

Golden Valley High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Golden Valley High School
Street	2121 East Childs Avenue
City, State, Zip	Merced, CA 95341
Phone Number	(209) 325-1800
Principal	Kevin Swartwood
Email Address	kswartwood@muhsd.org
Website	http://gvhs.muhsd.org/
County-District-School (CDS) Code	24-65789 2430098

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Merced Union High School District
Phone Number	(209) 385-6412
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
Website	http://www.muhsd.org/

School Description and Mission Statement (School Year 2020-2021)

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. US Census Bureau data provides the following demographic figures: 27.1% Non-Hispanic White, 60.2% Hispanic, 4.0% Black, 8.3% Asian/Pacific Islander, 2.5% American Indian. 52.0% of the county residents are non-native English speakers who speak Hmong, Mien, Lao, Spanish and Punjabi. There are four feeder school districts for Golden Valley High School; 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 differences.

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.

Starting in the 2019-20 school year, GVHS adopted its Graduate Profile. The development of this profile included input from all instructional staff. Golden Valley educators have been actively engaging in professional development in these areas. The four indicators are listed below.

- Effective Communicators
- Creative and Critical Thinkers
- Collaborators
- Self-directed and Resilient Learners

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	497
Grade 10	430
Grade 11	477
Grade 12	439
Total Enrollment	1,843

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0.2
Asian	9.9
Filipino	0.5
Hispanic or Latino	68.2
Native Hawaiian or Pacific Islander	0.3
White	13.6
Two or More Races	1.6
Socioeconomically Disadvantaged	80.4
English Learners	9.7
Students with Disabilities	7.1
Foster Youth	0.6
Homeless	8.7

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	76	77	78	499
Without Full Credential	6	5	4	25
Teaching Outside Subject Area of Competence (with full credential)	15	15	22	150

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	2	1	3
Total Teacher Misassignments*	15	15	25
Vacant Teacher Positions	1	0	0

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

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 school year in September of 2020 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH California Collections 9 2017 HMH California Collections 10 2017 HMH California Collections 11 2017 ERWC provided yearly Thomson Perrine's Literature 2006 Novels Pearson EasyBridge iLit Online Curriculum	Yes	0.0
Mathematics	HMH Integrated Math 1 2015 HMH Integrated Math 2 2015 HMH Integrated Math 3 2015 Larson & Hostetler Precalculus with Limits 2001 Cengage Financial Algebra 2014 Pearson/Prentice Hall Third Edition Calculus: Graphical, Numerical, Algebraic 2007 Bedford, Freeman, Worth The Practice of Statistics 6th Edition 2020	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	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 2015 Holt Environmental Science 2006 Cengage Living in the Environment 2015 Elsevier/Mosby The Human Body in Health 2014 Delmar Introduction to Veterinary Science 2005 Cengage Forensic Science: Fundamentals 2012 Cengage Veterinary Anatomy & Physiology 2011 Cengage Introduction to Veterinary Science 2005 Thomson Introductory Horticulture 2007 UCAL History of the Sierra Nevada 2007 Cengage: Forensic Science Advanced Investigations 2016 copyright	Yes	0.0
History-Social Science	Prentice-Hall Health 2007 Odysseyware Online course 2016 McDougal Littell Modern World History 1999 Holt American Anthem Modern Am History 2007 Prentice-Hall Economics: Principles in Action 2007 Prentice-Hall Magruder's American Government 1999 Prentice-Hall Government by the People 2006 Wadsworth Western Civilization Since 1300 2019 LB When Everything Changed 2010 Brinkley American History: Connecting with the Past 2017 McGraw Hill IMPACT California Social Studies: Principles of American Democracy. 2019 Copyright	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	McDougal Discovering French 1-3 2004 Vista Temas 2014 McDougal Abriendo Puertas Tomo 1-2 2003 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
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
Visual and Performing Arts	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) Cengage: Design Basics 9th Ed 2016 copyright	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment: GVHS provides an adequate supply of lab equipment for its students.	Yes	0.0

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

School Facility Conditions and Planned Improvements

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 an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. In the 2020-21 school year, the custodians have also been cleaning per COVID-19 protocols. 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. All of these measures ensure that Golden Valley High School is kept in excellent condition.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/01/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Library- missing one vent in Cal Soap office
Interior: Interior Surfaces	Good	Planned repairs: Sci 1- Room needs painting 101- Baseboard needed IT6- Tile behind teacher desk Theater- Carpet change needed in sound booth Teacher Workroom- Wall bubbling Completed repairs: Sci 2- Tile replaced by side door
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Completed Repairs: Sci 8- cleaned Clean SBO window B4- Clean carpet stain
Electrical: Electrical	Good	Repairs Needed: 303- possible outlet issues
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	400 Restrooms- Need latch on small stall in men's
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Completed Repairs: Sci 2- Roof tiles replaced Sci 4- Ceiling tiles replaced Sci 7- Ceiling tile replaced Sci 8 Ceiling tile replaced 311- Ceiling tiles replaced 101-Ceiling tile replaced 102- Replace ceiling tiles 105- Ceiling tiles replaced 107- Ceiling tiles replaced 110- Ceiling tiles replaced 116- Replace 1 ceiling tile 118- Replace 2 ceiling tiles 214- Replace 7 ceiling tiles 307- Replace 2 ceiling tiles 318- Replace 4 ceiling tiles B3- Replace 5 ceiling tiles IT6- Replace 2 ceiling tiles Band- Replace ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Pool- cracks in cement
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	48	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	14	N/A	17	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	14	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

The list of MUHSD CTE advisory committee and the industries they represent follows:

Leslie Abasta-Cummings, Industry Representative, Health Science, and Medical Technology

Constantino Aguilar, Assistant Superintendent of Educational Services
Mandy Ballenger, Special Populations Representative
Ana Boyenga, Industry Representative, Education, Child Development and Family Services
Kahri Boykin, Secondary CTE Faculty
Norma Cardona, Special Populations Representative
Niza Crispin-Hernandez, Special Populations Representative
Vinni DeAngelo, Industry Representative, Hospitality, Tourism, and Recreation
Harry Dhaliwal, Industry Representative, Transportation
Timothy Donovan, Postsecondary CTE Faculty
Marisol Duran, Industry Partner, Fashion and Interior Design
Jennifer Euker, Secondary Administrator
Lily Flores, K12 Strong Workforce/CTE Coordinator
Autumn Gardia, Postsecondary Guidance
Laurie Goodwin, Parent
Araceli Gonzalez, Postsecondary CTE Counselor
Gwen Hagaman, Industry Representative, Information and Communication Technologies & Marketing
Brent Jerner, Industry Representative, Energy, Environment and Utilities
Cristi Johnson, Special Populations Representative
Charles Jolly, Secondary Administrator
Kathleen Kanemoto, Postsecondary CTE Faculty
Kevin Kennedy, Industry Representative, Business and Finance
Kathleen Lassle, Industry Representative, Building and Construction Trades
Scott Lewis, Industry Representative, Building and Construction Trades
John Livria, Industry Representative, Information and Communication Technologies
Marvulli, David Industry Representative, Building and Construction Trades
Sukhraj Mehat, Secondary CTE Faculty
Anel Ochoa, Instructional Support
Ed Palomino, Industry Representative, Agriculture, and Natural Resources
Nathan Quevedo, Industry Representative, Arts Media, and Entertainment
Breanne Ramos, Industry Representative, Agriculture, and Natural Resources
Jeremy Rahn, Industry Representative, Public Services
Richard Regalo, Industry Representative, Agriculture, and Natural Resources
Terry Rolfe, Industry Representative, Building, and Construction Trades
Adam Saxon, Industry Representative, Marketing
Kanoa Smith, Secondary Faculty
Greg Soto, Postsecondary Administrator
Jay Sousa, Industry Representative, Arts Media, and Entertainment
Jennifer Sousa, Secondary Counselor, and Postsecondary Adjunct Counselor
Student, AHS (Name Redacted) Student
Student, LHS (Name Redacted) Student
Student, MHS (Name Redacted) Student
Barbara Tanzillo, Program Administrator
Bryan Tasse, Postsecondary Administrator
Brian Teague, Industry Representative, Building and Construction Trades
Anthony Thomas, Parent
Bob Valladao, Parent
Lisa Vigil, Industry Representative, Building and Construction Trades
Seneca Ybarra, Secondary Faculty
Kimberly Zamudio, Educational Services Program Administrative Assistant

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1686
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	46.4

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.68
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	39.64

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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).

This school year, Golden Valley is also proud to announce its partnership with 4H Juntos has continued. Juntos is a parent involvement and educational program designed to educate parents who have not had experience with many aspects of the school system in order to promote parent and community engagement.

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.

Other parent involvement activities for the 2020-21 school year include:
 -Parent Resource Night where parents are shown how to effectively use Aeries Parent Portal, navigate the school website, and learn about digital citizenship and safety online.
 -Tobacco Prevention Presentation offered in coordination with Merced County Department of Public Health
 - La Cultiva La Salud presentation about advocacy and accessing health resources in the community
 - Multiple Facebook live events where parents can hear school updates and ask questions

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	2.6	4.4	2.3	5.6	6.7	4	9.1	9.6	9
Graduation Rate	94.6	93.6	96.7	91.3	90.5	94.2	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.0	1.2	5.0	3.4	3.5	3.5
Expulsions	0.4	0.3	0.3	0.5	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.6	2.6	
Expulsions	0.5	0.5	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 reviewed by School Site Council on September 17, 2020. 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.

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. This committee reviewed the plan on September 10, 2020.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	30	13	18	29	32	11	10	35	39	8	13	37
Mathematics	29	11	17	25	31	5	25	20	34	8	15	28
Science	31	6	10	26	33	3	10	22	33	3	14	21
Social Science	31	9	6	28	33	3	14	27	33	6	10	33

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	384

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9210.05	1503.39	\$9210.05	\$90759.39
District	N/A	N/A	\$12977.92	\$79,619
Percent Difference - School Site and District	N/A	N/A	-34.0	13.1
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	17.2	0.5

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,725	\$52,670
Mid-Range Teacher Salary	\$79,771	\$89,660
Highest Teacher Salary	\$102,059	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$140,960	\$158,074
Superintendent Salary	\$200,454	\$250,285
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	5	N/A
All courses	18	19.4

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	14	2

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 over-site for implementation. Method for implementation is through the Intervention Center and the Student Support Office
- ELD Instructional Strategies: Site staff is given specific professional development to address the needs of English Learners.
- Technology Integration and Instruction: Two full-day trainings were given to teaching staff to provide them with professional development as our site prepared for distance learning. Site Instructional Support Team provides ongoing feedback and PD (Team includes Instructional Coach, Teacher Librarian, and Associate Principal of Teaching and Learning)
- Depth of Knowledge (DOK) feedback for all teachers is given from weekly class walkthroughs to increase the rigor of questions being asked of students and the activities in which they participate.
- Effective Communication classroom strategies: Effective communication is the first indicator of GV's grad profile. Teachers were given a refresher PD in this area.
- Student-centered learning: Teachers were provided with PD to give them strategies for incorporating student-centered learning for in-person students and students on distance learning.
- WICOR (Writing Inquiry Collaboration Organization Reading) - 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, staff collaboration times and dedicated PD days.

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.