

# Golden Valley High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Golden Valley High School
<b>Street</b>	2121 East Childs Avenue
<b>City, State, Zip</b>	Merced, CA 95341
<b>Phone Number</b>	(209) 325-1800
<b>Principal</b>	Kevin Swartwood
<b>E-mail Address</b>	kswartwood@muhsd.org
<b>Web Site</b>	<a href="http://gvhs.muhsd.org/">http://gvhs.muhsd.org/</a>
<b>CDS Code</b>	24-65789 2430098

District Contact Information	
District Name	Merced Union High School District
Phone Number	(209) 385-6412
Superintendent	Alan Peterson
E-mail Address	apeterson@muhsd.org
Web Site	<a href="http://www.muhsd.org/">http://www.muhsd.org/</a>

### School Description and Mission Statement (School Year 2018-19)

#### School Description

Golden Valley High School is one of six comprehensive high schools in the Merced Union High School District. The school was established in 1994 as a comprehensive high school, the second in the city of Merced. Merced County is the seventh most ethnically diverse community in the United States. US Census Bureau data provides the following demographic figures: 30.2% Non-Hispanic white, 56.8% Hispanic, 4.2% black, 8.1% Asian/Pacific Islander and 3.0% other races. The Hispanic population in the county has shown a continued increase in numbers, thereby decreasing the percentage of all other groups. 52.0% of the county residents are non-native English speakers who speak Hmong, Mien, Lao, Spanish and Punjabi. 82% of the non-native English speakers use Spanish as their primary language. There are four feeder school districts; one private, three public. The largest feeder district is Merced City Schools, followed by Weaver Elementary School District, El Nido Elementary School District and Our Lady of Mercy Catholic School.

Our goal is to provide the Golden Valley High School students with the best educational programs in the area. Student and parent involvement are crucial components for the success of our students and we offer a wide array of excellent programs.

Golden Valley Cougar **P.R.I.D.E.** Posture

#### **P** Positivity:

Be positive. Assume the best about people and yourself.

#### **R** Respect:

Practice good manners. Be kind and accepting of difference.

#### **I** Integrity:

Be fair. Be trustworthy. Do the right thing even when no one else is looking.

#### **D** Determination:

Do not give up. Instead pick yourself up and try again.

#### **E** Excellence:

Be responsible. Do not settle for anything but your best.

PRIDE Posture was a collaborative effort that included input from staff, students, and the community.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	500
Grade 10	469
Grade 11	425
Grade 12	398
<b>Total Enrollment</b>	<b>1,792</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.1
Asian	11.2
Filipino	0.6
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	0.2
White	12.8
Socioeconomically Disadvantaged	83.6
English Learners	6.9
Students with Disabilities	7.1
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	74.6	72	76	470
Without Full Credential	5	8	6	50
Teaching Outside Subject Area of Competence (with full credential)	15	5	15	87

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments *	15	5	15
Vacant Teacher Positions	0	0	1

Note: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 2018, January

Pursuant to the settlement of Williams vs. the State of California, Merced Union High School District thoroughly inspected each of its school sites at the start of the 2009-2010 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

All textbooks at GVHS are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards aligned, textbooks and instructional materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	HMH California Collections 9 2017 HMH California Collections 10 2017 HMH California Collections 11 2017 HMH California Collections 11 2017 ERWC provided yearly Thomson Perrine's Literature 2006 Novels NA Hampton Brown Edge A 2006 Hampton Brown Edge B 2006 Hampton Brown Edge C 2008 Binders/copies NA Hampton Brown Edge A 2006	Yes	0.0
<b>Mathematics</b>	HMH Integrated Math 1 2015 HMH Integrated Math 2 2015 HMH Integrated Math 3 2015 Larson & Hostetler Precalculus with Limits 2001 Key Cur Press Calculus Concepts 1998 HMH Calculus of a Single Variable 2010 Brooks/Cole Calculus 2008 Freeman Practices of Statistics 2015 Prentice Hall Stats: Modeling the World 2007 Freeman Basic Practices for Statistics 2010 MUHSD Preparing for College Math 2009 Cengage Financial Algebra 2014	Yes	0.0
<b>Science</b>	Prentice Hall Science Explorer Life Science 2009 Prentice Hall Biology 2002 Pearson Campbell Biology AP 2014 Holt Modern Earth Science 2002 Addison Wesley Chemistry 2002 Prentice Hall Chemistry: The Central Science 2014 Glencoe Physics: Principles and Problems 2002 Wiley & Sons Physics 2014 Holt Environmental Science 2006 Cengage Living in the Environment 2007 Elsevier/Mosby The Human Body in Health 2014 Delmar Introduction to Veterinary Science 2005 Pearson Biotechnology, Introduction to 2011 Thomas Learning Introduction to Food Science 2003 Cengage Forensic Science: Fundamentals 2012 Prentice Hall Marine Biology an Ecological Approach 2005 Cengage Veterinary Anatomy & Physiology 2011 Cengage Introduction to Veterinary Science 2005 Thomson Introductory Horticulture 2007 UCAL History of the Sierra Nevada 2007	Yes	0.0
<b>History-Social Science</b>	Prentice Hall Health 2007 Odysseyware Online course 2016 McDougal Littell Modern World History 1999 Prentice Hall World History Modern World 2007 Glencoe American Vision Modern Times 2006	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Holt American Anthem Modern Am History 2007 McGraw-Hill American History a Survey 2003 Carnes/Garraty American Nation: A History 2003 McDougal Littell American Pageant 2006 Holt American Anthem Modern Am History 2007 Prentice Hall Economics: Principles in Action 2007 Prentice Hall Magruder's American Government 1999 Prentice Hall Governemnt by the People 2008 HMH History of Western Societies since 1300 2006 LB When Everything Changed 2010 Harpers Why Women Should Rule the World 2008		
<b>Foreign Language</b>	McDougal Discovering French 1-3 2004 MUHSD materials NA Singh Brothers Let Us Learn Gurmukhi 1-4 2004 Glencoe Buen Viaje 1-3 2003 Heinle & Heinle Medical Spanish A Conversation 2000 McDougal Abriendo Puertas Tomo 1-2 2003 Abriendo Paso Gramatica 2007 Abriendo Paso Lectura 2007 Holt Nuevas Vistas Curso de Introduccion 2006 Holt Nuevas Vistas Curos Uno 2006 Asi Se Dice 1, 2016 Asi Se Dice 2, 2016 Asi Se Dice 3, 2016 El Espanol Para Nosotros 1, 2014 El Espanol Para Nosotros 2, 2014	Yes	0.0
<b>Health</b>	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
<b>Visual and Performing Arts</b>	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Mangement and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	No	
<b>Science Laboratory Equipment (grades 9-12)</b>	Science Laboratory Equipment: GVHS provides an adequate supply of lab equipment for its students.	Yes	0.0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Golden Valley High School was originally constructed in 1994, and is currently comprised of 92 classrooms (including portables), a cafeteria/multi-purpose room, one staff room, a library, two computer labs and one portable lab, one gymnasium, a theater, the student body office and store, and the main office. At the end of the 2009-10 school year, Golden Valley was proud to hold a ribbon cutting ceremony on the new swimming pool and aquatic center constructed on the campus grounds. In 2011 the football stadium was completed.

The school is inspected annually by the Fire Marshall and monthly by school site administrators and the chief custodian. All issues discovered during these inspections are given the utmost priority.

**Cleaning Process**

Golden Valley High School provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. An Associate Principal works daily with 11 custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

**Maintenance & Repair**

A scheduled maintenance program is administered by the school’s custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 11/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Admin Building: AP Office needs new carpet. Break-room needs new tile' Break-room always has ants; Ants in Health Office Library: Work room base board by computer corner CADD: Custodial closet wall around drain walls needs work B-1: Ants B-2: Ants B-3: Ants B-4: Ants Science 1: Needs new tile floor. Science 2: Need to replace 4 tiles side door (floor) Science 3: Stained ceiling tile. Science 4: Stained ceiling tile. Science 5: Replace 3 ceiling roof tiles water damage Science 8: Stained ceiling tiles need replacement Science 9: Need to fix baseboard on the corner by teacher desk

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 11/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Science 10: Damage on one wall by the restroom. Pacific Club: Needs to be sprayed more for roaches Culinary Arts 1: Needs to be sprayed more for roaches Room 100 (IC): Needs new carpet Room 103: Needs new carpet Room 105: Needs new carpet. Room 106: Pest Infestation Room 107: Wet tiles on roof; Paint coming off wall Room 110: Paint coming off walls Room 111: Side wall has bumps Room 113: Wet tiles on roof Room 214: Damaged access ramp Room 303: Window blinds need to be replaced. Room 305: Need tiles Room 307: Needs tile Room 307: Stained ceiling tiles. Room 311: Needs tile; wall has deep screws in it Room 312: Carpet has tear Room 315: Needs tile Room 320: Needs wall trim and ballast Girls RR 200 wing: Tile on wall missing; Only 1/3 hand fryers work Saff RR 200 wing: Sink drips Boys RR 400 wing: Water puddles and does not flow to drain; Walls need paint; Light cover needs replacement Boys locker room: Door closet to gym needs to be painted (inside) Custodial Closet: Need to put tile around drain
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	IT 1: Electrical cover needs attention Room 100 (IC): Missing covers for ground outlets Room 101 (Learning Center): Missing covers for ground outlets Room: 102: Missing covers for ground outlets Room 103: Ballast out Room 116: Ballast out Room 118: Ballast out Room 301: Needs socket fixed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 11/2018	
Overall Rating	Good

**B. Pupil Outcomes****State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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 Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	55.0	46.0	50.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	18.0	19.0	21.0	19.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	388	97.49	45.99
Male	187	184	98.40	42.39
Female	211	204	96.68	49.26
Black or African American	12	11	91.67	27.27
Asian	52	51	98.08	56.86
Filipino	--	--	--	--
Hispanic or Latino	257	253	98.44	40.48
White	55	53	96.36	58.49
Two or More Races	20	19	95.00	63.16
Socioeconomically Disadvantaged	321	314	97.82	38.85
English Learners	61	58	95.08	8.62
Students with Disabilities	30	28	93.33	3.57



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Students Receiving Migrant Education Services</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	398	390	97.99	19.23
<b>Male</b>	187	184	98.4	22.83
<b>Female</b>	211	206	97.63	16.02
<b>Black or African American</b>	12	11	91.67	9.09
<b>Asian</b>	52	52	100	34.62
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	257	254	98.83	14.96
<b>White</b>	55	53	96.36	20.75
<b>Two or More Races</b>	20	19	95	36.84
<b>Socioeconomically Disadvantaged</b>	321	316	98.44	13.92
<b>English Learners</b>	61	59	96.72	5.08
<b>Students with Disabilities</b>	30	28	93.33	0
<b>Students Receiving Migrant Education Services</b>	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

Golden Valley High School has 15 career pathway offerings for its students, including Ag Mechanics (Small Engines), Ag Mechanics (Welding), Atribusiness, Agriscience, Animal Science, Ornamental Horticulture, Performing Arts, Residential & Commercial Construction, Business Management, Child Development, Education, Architectural Design, Patient Care, Food Service & Hospitality, and Information Support & Services. Each pathway had to go through the process of developing a framework, to include both the Industry Standards and Common Core Standards. Golden Valley placed Specialized Academic Instructors within CTE courses to promote equitable access to students with special needs. Students who complete a pathway sequence are honored with a signifying cord at graduation. Courses are evaluated using CTE standards during regular classroom walk-troughs. Our school's advisory committee is composed of members from the community within the industries reflective of our programs at Golden Valley High School.

There were approximately 989 students enrolled in CTE courses as of the Spring of 2018,

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	989
<b>% of pupils completing a CTE program and earning a high school diploma</b>	57
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	32%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
<b>2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	96.0
<b>2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	34.3

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>9</b>	32.4	27.0	13.5

Note: 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational programs at Golden Valley High School. For parents interested in leadership and/or the overall direction of curriculum at the school, the School Site Council (SSC), provides an excellent avenue of opportunity. Parents provide input with relation to English Learner programs through our English Language Advisory Committee (ELAC). Golden Valley is proud to sponsor the Parent Institute for the fifth year. It is a free event that provides parents with the tools and resources to become change agents addressing issues that impact the education, health, safety and development of children and youth which will ultimately result in a healthier community.

The school houses a Parent Center. The vision for the parent center is to have a location for parents to access information about the school, utilize computers, and help communicate with school personnel about their child. Community Liaisons staff the center and are proficient in Spanish and Hmong to help parents with their needs. Golden Valley hosts parent meetings the first Wednesday of each month, to give parents information about the school, give them an opportunity to ask questions, and guest speakers from the community are brought in to talk about supports available to them.

Parents who wish to participate in Golden Valley High School's leadership teams, school committees, school activities, or become volunteers may contact the school at (209) 325-1800. The District website (<http://www.muhsd.org/>) also provides a variety of resources and helpful information for parents, students, and community members.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	5.2	4.2	2.6	6.4	6.1	5.6	10.7	9.7	9.1
<b>Graduation Rate</b>	90.9	94.6	94.6	90.3	91.1	91.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	97.1	89.5	88.7
Black or African American	100.0	84.0	82.2
American Indian or Alaska Native	0.0	62.5	82.8
Asian	90.7	93.5	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	97.5	89.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	98.0	89.8	92.1
Two or More Races	100.0	96.8	91.2
Socioeconomically Disadvantaged	97.1	88.3	88.6
English Learners	64.7	49.0	56.7
Students with Disabilities	65.8	58.0	67.1
Foster Youth	100.0	95.2	74.1

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.5	2.2	4.0	6.3	4.6	5.0	3.7	3.7	3.5
Expulsions	0.3	0.1	0.4	0.8	0.5	0.3	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

Safety of students and staff is a primary concern of Golden Valley High School. Golden Valley High School maintains a “closed campus” policy, however students who have earned off-campus privileges are permitted to leave campus during their lunch period. Students may not loiter in the parking lots during school hours. The school employs three full time and three part-time campus liaisons to patrol the school. The school also has a full-time School Resource Officer from the Merced Police Department. Additionally, all visitors must sign in at the front office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times.

The school’s safety program is fully compliant with federal and state regulations, and the School Site Safety Plan was approved by the Board on September 12, 2018. Key elements of the safety plan focus on the maintenance of a safe and orderly campus for students and staff. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held regularly, and all staff have been trained on evacuation procedures. The plan was last discussed with the faculty on November 7, 2018.

GVHS also has a DASH (discipline, attendance, safety, and health) Committee that meets monthly. The committee consists of staff, parents, students, and administrators. The committee communicates with staff and students through email to keep them updated on safety concerns.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16			2016-17			2017-18					
	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	29.0	14	24	31	28.0	17	18	31	30.0	13	18	29
Mathematics	32.0	2	19	28	33.0	5	11	31	29.0	11	17	25
Science	30.0	6	20	17	30.0	5	16	22	31.0	6	10	26
Social Science	26.0	14	23	13	26.0	12	24	11	31.0	9	6	28

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

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	438
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	1	N/A

Note: Cells with N/A values do not require data.

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,766.54	\$1,438.33	\$7,328.21	\$88,141.92
District	N/A	N/A	\$11,792.00	\$75,411
Percent Difference: School Site and District	N/A	N/A	-46.7	15.6
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	2.8	2.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

In addition to general state funding, Merced Union High School District received state and federal funding for the following categorical, special education, and support programs:

- LCFF
- Title I, Part A - Basic Grant
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Part A - Limited English Proficiency (LEP)
- Title IV - Safe & Drug Free Schools & Communities (SDFSC)
- Title V - Innovative Programs

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,890	\$50,747
Mid-Range Teacher Salary	\$75,562	\$86,127
Highest Teacher Salary	\$96,674	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$130,323	\$150,286
Superintendent Salary	\$182,516	\$238,058
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	11	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All courses	22	23.3

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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The district has focused on utilizing Instructional Coaches at each school site to offer continuous, effective professional development throughout the school year for new and veteran teachers.

At Golden Valley High School the following areas are targeted:

- Classroom Management/Restorative Justice - This included site and district training as well as site Associate Principal oversight for implementation. Method for implementation is through the Intervention Center and the Student Support Office
- ELD Instructional Strategies: Site staff continue to attend district common core training as well as attend CAFE conference.
- Technology Integration and Instruction: Site Instructional Support Team provides ongoing feedback and PD (Team includes Instructional Coach, Teacher Librarian, and Associate Principal of Teaching and Learning)
- Response to Intervention (RtI): Implemented school wide and monitored by associate principals, and site principal
- Depth of Knowledge (DOK) trainings for all teachers to increase the rigor of questions being asked of students and the activities in which they participate.
- WICOR (Writing Inquiry Collaboration Organization Reading) - As a National Demonstration AVID School, GVHS is dedicated towards seeing WICOR strategies implemented across content areas, as measured by classroom walk-throughs. Staff receive implementation articles from Instructional Coach and site AVID Coordinator.

Professional development is offered during preparation periods, during strategic pull out days where teachers can focus on best practice, and as requested from staff to attend opportunities outside of the school and district.

For additional support in their profession, all first- and second-year teachers throughout the district may participate in the Beginning Teacher Support and Assessment (BTSA) program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. Teachers who are identified as probationary zero (do not yet have a credential) work closely with Instructional Support Team.