

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

Golden Valley High School

CDS 19-65136-0102459

December 10, 2007

**Due: January 18, 2008**

*The Single Plan For Student Achievement's* purpose is to improve the academic performance of all pupils to the level of the performance established in the Wm. S. Hart UHS District's Local Education Agency Plan (LEAP). Specifically, as required by No Child Left Behind(NCLB), all students will be proficient in English Language Arts and Mathematics. For additional information on LEAP, NCLB, school programs, or how you may become involved, please contact the following person:

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William S. Hart Union High School District

The District Governing Board approved the School Plan Abstract on {Insert Date}

### ***Our Mission***

Golden Valley High School will challenge students to discover and enhance their unique intellectual, emotional, physical, and social potential by helping them maximize individual strengths and pursue career goals; provide opportunities for students to develop and demonstrate their skills and abilities as critical and independent thinkers who are goal-oriented, value-based citizens; maintain positive interpersonal connections between school, families, and community; and foster a passion for learning in all members of the Golden Valley community.

### ***OUR VALUES***

The faculty, staff and administration of Golden Valley believe these values will guide all of our efforts and decisions as we begin to craft a community of learners in an environment that honors relationships, rigor and relevance.

- ❖ *The Golden Valley High School team [staff-students-parents-community] will work collaboratively to build an environment based on respect, trust, fairness and inclusiveness.*
- ❖ *Golden Valley High School will provide opportunities for excellence through rigorous standards-based instruction and assessment that gives value to individual student performance.*
- ❖ *Golden Valley High School will develop students that are responsible citizens who take ownership for their decisions and demonstrate a strong work ethic and integrity.*
- ❖ *Golden Valley High School will create learning communities in which students explore careers, set realistic and challenging goals, and establish post-secondary plans.*
- ❖ *Golden Valley High School will provide an environment that ensures each student connects meaningfully to more than one adult.*

# **EXPECTED SCHOOLWIDE LEARNING RESULTS**

***GVHS Students will demonstrate...***

## ***Communication***

Through their...

Use of technology to communicate ideas  
Interpersonal skills  
Presentation skills  
Writing & Speaking skills  
Listening skills  
Appropriate mode of communication  
Effective collaboration skills

## ***Character***

Through their...

Citizenship  
Respect in their actions and interactions  
Acceptance of responsibility and  
consequences for their own actions  
Cultural awareness, respect and compassion  
for humanity  
Courtesy in their interactions with adults  
and peers  
Appreciation of the arts

# **CRITICAL ACADEMIC NEEDS**

***In order to attain the GVHS expected learning results, the GVHS community (staff, students, and parents) will work together ...***

## ***Developing Skills for Success***

Through ...

The acquisition of study and organizational skills;  
The acquisition of reading and writing skills for all levels of students;  
The acquisition of critical thinking and problem-solving skills;  
The establishment and support of programs that promote the achievement of all learners;  
The fostering of a sense of well-being and worth as a competent learner.

## ***Competence***

Through their...

Career preparation  
Use of technology to succeed in the real world  
Use of critical thinking and problem-solving skills  
Mastery of basic academic skills  
Acquisition of literacy skills

## ***Commitment***

Through their...

Work ethic  
Passion for learning  
Setting of realistic goals (short and long term)  
Pursuit of and decisions regarding their career paths

## ***Attaching Value to Education***

Through...

The establishment of a work ethic that includes:  
Attendance  
Collaboration  
Cooperation  
Active listening and respectful sharing of diverse views and opinions  
The development of a relationship between school and community that includes:  
Use of resources  
Support of programs  
Awareness of opportunities  
The establishment of career connections for students with the community.

## School Profile

Golden Valley High School, currently one of the newest comprehensive high schools in the William S. Hart Union High School District, started with a dream and a mountain top. The effort to locate a site and finance a school that would serve the eastern portion of the Santa Clarita Valley began in 1997 as a partnership effort. The partnership project was a new concept that resulted in the creation of a unique learning structure – Golden Valley High School – and also provided a vital city and county transportation link to support access to business parks, highways and cross-valley connectors. The project involved state and city engineers, as well as public, private, and non-profit entities. The collaborative effort represented a landmark partnership between the Wm. S. Hart Union High School District, the non-profit Santa Clarita Valley Facilities Foundation and the City of Santa Clarita. These efforts have been recognized by the state of California, the League of California Cities, and local agencies with the following awards: California Geotechnical Engineers, Outstanding Project Award, and the Helen Putnam Award for Excellence. Located about twenty-five miles northeast of Los Angeles in a suburban community, the Golden Valley High School community got its first preview of the site in September 2003. Students and parents were asked to determine our mascot and colors. Local journalist, John Boston, provided historical information on the grizzly bear. The following information was shared with 300 of our family members that night:

*In 1877, Colonel John Lang shot a 2,350 pound grizzly bear in Canyon Country. This huge grizzly was stuffed and used as the model for the California Flag that commemorates our state and heritage. The grizzly was housed for several years in a San Francisco museum until it was sold to a London museum where it is believed to still reside today.*

Since we are located in the heart of the Canyon Country community, our families determined that we would be forever the **Golden Valley Grizzlies** and our colors black and gold. Our state-of-the-art design features science and technology centers and extensive performing and production arts facilities.

Our “everyone must be prepared for college and the world of work” belief is reflected in heterogeneous classes, our AVID enrollment, a wide range of academic intervention classes, regularly scheduled staff development, and open enrollment for honors and advanced placement courses. The 2005 testing was our first achievement data used to assist in additional modifications and additions to the curriculum.

Things which make Golden Valley High School unique from some of the other district high schools:

- Hardship funding for construction has left some parts of the campus still a promise of things to come –e.g. the swimming pool; theatre
- Course offerings to be modified as we grow and adapt to student needs
- La Mesa Junior High School is Golden Valley’s feeder school. Approximately 20% of the ninth graders that enrolled at Golden Valley in 2005 did not promote from their junior high school.
- Two hundred forty-one or 16% of our students qualify for free or reduced school lunch program (the largest high school enrollment in the district).

## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

- Forty-two percent of Golden Valley’s students consider themselves white, 36.7% of the students consider themselves Hispanic or Latino, 8.5% of the students consider themselves African American, 5.5% of the students consider themselves Asian, 5.0% of the students consider themselves Filipino, and 2.5% are of another ethnicity. There are 27 different languages, although 69% of our students’ primary language is English and 23% of our students’ primary language is Spanish. Thirteen percent of our students have an individualized education plan; 81 students are identified as resource and 108 are identified as SDC.
- Golden Valley has a program for those students have been diagnosed with Asperger’s Syndrome.
- Golden Valley offers a technology core in the 200, 300, 400, and 500 buildings. In addition, there are computers available in the career center to assist students in planning for their future. The math department also has 2 math labs. The library media center includes laptop and desktop computers for students to use. Several of Golden Valley’s mathematics classrooms have Smart Boards to assist teachers in designing interactive lessons. Every classroom on campus is

fitted with a whiteboard, television, and DVD player. Many of the classrooms also have overhead projectors so that PowerPoint lessons/presentations can be used in lesson design.

- At least 10 minimum days have been scheduled. Six of the minimum days are scheduled during finals week at the end of each semester and 3 days are scheduled during STAR testing in April 2008. Other minimum days are scheduled at the discretion of the principal so that the staff can discuss writing across the curriculum, data and classroom practices.
- Golden Valley is a new school which opened to the graduating classes of 2007 and 2008 in September 2004. We spent the first three years on a rotating block schedule, but are on a traditional schedule this year. The first Friday of each month is a reverse minimum day to make time for 2 hours of staff collaboration, in addition to regularly scheduled faculty and department meetings.

This school plan incorporates the following categorical programs: Title I, LEP, and GATE.

## STUDENT PERFORMANCE DATA SUMMARY

Student performance data summaries for schools and districts are available online at the California Department of Education web site at <http://www.cde.ca.gov/>.

### *Academic Performance Index (API) School Report*

<b>STAR 2005 % Tested</b>	<b>STAR 2005 API</b>	<b>STAR 2006 % Tested</b>	<b>STAR 2006 API</b>	<b>STAR 2007 % Tested</b>	<b>STAR 2007 API</b>
100	690	100	726	100	705

<b>Student Group</b>	<b>Number</b>	<b>Significant?</b>	<b>2005 API/Met?</b>	<b>2006 API/Met?</b>	<b>2007 API/Met?</b>
All Students	1421	Yes	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Socio-Economic	252	Yes	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
English Learners	355	Yes	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Disabled	150	Yes	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Other Student Groups:					

### *California Standards Tests Percent Proficient/Advanced*

CST Subject: ELA

Grade: 9

#### Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	60%	49%	50%
English Learners	95%	85%	81%
Disabled	95%	87%	91%
Economic	80%	79%	65%
Parents Not High School Graduates	85%	82%	66%
Other Significant Subgroups (List)			

**STUDENT PERFORMANCE DATA SUMMARY {Duplicate page as needed}**

California Standards Test

<http://star.cde.ca.gov>CST Subject: ELAGrade: 10

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	68%	59%	59%
English Learners	96%	94%	92%
Disabled	100%	94%	96%
Economic	84%	84%	84%
Parents Not High School Graduates	86%	92%	95%
Other Significant Subgroups (List)			

CST Subject: ELAGrade: 11

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	<i>n/a</i>	66%	66%
English Learners	<i>n/a</i>	94%	89%
Disabled	<i>n/a</i>	98%	100%
Economic	<i>n/a</i>	84%	85%
Parents Not High School Graduates	<i>n/a</i>	Not reported	85%
Other Significant Subgroups (List)			

CST Subject: GENERAL MATHGrade: 9

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	78%	75%	80%
English Learners	90%	93%	91%
Disabled	95%	92%	93%
Economic	83%	82%	83%
Parents Not High School Graduates	91%	84%	86%
Other Significant Subgroups (List)			

CST Subject: ALGEBRA IGrade: 9

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	66%	56%	74%
English Learners	81%	43%	Not reported
Disabled	100%	75%	Not reported
Economic	76%	37%	75%
Parents Not High School Graduates	88%	Not reported	Not reported
Other Significant Subgroups (List)			

CST Subject: ALGEBRA IGrade: 10

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	89%	78%	82%
English Learners	96%	97%	87%
Disabled	Not reported; only 10 students	85%	Not reported
Economic	92%	78%	79%
Parents Not High School Graduates	100%	85%	Not reported
Other Significant Subgroups (List)			

CST Subject: ALGEBRA IGrade: 11

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	<i>n/a</i>	90%	99%
English Learners	<i>n/a</i>	93%	100%
Disabled	<i>n/a</i>	96%	100%
Economic	<i>n/a</i>	91%	100%
Parents Not High School Graduates	<i>n/a</i>	Not reported	100%
Other Significant Subgroups (List)			

CST Subject: GEOMETRYGrade: 9

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	39%	30%	54%
English Learners	Not reported; only 2 students	Not reported; no students	Not reported
Disabled	Not reported; no students	Not reported; no students	Not reported
Economic	Not reported; only 5 students	Not reported; only 3 students	Not reported
Parents Not High School Graduates	Not reported; only 1 student	Not reported	Not reported
Other Significant Subgroups (List)			

CST Subject: GEOMETRYGrade: 10

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-2007</b>
All students	75%	63%	66%
English Learners	Not reported; only 2 students	Not reported; only 4 students	Not reported
Disabled	Not reported; no students	Not reported; only 2 students	Not reported
Economic	82%	Not reported; only 3 students	Not reported
Parents Not High School Graduates	Not reported; only 3 students	Not reported	Not reported
Other Significant Subgroups (List)			

CST Subject: GeometryGrade: 11

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	<i>n/a</i>	73%	78%
English Learners	<i>n/a</i>	Not reported; only 2 students	Not reported
Disabled	<i>n/a</i>	Not reported; only 1 student	Not reported
Economic	<i>n/a</i>	Not reported; only 4 students	83%
Parents Not High School Graduates	<i>n/a</i>	Not reported	Not reported

CST Subject: ALGEBRA IIGrade: 9

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	21%	26%	33%
English Learners	Not reported; only 2 students	Not reported; only 1 student	Not reported
Disabled	Not reported; no students	Not reported; no students	Not reported
Economic	Not reported; only 2 students	Not reported; only 4 students	Not reported
Parents Not High School Graduates	Not reported; no students	Not reported	Not reported
Other Significant Subgroups (List)			

CST Subject: ALGEBRA IIGrade: 10

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	64%	57%	69%
English Learners	Not reported; only 3 students	Not reported; only 2 students	Not reported
Disabled	Not reported; no students	Not reported; no students	Not reported
Economic	Not reported; only 3 students	Not reported; only 4 students	Not reported
Parents Not High School Graduates	Not reported; no students	Not reported	Not reported
Other Significant Subgroups (List)			

CST Subject: Algebra IIGrade: 11

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	<i>n/a</i>	80%	83%
English Learners	<i>n/a</i>	Not reported; only 4 students	Not reported
Disabled	<i>n/a</i>	Not reported; no students	Not reported

Economic	<i>n/a</i>	Not reported; only 3 students	Not reported
Parents Not High School Graduates	<i>n/a</i>	Not reported	Not reported
Other Significant Subgroups (List)			

CST Subject: Summative

Grade: 10

Percent Below Proficient/Advanced

Group/Subgroup	2004-05	2005-06	2006-07
All students	<i>n/a</i>	18%	20%
English Learners	<i>n/a</i>	18%	Not reported
Disabled	<i>n/a</i>	13%	Not reported
Economic	<i>n/a</i>	Not reported	Not reported
Parents Not High School Graduates	<i>n/a</i>	Not reported	Not reported
Other Significant Subgroups (List)			

CST Subject: Summative

Grade: 11

Percent Below Proficient/Advanced

Group/Subgroup	2004-05	2005-06	2006-07
All students	<i>n/a</i>	58%	49%
English Learners	<i>n/a</i>	59%	Not reported
Disabled	<i>n/a</i>	59%	Not reported
Economic	<i>n/a</i>	Not reported	Not reported
Parents Not High School Graduates	<i>n/a</i>	Not reported	Not reported
Other Significant Subgroups (List)			

CST Subject: WORLD HISTORY

Grade: 10

Percent Below Proficient/Advanced

Group/Subgroup	2004-05	2005-06	2006-07
All students	71%	63%	76%
English Learners	92%	60%	92%
Disabled	100%	58%	92%
Economic	90%	78%	86%
Parents Not High School Graduates	71%	88%	96%
Other Significant Subgroups (List)			

CST Subject: US HISTORY

Grade: 11

Percent Below Proficient/Advanced

Group/Subgroup	2004-05	2005-06	2006-07
All students	<i>n/a</i>	62%	80%
English Learners	<i>n/a</i>	58%	86%
Disabled	<i>n/a</i>	58%	90%
Economic	<i>n/a</i>	76%	79%
Parents Not High School Graduates	<i>n/a</i>	Not reported	81%
Other Significant Subgroups (List)			

CST Subject:   BIOLOGY/LIFE SCIENCE  Grade:   9  

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	40%	43%	60%
English Learners	94%	84%	92%
Disabled	Not reported; no students	87%	Not reported
Economic	76%	75%	58%
Parents Not High School Graduates	Not reported; only 6 students	Not reported	Not reported
Other Significant Subgroups (List)			

CST Subject:   BIOLOGY  Grade:   10  

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	77%	65%	69%
English Learners	96%	88%	94%
Disabled	100%	95%	97%
Economic	100%	77%	79%
Parents Not High School Graduates	100%	81%	92%
Other Significant Subgroups (List)			

CST Subject:   Biology  Grade:   11  

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	<i>n/a</i>	82%	65%
English Learners	<i>n/a</i>	Not reported; only 4 students	94%
Disabled	<i>n/a</i>	Not reported; only one student	92%
Economic	<i>n/a</i>	Not reported; only 5 students	89%
Parents Not High School Graduates	<i>n/a</i>	Not reported	91%
Other Significant Subgroups (List)			

CST Subject:   CHEMISTRY  Grade:   10  

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	65%	48%	65%
English Learners	Not reported; only 2 students	Not reported; only 3 tested	Not reported
Disabled	Not reported; no students	Not reported; no students	Not reported
Economic	Not reported; only 8 students	Not reported; only 3 students	Not reported
Parents Not High School Graduates	Not reported; only 3 students	Not reported; no students	Not reported
Other Significant Subgroups (List)			

CST Subject: ChemstryGrade: 11

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	<i>n/a</i>	87%	71%
English Learners	<i>n/a</i>	Not reported; only 3 students	91%
Disabled	<i>n/a</i>	Not reported; only one student	Not reported
Economic	<i>n/a</i>	Not reported; only 6 students	89%
Parents Not High School Graduates	<i>n/a</i>	Not reported; no students	Not reported
Other Significant Subgroups (List)			

CST Subject: EARTH SCIENCEGrade: 9

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	74%	66%	71%
English Learners	89%	85%	92%
Disabled	93%	97%	92%
Economic	85%	78%	79%
Parents Not High School Graduates	87%	93%	78%
Other Significant Subgroups (List)			

CST Subject: EARTH SCIENCEGrade: 10

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	91%	87%	75%
English Learners	80%	96%	88%
Disabled	Not reported; only 10 students	Not reported; only 6 students	Not reported
Economic	87%	93%	88%
Parents Not High School Graduates	Not reported; only 9 students	Not reported	Not reported
Other Significant Subgroups (List)			

CST Subject: EARTH SCIENCEGrade: 11

## Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	<i>n/a</i>	88%	79%
English Learners	<i>n/a</i>	Not reported; only 9 students	Not reported
Disabled	<i>n/a</i>	Not reported; only 7 students	Not reported
Economic	<i>n/a</i>	Not reported; only 10 students	91%
Parents Not High School Graduates	<i>n/a</i>	Not reported	Not reported
Other Significant Subgroups (List)			

CST Subject: Physics

Grade: 11

Percent Below Proficient/Advanced

<b>Group/Subgroup</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
All students	<i>n/a</i>	44%	47%
English Learners	<i>n/a</i>	42%	Not reported
Disabled	<i>n/a</i>	43%	Not reported
Economic	<i>n/a</i>	Not reported	Not reported
Parents Not High School Graduates	<i>n/a</i>	Not reported	Not reported
Other Significant Subgroups (List)			

## STUDENT PERFORMANCE DATA SUMMARY

### *California English Language Development Test Report*

#### Percent By Overall Proficiency Level (Annual Assessment)

	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Beginning</b>	2005: 16%	2005: 18%	2005: <i>n/a</i>	2005: <i>n/a</i>
	2006: 4%	2006: 6%	2006: 7%	2006: <i>n/a</i>
	2007: 16%	2007: 15%	2007: 12%	2007: 3%
<b>Early Intermediate</b>	2005: 3%	2005: 10%	2005: <i>n/a</i>	2005: <i>n/a</i>
	2006: 4%	2006: 9%	2006: 11%	2006: <i>n/a</i>
	2007: 14%	2007: 11%	2007: 15%	2007: 15%
<b>Intermediate</b>	2005: 16%	2005: 23%	2005: <i>n/a</i>	2005: <i>n/a</i>
	2006: 27%	2006: 10%	2006: 24%	2006: <i>n/a</i>
	2007: 23%	2007: 25%	2007: 23%	2007: 24%
<b>Early Advanced</b>	2005: 48%	2005: 29%	2005: <i>n/a</i>	2005: <i>n/a</i>
	2006: 37%	2006: 39%	2006: 30%	2006: <i>n/a</i>
	2007: 36%	2007: 39%	2007: 35%	2007: 41%
<b>Advanced</b>	2005: 18%	2005: 21%	2005: <i>n/a</i>	2005: <i>n/a</i>
	2006: 27%	2006: 36%	2006: 28%	2006: <i>n/a</i>
	2007: 11%	2007: 9%	2007: 15%	2007: 18%
<b>Total Tested</b>	2005: 100%	2005: 100%	2005: <i>n/a</i>	2005: <i>n/a</i>
	2006: 100%	2006: 100%	2006: 100%	2006: <i>n/a</i>
	2007: 100%	2007: 100%	2007: 100%	2007: 100%

**STUDENT PERFORMANCE DATA SUMMARY**  
*California High School Exit Exam (High Schools Only)*

Year: 2007 all students combined

ELA: Percent Not Passed

<b>Group/Subgroup</b>	<b>Number Tested</b>	<b>Percent Not Passed</b>	<b>Mean Scaled Score</b>
<b>All Students</b>	546	19%	380
<b>English Learners</b>	79	53%	350
<b>Disabled</b>	50	68%	339
<b>Socio-Economic</b>	88	43%	354
<b>Other Significant Subgroup (List)</b>			

Year: 2007 all students combined

Math: Percent Not Passed

<b>Group/Subgroup</b>	<b>Number Tested</b>	<b>Percent Not Passed</b>	<b>Mean Scaled Score</b>
<b>All Students</b>	547	19%	385
<b>English Learners</b>	79	42%	362
<b>Disabled</b>	49	71%	336
<b>Economic</b>	87	32%	372
<b>Other Significant Subgroup (List)</b>			

## STUDENT PERFORMANCE DATA SUMMARY

<http://ayp.cde.ca.gov>

Note: AYP is based, in part, on CST:ELA and CST:Math for junior high schools.  
 AYP is based, in part, on CAHSEE for high schools.

### *English Language Arts*

Group	Participation Rate	Met AYP?	Percent Proficient/Advanced	Met AYP?
School-wide	98%	Yes	54.7%	Yes
AA	98%	n/a	34.1%	n/a
A	100%	n/a	78.1%	n/a
H	98%	Yes	38.3%	Yes
W	98%	Yes	67%	Yes
Socio-Economic	97%	Yes	25%	n/a
English Learners	99%	n/a	24.8%	n/a
Students w/disabilities	97%	n/a	12.2%	n/a

### *Math*

Group	Participation Rate	Met AYP?	Percent Proficient/Advanced	Met AYP?
School-wide	99%	Yes	58.4%	Yes
AA	99%	n/a	46.3%	n/a
A	100%	n/a	81.3%	n/a
H	99%	Yes	44%	Yes
W	99%	Yes	65.9%	Yes
Socio-Economic	99%	Yes	42.5%	n/a
English Learners	98%	n/a	32.8%	n/a
Students w/disabilities	99%	n/a	12.2%	n/a

## STUDENT PERFORMANCE DATA SUMMARY

### Conclusions from Student Performance Data:

- Ninth and 11<sup>th</sup> graders in Algebra 1 had a notable increase in the number of students who did not reach proficiency on the STAR.
- Proficiency on the World History STAR exam dropped for all groups of students.
- The percent of ELL and disabled students who did not pass the CAHSEE decreased for 2007.
- Golden Valley did meet its AYP in all areas.
- CELDT test scores decreased for 2007.

### Conclusions from Parent, Teacher and Student Input:

- Students are maintaining achievement in some areas while losing ground in others.
- Because the school is in its infancy, there is a consensus that a definitive trend cannot yet be identified.
- The relative increase in the size of the 11<sup>th</sup> grade class may also account for some of the point loss.

### School Goals for Improving Student Achievement:

**Goal 1:** All students will be proficient in English Language Arts.

**Goal 2:** All students will be proficient in math.

**Goal 3:** All English Learners will become proficient in English.

**Goal 4:** All students will graduate from high school.



<p><b>1.2 Improvement of instructional strategies and materials</b></p> <p>1.2.1 Department collaboration vertically and horizontally guarantees all students receive same level of instruction.</p> <p>1.2.2 Course level assignments and assessments are in place at all levels.</p> <p>1.2.3 ELL and Special Education English teachers collaborate with regular English teachers and provide modified and reinforcement instructional materials for use in classes as needed.</p> <p>1.2.4 Collaboration with librarian for identification of materials, lessons and strategies</p> <p>1.2.5 Interdisciplinary instruction expanded beyond American Literature and English 11 to provided consistent practice in reading and writing strategies.</p> <p>1.2.6 Course levels instruction to continue focus on literacy and the use of technology for research, writing, and reading improvement.</p> <p>1.2.7 All course level teachers use common course descriptions, assignments, and assessments</p>	<p>All English teachers— general education, ELL, and special education</p> <p>Librarian</p> <p>Literacy Team</p>	<p>Training of Literacy Team</p> <p>Substitute costs</p>		<p>Throughout school year</p>
<p><b>1.3 Staff development and professional collaboration</b></p> <p>1.3.1 In addition to GVHS staff development, all English teachers take part in other training workshops or programs: literacy, EAP and RIAP training, AVID Summer Institute, district sponsored workshops on best practices.</p> <p>1.3.2 Teachers share training information through collaboration in order to better meet the needs of our students.</p> <p>1.3.3 At the heart of these activities is the formal and informal collaboration which takes place during department meetings, lunch time, after school—and whenever two or more English teachers get together.</p>	<p>English department chair and all English teachers</p> <p>AVID coordinator</p>	<p>Substitute costs</p> <p>Staff stipends for training after school</p> <p>Registration fees for conferences</p>		<p>Throughout the year</p>



<p><b>1.7 Auxiliary services for students and parents</b>  1.7.1 Teachers participate in evening programs for parent awareness and training—AVID Parent Nights open to entire Golden Valley Community, Grizzly Jamboree, presentations at parent meetings.  1.7.1 Teachers frequently collaborate with Family Center.</p>	AVID coordinator and administrator English department chair and Family Center Staff			3 times a year
<p><b>1.8 Monitoring program implementation and results</b>  All department members will:  1.8.1 Focus on Standards meetings to discuss achievement on benchmark exams;  1.8.2 Review and analyze test results and make recommendations for modifications;  1.8.3 Maintain department file that includes common assignments, assessments, rubrics.  1.8.4 Participate in monthly department meetings focusing on course level concerns, instruction and problems.</p>	District and Site Administration Department Chair All teachers	Collaboration time for item/test analysis		On-going

**Student Improvement Plan**

<b>Goal 2: All students will be proficient in math.</b>				
<b>Activity Description</b>	<b>Person Responsible</b>	<b>Related Expenditures</b>	<b>Cost</b>	<b>Timeline</b>
<p><b>Alignment of instruction with content standards</b>  All curricula are standards based and aligned with the California State standards for Mathematics. Textbooks are aligned and organized using standards. Pacing calendars for Algebra I allow teachers within the department to focus instruction around essential standards (standards that are heavily tested on high stakes exams).</p>	Department Chair Principal Math Department	n/a	n/a	On-going
<p><b>Improvement of instructional strategies and materials</b>  Geometry students utilize Geometer’s Sketchpad, Algebra II/Trig and Pre-Calc students utilize Geometer Sketchpad’s and graphing calculator, AP Statistics students utilize Fathom.. Several teachers within the department have electronic Smart Boards that enhance instruction and allow for demonstrations. The math department supports students in developing math literacy. Note taking, graphic organizers, presentations, posters, projects, real-world examples and</p>	Department Chair Math department	* Licensing fees for math programs * Maintenance of computers/computer labs * Staff Development	* 3,500 for each electronic whiteboard  \$5,000 for math software for Algebra 1	On-going

real-world applications are a part of every course in the math department. Lessons are taught using multiple modalities – visual, auditory and kinesthetic. Summative, formative and authentic assessments are used to determine student mastery of standards .				
<p><b>Staff development and professional collaboration</b></p> <p>Teachers within the department meet regularly each week to discuss student progress, curricula or other issues that are critical to student success. On-going email discussions allow all members of the department to provide input. Teachers with common preparation periods work together to pace the course assign similar homework assignments and write common exams. Teachers within the department attend staff development training offered at the school site and at the district level. Teachers also seek out staff development from outside agencies. Informal collaboration occurs almost every day, on weekends, at dinner, etc. Formal collaboration occurs during department meetings, during late start Fridays (dedicated collaboration time), course meetings and at meetings as needed that are determined by the department chair. Articulating with our feeder school allows us to better place student in the appropriate math class so that students are more successful.</p>	Department Chair Math department	Conference fees	\$3,000	On-going
<p><b>Extended/additional learning time</b></p> <p>All teachers in the department are available to students outside of the classroom. Teachers within the department have availability, by appointment, before and after school, during brunch and/or lunch. Students may also participate in before-school and/or after-school math intervention to make up credits and or reinforce concepts</p>	Math department Intervention coordinator	Intervention materials	\$500	On-going
<p><b>Increased educational opportunity</b></p> <p>The math intervention tutoring program allows students to get additional help on math assignments outside of class by math teachers within the department. Sheltered classes have smaller sizes (about 20) with instructional assistants to allow for small group instruction.</p>	Math department chair Intervention coordinator Assistant Principal			On-going
<p><b>Involvement of staff, parents and community</b></p> <p>Use of websites, on-line homework sites, phone calls, emails and progress reports to communicate student progress with parents. Open door policy that invites parents to visit their child’s classroom during the school day. Publication of important dates and other information in our newsletter that is sent to the community. Contact with the newspapers to highlight exceptional programs within the math department that are geared towards helping students be successful. Principal’s weekly phone call highlighting events.</p>	Math department chair Renaissance coordinator	Refreshments and awards for recognition events	\$3,000	On-going

Parents are invited to share in celebration during bi-annual Golden Paw Awards ceremony.				
<b>Auxiliary services for students and parents</b> All math students are eligible for intervention services before and after school. CAHSEE Review classes are offered after school and the two Saturdays prior to each administration. AVID students received additional tutoring.	AVID coordinator and administrator Math department chair Intervention coordinator			On-going
<b>Monitoring program implementation and results</b> FOS process allows teachers within the department to measure how students are doing towards mastery of essential standards in our Algebra One classes. Furthermore, teachers within the department discuss student results after exams and at the end of each grading period to determine areas of weakness as well as areas of strengths. IDMS data is used to understand where students are on the path towards mastery of standards. State test data is analyzed and the results are used to change and drive instruction. UCLA MDTP is administered to all incoming freshmen. The data is analyzed to place students as well as drive instruction.	Leadership Team Math department	Collaboration time	n/a	On-going
Other (Please describe)				



➤ EL Administrator and Coordinate to attend CDE Workshop-Closing the Achievement Gap for EL Learners.				
<b>Extended/additional learning time</b> ➤ Teachers available before school, during lunch and after school to assist students. ➤ After school intervention programs ➤ Online databases for research for EL students	Intervention Program Coordinator	\$33 per hour for an intervention teacher	Less than \$100/week	Throughout the school year
<b>Increased educational opportunity</b> ➤ Read 180 and an Intervention Class ➤ Intensive Literacy Program-District summer program	EL Coordinator, Intervention Coordinator, and AP that creates the Master schedule	\$31 per hour for the intervention teacher Family Center Coordinator salary	less than \$100 per week	throughout the school year
<b>Involvement of staff, parents and community</b> ➤ Staff presentations at parent meetings, parent contact to assist students, identification of community resources to assist student proficiency ➤ ELAC meetings held quarterly with parent input as to the topics discussed. ➤ Implementation of Student Study Teams	EL coordinator	Family Center Coordinator salary		
<b>Auxiliary services for students and parents</b> ➤ Students and parents can attend parent meetings that are held the first Tuesday of each month. ➤ Students and parents attend site ELAC meetings. ➤ Students and parents attend district quarterly DLAC meetings. ➤ Counseling groups. (Girls and Boys)	Counseling Dept.  EL Coordinator  EL Administrator	Part of the regular annual school budget   \$400 - \$500/meeting		throughout the school year
<b>Monitoring program implementation and results</b>	Office of Special Programs EL administrator EL coordinator	part of annual district and school budget		throughout the school year
<b>Other</b> (Please describe)				



<p>responsibility for monitoring course-level pacing, homework, and assessment. The other departments are developing similar programs.</p> <ul style="list-style-type: none"> <li>➤ Teachers who have development needs not met at the school site or district level are funded for conferences.</li> <li>➤ AVID Summer Institute training</li> <li>➤ Collaboration with feeder schools and local community college</li> </ul>	<p>AVID coordinator Professional development team</p>			
<p><b>Extended/additional learning time</b></p> <ul style="list-style-type: none"> <li>➤ After school intervention helps students earn credits for classes and helps students to improve their achievement in all academic subjects.</li> <li>➤ ROP encourages students to earn credits in different career paths.</li> <li>➤ Summer school</li> <li>➤ Library Media Center is open from 6:45 am until 3:45 pm.</li> <li>➤ Cookies n Cram is offered by Link Crew to help freshmen study for finals each semester</li> <li>➤ Saturday HSEE classes are offered to all students just prior to each exam administration</li> <li>➤ All parents of students referred to intervention will be called and notified.</li> <li>➤ Students who fail to attend Intervention classes will also have their parents notified.</li> </ul>	<p>Intervention coordinator  Intervention team  Librarian  Link Crew Coordinator</p>	<p>Hourly pay for Intervention Assistant</p>	<p>\$15 per hour</p>	
<p><b>Increased educational opportunity</b></p> <ul style="list-style-type: none"> <li>➤ AVID is a program focused on the middle level student. The elective class provides students with the skills they need to graduate high school and helps to explain their post-secondary options.</li> <li>➤ After school intervention classes support students in mastering the Standards. Additional classes will be created if/as needs arise.</li> <li>➤ Students are sponsored to participate in field trips, career fairs, Groundhog Job Shadow day, Connect-to-Success, plays, concerts, and the like</li> </ul>	<p>AVID coordinator  Intervention Coordinator</p>	<p>AVID college trips/speakers AVID tutors  Fees related to career fairs, cultural opportunities like plays and concerts, and transportation.</p>	<p>\$900  \$5,000</p>	

<p><b>Involvement of staff, parents and community</b></p> <ul style="list-style-type: none"> <li>➤ Monthly parent meetings explain to parents the requirements for graduation and the services provided by the school to help their students graduate.</li> <li>➤ Newsletter, web page, and connect-ed help to keep parents informed of activities, sports events, and the daily schedule.</li> <li>➤ CEAC/ELAC/School-site council</li> <li>➤ Parents are invited to the bi-annual Golden Paw Awards to celebrate their students' achievement</li> <li>➤ Weekly phone call from principal updating families on weekly activities and events.</li> </ul>	<p>EL and Title I Assistant Principals EL Coordinator Title I Coordinator Newsletter coordinator</p> <p>Renaissance Coordinator Principal</p>	<p>Rewards/refreshments for parent meetings</p>		
<p><b>Auxiliary services for students and parents</b></p> <ul style="list-style-type: none"> <li>➤ The Link Crew provides freshmen with extra support as they bridge to high school.</li> <li>➤ The Renaissance Coordinator plans No Tardy Parties, HOT parties, and other events to reward students for exceptional achievement and/or conduct.</li> <li>➤ Family Center volunteer provides support in connecting families with community services</li> </ul>	<p>Link Crew Coordinator</p> <p>Renaissance Coordinator</p> <p>Family Center volunteer(s)</p>	<p>Supplies and Training for Renaissance and Link Crew events</p>	<p>\$8,500</p>	
<p><b>Monitoring program implementation and results</b></p> <ul style="list-style-type: none"> <li>➤ FOS process allows teachers within departments to measure how students are doing towards mastery of essential standards in their classes.</li> <li>➤ Teachers within each department discuss student results after exams and at the end of each grading period to determine areas of weakness as well as areas of strengths. Use of IDMS data is used to understand where students are on the path towards mastery of standards. State test data is analyzed and the results are used to change and drive instruction, and design professional development.</li> </ul>	<p>Principal</p> <p>Department chairs</p> <p>Professional Development team</p>			
<p><b>Other</b> (Please describe)</p> <ul style="list-style-type: none"> <li>➤ Foreign Language Intervention classes</li> </ul>	<p>Intervention Coordinator Foreign Language chair person</p>			

## CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Materials for Advanced Placement and Honors classes	\$2000	GATE
Materials and Curricular Trip for Academic Decathlon	\$1700	GATE
College Trips	\$900	GATE
Conference attendance	\$1826	GATE
Professional Development	\$10,000	Title I
Supplementary Instructional Supplies	\$10,000	Title I
Plays, concerts, career fairs/conferences	\$10,000	Title I
PSAT	\$4000	Title I
Supplies and awards for parent meetings	\$1500	Title I
Link Crew	\$5000	Title I
Renaissance	\$3,500	Title I
Math software	\$5,000	Title I
Support for Intervention projects	\$12,544	Title I
Supplies for meetings	\$1500	LEP
Supplementary Instructional Supplies	\$2,500	LEP

## SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

<b>Names of Members</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other School Staff</b>	<b>Parent or Community Member</b>	<b>Secondary Student</b>
Jacquelyn Snyder	X				
Michelle McCormick		X			
Louise Davies (Asst. Secretary)		X			
Paula Paggi (Secretary)		X			
Janie Prucha		X			
Kimberly Jimenez		X			
Dawn Mowry			X		
Tom Cowan			X		
Jim Naranjo				X	
Linda Dann				X	
John Harrison				X	
Dana Schutz				X	
Kris Sanchez					X
Carla Sekly					X
Julie Kim (Chairperson)					X
Cassie Rogers (Vice Chairperson)					X
Numbers of members of each category	1	5	2	4	4

*At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).*

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:
  - School Advisory Committee for Title I/State Compensatory Education Programs
  - English Learner Advisory Committee (ELAC)
  - Gifted and Talented Education Program Advisory Committee
  - Other *(list)*
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school site council adopted this school plan on: January 16, 2008.

Attested:

Jacquelyn Snyder  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

Date \_\_\_\_\_

Julie Kim  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

Date \_\_\_\_\_