, the ES researches and arranges for curriculum for the student and completes documentation and paperwork for the school.

Our students participate in a variety of activities, both in the home and in the community. The school provides for classes and lessons through approved vendors. Students participate in all state-mandated assessments, including the STAR/CAT6, the California High School Exit Exam and the Physical Fitness testing for students in grades 5, 7, and 9. Students work independently, in small groups, and at the community college. Just like any traditional school, on any given day, projects,

lectures, quiet reading time, observations, labs, group work, playtime, sports, discussions and quizzes are going on all at once. It's just that our 'campus' is a little bigger than what most are used to seeing.

GVCS was developed in response to parent and teacher request. Our most significant collaboration, by the very nature of our design, is with our parents, who partner with us to be fully involved in their children's education. GVCS requires that the parents have a strong stake in the education of their child. GVCS offers parents the support and options necessary to teach their children in the ways their children learn best. Credentialed teachers and parents also collaborate extensively to provide enriching community learning experiences using a wide variety of community resources.

GVCS offers parents and students the opportunity to choose standards-based curriculum that reflects a student's learning style, is appropriate to the student's developmental level, and allows flexibility for the student to progress at his/her own pace, while challenging his/her capabilities.

In July 2006, Golden Valley Charter School was awarded the distinction of full accreditation by the Schools Commission of the Western Association of Schools and Colleges (WASC). WASC accreditation provides a certification to the public that our school is a trustworthy institution of learning, validates the integrity of our school's program and student transcripts, and assures the greater school community that our school's purposes are appropriate and being accomplished through a viable educational program.

Golden Valley has shown very positive results on the state STAR test. This year our API (Academic Performance Index) score was 786, with a statewide rank of 6. 95% of our tenth grade students passed the English Language Arts portion of the California High School Exit Exam (CAHSEE), and 90% passed the Mathematics portion. These passage rates exceed both the countywide and statewide passage rates- a very strong indicator that flexibility and choice is working for our students.

Student Enrollment

Group	Enrollment
Number of students	537
African American	1.86 %
American Indian or Alaska Native	0.19 %
Asian	2.23 %
Filipino	0.19 %
Hispanic or Latino	9.68 %
Pacific Islander	0.19 %
White (not Hispanic)	55.31 %
Multiple or No Response	30.35 %
Socioeconomically Disadvantaged	18 %
English Learners	0 %
Students with Disabilities	5 %

Teachers

Indicator	Teachers
Teachers with full credential	23
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Not Applicable-GVCS is an independent study school. We do not have a classroom facility. Golden Valley leases administrative office space, which is used for school personnel and for our school library. Our office is kept clean and in good repair at all times. We have adequate restrooms for office staff and library patrons. Our grounds are maintained by a commercial gardener on a weekly basis.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,275
District	\$5,379
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	62%
Mathematics	41 %
Science	52 %
History-Social Science	49 %

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	786
Statewide Rank (from 2007 Base API Report)	6
2008-09 Program Improvement Status (PI Year)	no

School Completion

Indicator	Result
Graduation Rate	94.7%

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Golden Valley Charter	District Name	Mesa Union Elementary
Street	2421 Portola Rd., Ste. C	Phone Number	805-485-1411
City, State, Zip	Ventura , CA 93003	Web Site	www.mesaschool.org
Phone Number	805-642-3435	Superintendent	John Puglisi
Principal	Terri Adams	E-mail Address	jpuglisi@mesa.k12.ca.us
E-mail Address	adamst@goldenvcs.org	CDS Code	56-72470-5630363

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

The mission of Golden Valley Charter School is to educate K-12 students seeking a non-traditional educational setting through individually designed curriculum. GVCS identifies an educated person in the twenty-first century as a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of United States political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own special interests, talents, or abilities,

whether it is in the arts, sciences, or other areas. It is the goal of this charter school to help students become educated individuals who are intrinsically motivated to learn, and who have diverse yet well-developed interests.

This charter school’s parents, students, and Education Specialists believe that the best learning occurs when:

- Each curriculum is tailored to an individual student’s learning styles.
- One-to-one teaching is used as appropriate.
- Real life context-based learning is emphasized.
- There is supplemental enrichment through classroom instruction, independent learning, field trips, apprenticeships, and appropriate uses of technology, etc.
- Schooling is viewed as one aspect of an education.
- The entire community serves as the school campus.
- Interesting, worthwhile learning opportunities are provided that will stimulate the interests of each student.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

By the very nature of our design, it is our parents who partner with us to be fully involved in their children’s education. Teachers and parents collaborate extensively to provide enriching learning experiences and educational options for the students.

GVCS Bylaws allow for two of our five school board positions to be filled by parents of GVCS students. Parents interested in a position on the Board of Directors may contact school director Terri Adams at 805-642-3435 or adamst@goldenvcs.org

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	74
Grade 1	54
Grade 2	52
Grade 3	61
Grade 4	49
Grade 5	55
Grade 6	43
Grade 7	53
Grade 8	23
Ungraded Elementary	0
Grade 9	20
Grade 10	22
Grade 11	27
Grade 12	4
Ungraded Secondary	0
Total Enrollment	537

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.86 %
American Indian or Alaska Native	0.19 %
Asian	2.23 %
Filipino	0.19 %
Hispanic or Latino	9.68 %
Pacific Islander	0.19 %
White (not Hispanic)	55.31 %
Multiple or No Response	30.35 %
Socioeconomically Disadvantaged	18 %
English Learners	0 %
Students with Disabilities	5 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Not applicable for non classroom-based school.

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Golden Valley has adopted the following policies which are available for review upon request: Health and Safety Policy, Drug and Alcohol Use Policy, Injury and Illness Prevention Program, Policy Against Unlawful Harassment, and Policy Against Workplace Violence. These policies are reviewed and distributed to every employee annually. As a non classroom-based program, we do not have additional safety plans.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.0	0.0	1.8	2.4	0.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Golden Valley leases administrative office space, which is used for office personnel and for our school library. Our office is kept clean and in good repair at all times. We have adequate restrooms for office staff and library patrons. Our grounds are maintained by a commercial gardener on a weekly basis.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	x			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	22	22	23	49
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB

Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.3	4.7
All Schools in District	100.0	0.0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	80
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	3.0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Curriculum is up to date at Golden Valley. Our parental choice philosophy allows our parents to choose and order new curriculum that best meets the needs of each student on an ongoing and annual basis, allowing students access to the most current textbook adoptions. Our curriculum is aligned to state standards, and meets state-adopted criteria. In January 2004, the Golden Valley Board officially adopted all curriculum adopted to date by the State Board of Education, allowing for maximum flexibility and choice for all students. Students also have the ability to have a school-owned computer for their use, as well as access to supplemental materials including art supplies and community based classes, such as Dance, Drama, or Phys Ed.	Every student has sufficient standards-aligned textbooks and other instructional materials, as necessary for each student, based on individualized learning plans, and consistent with the content and cycles of the curriculum frameworks as required. Golden Valley orders new curriculum as necessary on an ongoing basis so that every student has a copy of each textbook to be used for each school year.
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,449	\$173.	\$6,275	\$42,210
District	N/A	N/A	\$5,379	\$62,118
Percent Difference – School Site and District	N/A	N/A	14%	32%
State	N/A	N/A	\$5,300	\$54322
Percent Difference – School Site and State	N/A	N/A	16%	22%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

None

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38249	\$37322
Mid-Range Teacher Salary	\$61873	\$53824
Highest Teacher Salary	\$73518	\$67700
Average Principal Salary (Elementary)	\$91179	\$85507
Average Principal Salary (Middle)	\$0	\$91421
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$132400	\$104993
Percent of Budget for Teacher Salaries	32.2 %	37.6 %
Percent of Budget for Administrative Salaries	4.6 %	6.4 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov/>.

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	62	58	62	60	58	61	42	43	46
Mathematics	44	32	41	55	49	52	40	40	43
Science	44	42	52	54	49	63	35	38	46
History-Social Science	35	37	49	46	47	54	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	74	37	*	*
American Indian or Alaska Native	*	*	*	
Asian	69	62	*	*
Filipino	*	*		
Hispanic or Latino	51	33	55	40
Pacific Islander	*	*	*	*
White (not Hispanic)	63	41	50	48
Male	58	44	59	55
Female	65	39	47	45
Economically Disadvantaged	45	29	30	30
English Learners				
Students with Disabilities	30	30	*	
Students Receiving Migrant Education Services				

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	15.8	57.9	26.3	27.8	55.6	16.7
Male	*	*	*	*	*	*
Female	8.3	66.7	25.0	27.3	63.6	9.1
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	15.4	61.5	23.1	33.3	50.0	16.7
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	33.3
7	33.3
9	41.7

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

API Rank	2005	2006	2007
Statewide	5	6	6
Similar Schools	2	4	3

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	41	-9	13	786
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	50	15	37	785
Pacific Islander				
White (not Hispanic)	19	-11	13	782
Socioeconomically Disadvantaged	30			728
English Learners				
Students with Disabilities				

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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, including participation rates and percent proficient results by student group, can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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. Detailed information about PI identification can be found at the AYP Web page at

<http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 [University of California](http://www.universityofcalifornia.edu) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [California State University](http://www.californiastateuniversity.edu) Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)		2.2	5.9		2.2	5.9	3.1	3.5	4.4
Graduation Rate	95.0	88.2	94.7			86.5	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	95%	95%	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

GVCS students are provided with information on how to enroll in ROP courses. ROP is a public education service that provides hands-on career preparation. ROP is designed to provide students with the technical skills required for particular jobs. Community-based internships in local businesses and industry sites are offered in many classes. Every course offers a unit on employment seeking skills, which includes the job application, resume, and interview preparation.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	1
Percent of the school's pupils completing a CTE program and earning a high school diploma	0
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	5.4
Graduates Who Completed All Courses Required for UC/CSU Admission	11.1

XII. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

GVCS ESs attend monthly staff development meetings, with each meeting focusing on a particular element of the educational program. As well, ESs are offered the opportunity to attend the University of California Counselor Conference and/or the California State University Counselor Conference each fall. These conferences are designed for anyone who works with and advises high school students in course work and preparation for college. Teachers participate in meeting-style workshops on the following topics: high school course approval; graduation requirements; collection and evaluation of student portfolios; assigning grades and credits; state-mandated assessments; evaluating student performance on the state standards; and administering and evaluating results of school-required fall and spring assessments. Teachers were also offered additional in-house staff development workshops on using data to drive instruction and choosing curriculum.