

# Golden Valley High School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

|  |                           |
|--|---------------------------|
| <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>Email Address</b>                     | kswartwood@muhsd.org      |
| <b>School Website</b>                    | gvhs.muhsd.org            |
| <b>County-District-School (CDS) Code</b> | 24-65789 2430098          |

## 2021-22 District Contact Information

|                                 |   |
|---------------------------------|---|
| <b>District Name</b>            | Merced Union High School District                         |
| <b>Phone Number</b>             | (209) 385-6412  |
| <b>Superintendent</b>           | Alan Peterson   |
| <b>Email Address</b>            | apeterson@muhsd.org                                       |
| <b>District Website Address</b> | <a href="http://www.muhsd.org/">http://www.muhsd.org/</a> |

## 2021-22 School Overview

### 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.

## 2021-22 School Overview

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

## About this School

### 2020-21 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 541                |
| Grade 10                | 489                |
| Grade 11                | 414                |
| Grade 12                | 458                |
| <b>Total Enrollment</b> | <b>1,902</b>       |

### 2020-21 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 50.6                        |
| Male                                | 49.4                        |
| American Indian or Alaska Native    | 0.4                         |
| Asian                               | 9.3                         |
| Black or African American           | 4.9                         |
| Filipino                            | 0.6                         |
| Hispanic or Latino                  | 68.2                        |
| Native Hawaiian or Pacific Islander | 0.4                         |
| Two or More Races                   | 0.8                         |
| White                               | 13.1                        |
| English Learners                    | 9.3                         |
| Foster Youth                        | 0.6                         |
| Homeless                            | 5.1                         |
| Socioeconomically Disadvantaged     | 80.8                        |
| Students with Disabilities          | 10.4                        |

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 57.6          | 68.9           | 373.3           | 71.6             | 228366.1     | 83.1          |
| <b>Intern Credential Holders Properly Assigned</b>   | 3.1           | 3.8            | 16.2            | 3.1              | 4205.9       | 1.5           |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 9.2           | 11.1           | 39.3            | 7.6              | 11216.7      | 4.1           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 6.8           | 8.2            | 54.4            | 10.4             | 12115.8      | 4.4           |
| <b>Unknown</b>   | 6.7           | 8.1            | 37.9            | 7.3              | 18854.3      | 6.9           |
| <b>Total Teaching Positions</b>  | 83.6          | 100.0          | 521.3           | 100.0            | 274759.1     | 100.0         |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 |
|--|---------|
| <b>Permits and Waivers</b>                                   | 0.0     |
| <b>Misassignments</b>  | 9.2     |
| <b>Vacant Positions</b>                                      | 0.0     |
| <b>Total Teachers Without Credentials and Misassignments</b> | 9.2     |

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21 |
|--|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.8     |
| Local Assignment Options                               | 6.0     |
| Total Out-of-Field Teachers                            | 6.8     |

## 2020-21 Class Assignments

| Indicator  | 2020-21 |
|--|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 14.1    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.7     |

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

**Year and month in which the data were collected** January 2022

| Subject                      | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|-----------------------------|--|
| <b>Reading/Language Arts</b> | English 1 and English 1 Advanced-- HMH California Collections 9 (Adopted 2016)<br>English 2 and English 2 Honors-- HMH California Collections 10 (Adopted 2016)<br>English 3-- HMH California Collections 11 (Adopted 2016)<br>AP English Language-- N/A<br>AP English Literature-- Thomson Perrine's Literature<br>ERWC (12th grade)-- ERWC provided<br>ELD 1-- Hampton Brown | Yes                         | 0.0  |
| <b>Mathematics</b>           | Carnegie Integrated Math A (Adopted 2021)<br>Carnegie Integrated Math B (Adopted 2021)<br>Carnegie Integrated Math 1 (Adopted 2021)  | Yes                         | 0.0  |

|                                   |  |     |     |
|-----------------------------------|--|-----|-----|
|                                   | <p>Carnegie Integrated Math 2 (Adopted 2021)<br/> Carnegie Integrated Math 3 (Adopted 2021)<br/> Larson &amp; Hostetler Precalculus with Limits 2001<br/> Cengage Financial Algebra 2014<br/> Pearson/Prentice Hall Third Edition Calculus: Graphical, Numerical, Algebraic 2007<br/> Bedford, Freeman, Worth The Practice of Statistics 6th Edition 2020</p>  |     |     |
| <b>Science</b>                    | <p>Prentice-Hall Science Explorer Life Science 2009<br/> Prentice-Hall Biology 2002<br/> Pearson Campbell Biology AP 2014<br/> Holt Modern Earth Science 2002<br/> Addison Wesley Chemistry 2002<br/> Prentice-Hall Chemistry: The Central Science 2014<br/> Glencoe Physics: Principles and Problems 2002<br/> Wiley &amp; Sons Physics 2015<br/> Holt Environmental Science 2006<br/> Cengage Living in the Environment 2015<br/> Elsevier/Mosby The Human Body in Health 2014<br/> Delmar Introduction to Veterinary Science 2005<br/> Cengage Forensic Science: Fundamentals 2012<br/> Cengage Veterinary Anatomy &amp; Physiology 2011<br/> Cengage Introduction to Veterinary Science 2005<br/> Thomson Introductory Horticulture 2007<br/> UCAL History of the Sierra Nevada 2007<br/> Cengage: Forensic Science Advanced Investigations 2016 copyright</p> | Yes | 0.0 |
| <b>History-Social Science</b>     | <p>Prentice-Hall Health 2007<br/> Odysseyware Online course 2016<br/> McDougal Littell Modern World History 1999<br/> Holt American Anthem Modern Am History 2007<br/> Prentice-Hall Economics: Principles in Action 2007<br/> Prentice-Hall Magruder's American Government 1999<br/> Prentice-Hall Government by the People 2006<br/> Wadsworth Western Civilization Since 1300 2019<br/> LB When Everything Changed 2010<br/> Brinkley American History: Connecting with the Past 2017<br/> McGraw Hill IMPACT California Social Studies: Principles of American Democracy. 2019 Copyright</p>   | Yes | 0.0 |
| <b>Foreign Language</b>           | <p>McDougal Discovering French 1-3 2004<br/> Vista Temas 2014<br/> McDougal Abriendo Puertas Tomo 1-2 2003<br/> Asi Se Dice 1, 2016<br/> Asi Se Dice 2, 2016<br/> Asi Se Dice 3, 2016<br/> El Espanol Para Nosotros 1, 2014<br/> El Espanol Para Nosotros 2, 2014</p>  | Yes | 0.0 |
| <b>Health</b>                     | <p>Grade 9: Health, Prentice Hall 2007 (New Edition 2008)</p>  | Yes | 0.0 |
| <b>Visual and Performing Arts</b> | <p>Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007)<br/> Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999)<br/> Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000)<br/> Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2)<br/> Cengage: Design Basics 9th Ed 2016 copyright</p>   | Yes | 0.0 |

|  |   |     |     |
|--|---|-----|-----|
| <b>Science Laboratory Equipment</b><br>(grades 9-12) | Science Laboratory Equipment: GVHS provides an adequate supply of lab equipment for its students. | Yes | 0.0 |
|--|---|-----|-----|

## 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.

|   |          |
|---|----------|
| <b>Year and month of the most recent FIT report</b> | 10/01/21 |
|---|----------|

| System Inspected                                     | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned  |
|--|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces                | X         |           |           | Band Ceiling tile missing<br>Admin Building possible carpet replacement in SBO office<br>Rm 311 Ceiling tiles (9)<br>FCS Change soap dispenser and fix drawer rollers<br>Cul Arts 2 Change soap dispenser and fix drawer rollers<br>107 Door was locked but not latched<br>109 Check ceiling tiles<br>201 Change soap dispenser, cabinet drawer needs repair<br>209 Ceiling tiles (8)<br>318 Replace 4 ceiling tiles<br>B-3 Storage room carpet bubbling |

## School Facility Conditions and Planned Improvements

|   |   |  |  |  |
|---|---|--|--|--|
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X |  |  |  |
| <b>Electrical</b>   | X |  |  |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |  |  | 200 staff restrooms: Change soap dispenser<br>SC-2: Front sink faucet needs to be secured.<br>Change soap dispenser<br>IT-6: Sink on door wall does not work and is tagged<br>400 Soap dispenser |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  |  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |  |  |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject  | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 417                     | 371                  | 88.97                 | 11.03                     | 46.2                           |
| <b>Female</b>  | 218                     | 194                  | 88.99                 | 11.01                     | 53.13                          |
| <b>Male</b>  | 199                     | 177                  | 88.94                 | 11.06                     | 38.64                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>   | 40                      | 39                   | 97.5                  | 2.5                       | 69.23                          |
| <b>Black or African American</b>                     | 33                      | 27                   | 81.82                 | 18.18                     | 29.63                          |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 290                     | 257                  | 88.62                 | 11.38                     | 42.13                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | 45                      | 41                   | 91.11                 | 8.89                      | 60.98                          |
| <b>English Learners</b>                              | 36                      | 30                   | 83.33                 | 16.67                     | 13.33                          |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | 58                      | 52                   | 89.66                 | 10.34                     | 36                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 194                     | 167                  | 86.08                 | 13.92                     | 44.24                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 46                      | 36                   | 78.26                 | 21.74                     | 22.22                          |

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 417                     | 373                  | 89.45                 | 10.55                     | 19.73                          |
| Female  | 218                     | 195                  | 89.45                 | 10.55                     | 21.65                          |
| Male  | 199                     | 178                  | 89.45                 | 10.55                     | 17.61                          |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 40                      | 39                   | 97.50                 | 2.50                      | 28.21                          |
| Black or African American                     | 33                      | 27                   | 81.82                 | 18.18                     | 14.81                          |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 290                     | 257                  | 88.62                 | 11.38                     | 18.50                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | 45                      | 43                   | 95.56                 | 4.44                      | 20.93                          |
| English Learners                              | 36                      | 27                   | 75.00                 | 25.00                     | 0.00                           |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 58                      | 50                   | 86.21                 | 13.79                     | 16.67                          |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 194                     | 166                  | 85.57                 | 14.43                     | 16.46                          |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                        | --                             |
| Students with Disabilities                    | 46                      | 34                   | 73.91                 | 26.09                     | 11.76                          |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject                                  | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science<br>(grades 5, 8 and high school) | N/A            | 19.55          | N/A              | 20.63            | N/A           | 28.72         |

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 855              | 809           | 94.62          | 5.38               | 19.55                   |
| <b>Female</b>  | 441              | 422           | 95.69          | 4.31               | 19.24                   |
| <b>Male</b>  | 414              | 387           | 93.48          | 6.52               | 19.90                   |
| <b>American Indian or Alaska Native</b>              | --               | --            | --             | --                 | --                      |
| <b>Asian</b>   | 91               | 87            | 95.60          | 4.40               | 33.33                   |
| <b>Black or African American</b>                     | 46               | 44            | 95.65          | 4.35               | 6.82                    |
| <b>Filipino</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Hispanic or Latino</b>                            | 580              | 547           | 94.31          | 5.69               | 17.22                   |
| <b>Native Hawaiian or Pacific Islander</b>           | --               | --            | --             | --                 | --                      |
| <b>Two or More Races</b>                             | 19               | 18            | 94.74          | 5.26               | 11.11                   |
| <b>White</b>   | 109              | 104           | 95.41          | 4.59               | 25.00                   |
| <b>English Learners</b>                              | 60               | 52            | 86.67          | 13.33              | 0.00                    |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | 128              | 116           | 90.63          | 9.37               | 12.07                   |
| <b>Military</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Socioeconomically Disadvantaged</b>               | 395              | 366           | 92.66          | 7.34               | 15.07                   |
| <b>Students Receiving Migrant Education Services</b> | 18               | 17            | 94.44          | 5.56               | 17.65                   |
| <b>Students with Disabilities</b>                    | 84               | 76            | 90.48          | 9.52               | 2.63                    |

## 2020-21 Career Technical Education Programs

The CTE pathways and courses in MUHSD:

Ag Mechanics: Small Engines - Ag Shop Skills, Small Engines, Advanced Small Engines, Diesel Ag Mechanics  
 Ag Mechanics: Welding - Ag Shop Skills, Ag Welding Technology 1 & 2, Equipment Construction 1 & 2  
 Agribusiness - Explorations in Ag, Agribusiness Management, Ag Communications, Ag Government/Economics, Ag Leadership & Technology, Ag Sales & Marketing, Internships in Ag  
 Agriscience - Explorations in Ag, Ag Biology of the Living Earth, Ag Earth & Space Science, Ag Chemistry in the Earth System, Farm to Fork: Ag Food Science  
 Animal Science - Explorations in Ag, Intro to Ag Vet Science, Animal Anatomy & Physiology, Veterinary Science  
 Ornamental Horticulture - Exploration in Ag, Environmental Horticulture, Turfgrass & Sports Management 1 & 2, Horticulture 2, Art & History of Floral Design 1 & 2, Retail Floral 3  
 Graphic Design - Digital Arts 1, 2, 3 & 4, Yearbook Design and Publication  
 Animation - Animation 1 & 2  
 Performing Arts - Theatre 1, 2, 3, & 4  
 Media Arts - Digital Media Productions, Advanced Media Broadcasting  
 Visual/Commercial Arts: Photo - Photo 1, 2, 3, & 4  
 Visual/Commercial Arts: Art - Elements of Art & Design 1, Principles of Art & Design 2, Art & Design 3  
 Film/Video Production - Film 1, 2, & 3  
 Business Management - Computer Applications 1 & 2  
 Financial Services - Accounting 1 & 2

## 2020-21 Career Technical Education Programs

Child Development - Child Development, Careers w/ infant and Toddlers 1 & 2  
Education - Child Development, Health & Family Living, Cross-Age Physical Education teaching, Careers in Education  
Food Service & Hospitality - Intro to Culinary Arts, Culinary Arts 1 & 2, Culinary Arts Cafe Lab  
Biotechnology - Intro to Genetics, Microbiology, Biotechnology 1 & 2  
Biotechnology: Forensic Science - Biology and Community Health, Forensic Biology 1 & 2  
Patient Care - Intro to Health Careers, Emergency Medical Response, Sports Medicine, Medical Technologies, Nursing Assistant  
Information Support & Services - Intro to Computer Science & Javascript, Computer Programming 1 & 2, AP Computer Science Principles, AP Computer Science A  
Networking - Intro to Computer Science & Javascript, Intro to Cyber Security, IT Essentials  
Software & Systems Development - Robotics 1 & 2  
Marketing - Intro to Marketing, Advanced Marketing, Sports & Entertainment Marketing, Careers in Business and Marketing, Virtual Enterprise  
Building & Construction Trades - Construction Trades 1, 2, 3, & 4  
Energy and Power Technology - Career Exploration OSHA & Work Site Safety, Green Technology & Energy Conservation1  
Architectural Design - Computer Aided Drafting Design, Architectural Design, Advanced Architecture  
Engineering Design - Intro to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, Digital Electronics  
Fashion Design & Merchandising - Fashion, Textiles, & Apparel 1, Fashion, Design, and Visual Merchandising  
Public Service - Intro to Public Service, Community Medical Response, and Fire Science  
Systems Diagnostics, Service & Repair: Auto - Auto Mechanics 1, 2, & 3  
Systems Diagnostics, Service & Repair: Diesel - Diesel Engines 1, 2, & 3

CTE Advisory Committee 21-22

Ed Palomino, West Air Gas  
Breanne Ramos, Merced Farm Bureau  
Jay Sousa, Photographer  
Gwen Hagaman, Marketing Consultant  
Kathleen Lasse, Program Compliance Manager for Webcor Builders  
Lisa Vigil, Field & Marketing Representative for Carpenters Local Union 152  
Scott Lewis, District Coordinator for Carpenters Training Committee  
Brian Teague, Labors Relations Representative for Liuna  
David Marvulli, Construction Owner for DMC Construction  
Terry Rolfe, Construction Owner Phase 1 Construction  
Kevin Kennedy, Pres.of Valley Business Center  
Nancy Deavours, President/CEO Merced School EFCU  
Ana Boyenga, Assistant Superintendent of Atwater Elementary School District.  
Brent Jerner, CEO APG Solar  
Kahri Boykin, MUHSD Teacher  
Dena Traina, Civil Engineer, Provost & Pritchard Consulting Group  
Marisol Duran, Abercrombie and Fitch Company  
Leslie Abasta-Cummings, CEO of Livingston Community Health  
Dr. Thelma Hurd, UC Merced Director, Medical Education  
Sara Hill & Robyn Donovan, El Capitan Hotel (JDV Hotels)  
John Livria, Vice President of Focus Publishing  
Anthony Thomas, Converge One  
Brenda Reyna, Merced Superior Courtroom Clerk (Supervisor)  
Mickey Brunelli, Fire Battalion Chief  
Harry Dhaliwal, Service Manager for Interstate Trucking  
Barbara Tanzillo, Community Member  
Michelle Symes, MCOE Director of Student Support  
Lily Pulido, CTE Pathway Coordinator  
Greg Soto, Dean of Student Services  
Jennifer Sousa, Adjunct Counselor  
Student, AHS (Name Redacted) Student  
Student, LHS (Name Redacted) Student  
Student, MHS (Name Redacted) Student  
Jannette McAuley, Program Administrator  
Kimberly Zamudio, Educational Services Program Administrative Assistant

## 2020-21 Career Technical Education Programs

### 2020-21 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 1,814                     |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 50.2                      |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 47.5                      |

### Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission          | 99.84   |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 37.15   |

## B. Pupil Outcomes

### 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 area of physical education.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| 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 |
|-------------|--|--|---|
| Grade 5     | N/A  | N/A  | N/A   |
| Grade 7     | N/A  | N/A  | N/A   |
| Grade 9     | N/A  | N/A  | N/A   |

## 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 regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

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).

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 2021-2022 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
- Parent presentations by Merced College
- Virtual Cougar Course Fair
- Back-to-School Night
- PBL Community Engagement Event

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.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator              | School 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| <b>Dropout Rate</b>    | 2.3            | 3.6            | 2.0            | 4.0              | 3.2              | 3.7              | 9.0           | 8.9           | 9.4           |
| <b>Graduation Rate</b> | 96.7           | 94.2           | 97.3           | 94.2             | 95.2             | 94.6             | 84.5          | 84.2          | 83.6          |

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group       | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---------------------|------------------------------|----------------------------|------------------------|
| <b>All Students</b> | 451                          | 439                        | 97.3                   |
| <b>Female</b>       | 231                          | 225                        | 97.4                   |

|  |     |     |       |
|--|-----|-----|-------|
| <b>Male</b>  | 220 | 214 | 97.3  |
| <b>American Indian or Alaska Native</b>              | --  | --  | --    |
| <b>Asian</b>   | 50  | 49  | 98.0  |
| <b>Black or African American</b>                     | 15  | 15  | 100.0 |
| <b>Filipino</b>                                      | --  | --  | --    |
| <b>Hispanic or Latino</b>                            | 302 | 292 | 96.7  |
| <b>Native Hawaiian or Pacific Islander</b>           | 0   | 0   | 0.00  |
| <b>Two or More Races</b>                             | --  | --  | --    |
| <b>White</b>   | 64  | 63  | 98.4  |
| <b>English Learners</b>                              | 49  | 46  | 93.9  |
| <b>Foster Youth</b>                                  | --  | --  | --    |
| <b>Homeless</b>                                      | 48  | 46  | 95.8  |
| <b>Socioeconomically Disadvantaged</b>               | 399 | 388 | 97.2  |
| <b>Students Receiving Migrant Education Services</b> | 18  | 17  | 94.4  |
| <b>Students with Disabilities</b>                    | 49  | 48  | 98.0  |

### 2020-21 Chronic Absenteeism by Student Group

| <b>Student Group</b>                                 | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Eligible Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|--|------------------------------|--|----------------------------------|---------------------------------|
| <b>All Students</b>                                  | 1994                         | 1955   | 1484                             | 75.9                            |
| <b>Female</b>  | 1011                         | 991  | 725                              | 73.2                            |
| <b>Male</b>  | 983                          | 964  | 759                              | 78.7                            |
| <b>American Indian or Alaska Native</b>              | 6                            | 6  | 6                                | 100.0                           |
| <b>Asian</b>   | 180                          | 179  | 105                              | 58.7                            |
| <b>Black or African American</b>                     | 107                          | 102  | 92                               | 90.2                            |
| <b>Filipino</b>                                      | 13                           | 13   | 6                                | 46.2                            |
| <b>Hispanic or Latino</b>                            | 1363                         | 1336   | 1062                             | 79.5                            |
| <b>Native Hawaiian or Pacific Islander</b>           | 7                            | 7  | 6                                | 85.7                            |
| <b>Two or More Races</b>                             | 14                           | 14   | 6                                | 42.9                            |
| <b>White</b>   | 257                          | 254  | 165                              | 65.0                            |
| <b>English Learners</b>                              | 197                          | 191  | 165                              | 86.4                            |
| <b>Foster Youth</b>                                  | 22                           | 20   | 17                               | 85.0                            |
| <b>Homeless</b>                                      | 108                          | 107  | 100                              | 93.5                            |
| <b>Socioeconomically Disadvantaged</b>               | 1625                         | 1592   | 1267                             | 79.6                            |
| <b>Students Receiving Migrant Education Services</b> | 57                           | 55   | 43                               | 78.2                            |
| <b>Students with Disabilities</b>                    | 215                          | 208  | 178                              | 85.6                            |

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject            | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Suspensions</b> | 1.23           | 0.15           | 3.43             | 0.34             | 3.47          | 0.20          |
| <b>Expulsions</b>  | 0.32           | 0.00           | 0.46             | 0.03             | 0.08          | 0.00          |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

| Subject            | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| <b>Suspensions</b> | 1.62           | 2.26             | 2.45          |
| <b>Expulsions</b>  | 0.61           | 0.57             | 0.05          |

## 2020-21 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.15             | 0.00            |
| Female  | 0.00             | 0.00            |
| Male  | 0.31             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 0.22             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 0.00             | 0.00            |
| English Learners                              | 0.51             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 0.12             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 0.00             | 0.00            |

## 2021-22 School Safety Plan

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 9, 2021. 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 32                 | 11                                   | 10                                    | 35                                  |
| Mathematics           | 31                 | 5                                    | 25                                    | 20                                  |
| Science               | 33                 | 3                                    | 10                                    | 22                                  |
| Social Science        | 33                 | 3                                    | 14                                    | 27                                  |

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 39                 | 8                                    | 13                                    | 37                                  |
| Mathematics           | 34                 | 8                                    | 15                                    | 28                                  |
| Science               | 33                 | 3                                    | 14                                    | 21                                  |
| Social Science        | 33                 | 6                                    | 10                                    | 33                                  |

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 30                 | 12                                   | 19                                    | 35                                  |
| Mathematics           | 27                 | 17                                   | 22                                    | 21                                  |
| Science               | 30                 | 3                                    | 8                                     | 7                                   |
| Social Science        | 35                 |                                      | 15                                    | 31                                  |

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                               | Ratio |
|-------------------------------------|-------|
| <b>Pupils to Academic Counselor</b> | 396.3 |

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title  | Number of FTE Assigned to School |
|--|----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> | 4.8                              |
| <b>Library Media Teacher (Librarian)</b>                             | 1.2                              |
| <b>Library Media Services Staff (Paraprofessional)</b>               | 0                                |
| <b>Psychologist</b>  | 1                                |
| <b>Social Worker</b>   | 0                                |
| <b>Speech/Language/Hearing Specialist</b>                            | 0                                |
| <b>Resource Specialist (non-teaching)</b>                            | 0                                |
| <b>Other</b>   | 2.3                              |

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$8,372.95                   | \$596.34                            | \$7,776.61                            | \$73,970.44            |
| <b>District</b>                                      | N/A                          | N/A                                 | \$11,815                              | \$82,189               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | -41.2                                 | -10.5                  |
| <b>State</b>   |                              |                                     | \$8,444                               | \$92,222               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -8.2                                  | -22.0                  |

## 2020-21 Types of Services Funded

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

- Local Control Funding Formula (LCFF Supplemental)
- 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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$55,336        | \$54,687                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$82,164        | \$92,222                                     |
| <b>Highest Teacher Salary</b>                        | \$105,121       | \$114,208                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$0             | \$143,647                                    |
| <b>Average Principal Salary (Middle)</b>             | \$0             | \$145,785                                    |
| <b>Average Principal Salary (High)</b>               | \$144,903       | \$162,322                                    |
| <b>Superintendent Salary</b>                         | \$206,468       | \$258,950                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 32%             | 32%  |
| <b>Percent of Budget for Administrative Salaries</b> | 5%              | 5%   |

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|  |      |
|--|------|
| <b>Percent of Students in AP Courses</b> | 14.5 |
|--|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| <b>Subject</b>                  | <b>Number of AP Courses Offered</b> |
|---------------------------------|-------------------------------------|
| <b>Computer Science</b>         | 0                                   |
| <b>English</b>                  | 5                                   |
| <b>Fine and Performing Arts</b> | 2                                   |
| <b>Foreign Language</b>         | 0                                   |
| <b>Mathematics</b>              | 2                                   |
| <b>Science</b>                  | 2                                   |
| <b>Social Science</b>           | 4                                   |
| <b>Total AP Courses Offered</b> | 15                                  |

## Professional Development

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 - 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.
- 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.
- Creative and Critical Thinking: This is the second indicator of GV's graduate profile.
- 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.
- Universal Design for Learning: This included training for all faculty, as well as an extended session for those interested in expanding their expertise.

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 Induction 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.

In addition to the professional development listed above, Golden Valley also requires mandatory training of all staff in the following areas:

- Mandated Reporter
- Pest Management
- Sexual Harassment
- Bullying
- McKinney Vento
- Covid Awareness
- Suicide Prevention

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 14      | 2       | 18      |

# Merced Union High School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

|                                 |   |
|---------------------------------|---|
| <b>District Name</b>            | Merced Union High School District                         |
| <b>Phone Number</b>             | (209) 385-6412  |
| <b>Superintendent</b>           | Alan Peterson   |
| <b>Email Address</b>            | apeterson@muhsd.org                                       |
| <b>District Website Address</b> | <a href="http://www.muhsd.org/">http://www.muhsd.org/</a> |

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 2695                    | 2417                 | 89.68                 | 10.32                     | 46.07                          |
| <b>Female</b>  | 1330                    | 1205                 | 90.60                 | 9.40                      | 53.06                          |
| <b>Male</b>  | 1364                    | 1212                 | 88.86                 | 11.14                     | 39.13                          |
| <b>American Indian or Alaska Native</b>              | 13                      | 12                   | 92.31                 | 7.69                      | 33.33                          |
| <b>Asian</b>   | 233                     | 222                  | 95.28                 | 4.72                      | 63.06                          |
| <b>Black or African American</b>                     | 114                     | 91                   | 79.82                 | 20.18                     | 32.22                          |
| <b>Filipino</b>                                      | 19                      | 18                   | 94.74                 | 5.26                      | 77.78                          |
| <b>Hispanic or Latino</b>                            | 1882                    | 1691                 | 89.85                 | 10.15                     | 41.21                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 28                      | 24                   | 85.71                 | 14.29                     | 47.83                          |
| <b>White</b>   | 398                     | 352                  | 88.44                 | 11.56                     | 60.29                          |
| <b>English Learners</b>                              | 232                     | 191                  | 82.33                 | 17.67                     | 10.11                          |
| <b>Foster Youth</b>                                  | 19                      | 11                   | 57.89                 | 42.11                     | 27.27                          |
| <b>Homeless</b>                                      | 312                     | 272                  | 87.18                 | 12.82                     | 31.58                          |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 1106                    | 950                  | 85.90                 | 14.10                     | 35.61                          |
| <b>Students Receiving Migrant Education Services</b> | 63                      | 49                   | 77.78                 | 22.22                     | 27.08                          |
| <b>Students with Disabilities</b>                    | 289                     | 228                  | 78.89                 | 21.11                     | 10.22                          |

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 2695                    | 2421                 | 89.83                 | 10.17                     | 19.86                          |
| <b>Female</b>  | 1329                    | 1200                 | 90.29                 | 9.71                      | 20.47                          |
| <b>Male</b>  | 1365                    | 1221                 | 89.45                 | 10.55                     | 19.26                          |
| <b>American Indian or Alaska Native</b>              | 13                      | 12                   | 92.31                 | 7.69                      | 8.33                           |
| <b>Asian</b>   | 233                     | 223                  | 95.71                 | 4.29                      | 30.18                          |
| <b>Black or African American</b>                     | 114                     | 93                   | 81.58                 | 18.42                     | 11.11                          |
| <b>Filipino</b>                                      | 19                      | 16                   | 84.21                 | 15.79                     | 62.50                          |
| <b>Hispanic or Latino</b>                            | 1882                    | 1690                 | 89.80                 | 10.20                     | 16.70                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 28                      | 24                   | 85.71                 | 14.29                     | 30.43                          |
| <b>White</b>   | 398                     | 356                  | 89.45                 |                           | 28.17                          |
| <b>English Learners</b>                              | 232                     | 187                  | 80.60                 | 19.40                     | 2.19                           |
| <b>Foster Youth</b>                                  | 19                      | 12                   | 63.16                 | 36.84                     | 8.33                           |
| <b>Homeless</b>                                      | 312                     | 270                  | 86.54                 | 13.46                     | 12.88                          |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 1106                    | 948                  | 85.71                 | 14.29                     | 12.57                          |
| <b>Students Receiving Migrant Education Services</b> | 63                      | 47                   | 74.60                 | 25.40                     | 6.38                           |
| <b>Students with Disabilities</b>                    | 290                     | 228                  | 78.62                 | 21.38                     | 2.64                           |