

Golden Valley High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Golden Valley High School
Street	2121 East Childs Avenue
City, State, Zip	Merced, CA 95341
Phone Number	209.385.8000
Principal	Kevin Swartwood
E-mail Address	mthomas@muhsd.org
Web Site	http://gvhs.muhsd.org/
Grades Served	9-12
CDS Code	24-65789 2430098

District Contact Information	
District Name	Merced Union High School District
Phone Number	209.385.6412
Superintendent	Alan Peterson
E-mail Address	apeterson@muhsd.org
Web Site	http://www.muhsd.org/

School Description and Mission Statement (Most Recent Year)

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. In addition to the comprehensive sites, the high school district has one alternative-education campus devoted to four different programs: Adult Education, Community Day School, Independent Studies and Continuation School. In the fall of 2014, the student population was 1780. There are four feeder school districts; one private, three public. The largest feeder district is Merced City Schools, followed by Weaver Elementary School District, El Nido Elementary School District and Our Lady of Mercy Catholic School.

The Merced Union High School District serves students from the communities of Atwater, Livingston, El Nido, and Merced. It is located in Merced County, California, the heart of the San Joaquin Valley, the world's most productive agricultural area and a region of unusual economic and cultural diversity. Merced County is the seventh most ethnically diverse community in the United States. US Census Bureau data provides the following demographic figures: 30.2% Non-Hispanic white, 56.8% Hispanic, 4.2% black, 8.1% Asian/Pacific Islander and 3.0% other races. The Hispanic population in the county has shown a continued increase in numbers, thereby decreasing the percentage of all other groups. 52.0% of the county residents are non-native English speakers who speak Hmong, Mien, Lao, Spanish and Punjabi. 82% of the non-native English speakers use Spanish as their primary language

Principal's Message:

Golden Valley High School's goal is to equip every student with the necessary skills and knowledge to excel in any endeavor they pursue. We have a team of very talented staff, which allows us to offer an array of excellent co-curricular activities and academic programs to promote and enhance student achievement. We work together with parents, students, and community members to provide an exciting and rewarding educational program for every student.

Kevin Swartwood, Principal

The Vision of Golden Valley High School:

- Focus on the data
- Believe all can learn
- Commit to making it happen
- Achieve academic success

Mission

"Our mission is to ensure that every member of the school community reaches a high level of achievement as determined by Common Core State Standards (CCSS)."

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

P Positivity:

Be positive. Assume the best about people and yourself.

R Respect:

Practice good manners. Be kind and accepting of difference.

I Integrity:

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

D Determination:

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

E Excellence:

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

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

Golden Valley High School's School-Wide Learner Outcomes are:

Effective Communicators who:

- Receive and interpret information
- Communicate effectively in verbal, artistic, written, and non-verbal forms
- Read, write, speak, and listen reflectively and critically

Creative and Innovative Learners who

- Organize, analyze, combine, and assess essential data
- Demonstrate the ability to apply knowledge to new situations
- Use technology to identify, access, and analyze information to create

Self-Directed Learners who:

- Accept responsibility for his/her own learning
- Exhibit positive behaviors such as self-confidence, honesty, perseverance, and self-discipline
- Construct a plan that outlines academic, personal, and vocational/professional goals

Adaptable Problem Solvers who:

- Apply systematic problem-solving techniques
- Use critical thinking and research skills to find possible solutions
- Demonstrate the ability to apply learning and adapt to real-world situations
- Demonstrate skills in resolving conflict
- Work cooperatively, share, and assume responsibility as a self-directed member of a diverse team

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	454
Grade 10	441
Grade 11	431
Grade 12	459
Total Enrollment	1,785

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.3
Asian	14.2
Filipino	0.6
Hispanic or Latino	60.7
White	16.6
Two or More Races	3.8
Socioeconomically Disadvantaged	80.6
English Learners	9.6
Students with Disabilities	10.1
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	81	77		
Without Full Credential	3	0		
Teaching Outside Subject Area of Competence (with full credential)	11	10		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	10	
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.8	4.2
High-Poverty Schools in District	95.8	4.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 2015, December

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

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

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

Main textbooks utilized within the district are listed below.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12: High Point, Hampton Brown 2001 (Adopted 2007) Grades 9-12: Measuring Up, Peoples Education 2007 (Adopted 2008) Grade 12: Thomas Learning 2007 (Adopted) Grade 11: VHPS 2007 (Adopted) Grade 9-10: Xtreme Reading, Strategic Learning Center 2009 (Adopted 2009) (GVHS 9-11) Grades 9-12: Edge, Hampton Brown 2009 (Adopted 2010)	Yes	0.0
Mathematics	Grades 9-12: Algebra 2, McDougal/Littell 2007 (Adopted 2008) Grades 10-12: Geometry, McDougal/Littell 2007 (Adopted 2008) Grades 11-12: Prentice Hall 2007 (Adopted) Grades 11-12: Measuring Up, Peoples Education 2008 (Adopted) Grade 12: Preparing for College Mathematics, Pearson Custom Publishing 2009 (Adopted 2009) Grade 9: Algebra Readiness, McDougal/Littell 2008 (Adopted 2009) Grade 9-12: Algebra 1, Prentice Hall 2001 (Adopted 2005)	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008) Grade 10: Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Grade 9-12: Biology, Pearson Education 2002 (Adopted 2002) Grade 10-12: Chemistry, Pearson Education 2002 (Adopted 2002) Grade 9-12: Modern Earth Science, Holt 2002 (Adopted 2002) Grade 10-12: Physics: Principles and Problems, Glencoe 2002 (Adopted 2002)	Yes	0.0
History-Social Science	Grade 12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007) Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Grade 12: Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007) Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007) Grade 12: Magruder's American Government, Prentice Hall 1999 (Adopted 1999) Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 1999 Grade 10: World History the Modern World 2007 Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004) Grade 10: Modern World History, West Publishing 1999, (Adopted 2005) Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006) Grades 9-12: Why Women Should Rule the World, HARP 2008 (BCHS) Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Grades 9-12: Hmong Arts, Books & Crafts (Adopted 2008) Grades 9-12: Santillana USA 2007 (Adopted 2007) Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Grades 9-12: Punjabi (Adopted 2006) Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted) Grades 9-12: Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005)	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: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Mangement and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	No	
Science Laboratory Equipment (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 (Most Recent Year)

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

The school is inspected annually by the Fire Marshall and monthly by school site administrators and the chief custodian. All issues discovered during these inspections are given the utmost priority. The Fire Marshall visited Golden Valley December 3, 2014. His findings were minimal and addressed by Associate Principal Bliss.

Cleaning Process

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

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by 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.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

The chart below displays the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/24/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Admin Building: AP Office needs new carpet. Breakroom needs new tile. Science 1: Needs new tile floor. Science 4: Stained ceiling tile. Science 8: Stained ceiling tile. Home Ec. 1B: Damage on one wall. Room 100: Needs new carpet. Room 103: Needs new carpet. Room 105: Needs new carpet.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			200 Girls Restroom: Missing wall tiles. Ceiling needs repair.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/24/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Field House: Roof leaks. Several broken lockers.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds: Several Down spouts cracked/broken.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/24/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	47	48	44
Mathematics	22	20	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	405	392	96.8	17	34	34	13
Male	11	405	191	47.2	21	34	33	9
Female	11	405	201	49.6	12	35	35	16
Black or African American	11	405	12	3.0	42	42	8	8
American Indian or Alaska Native	11	405	1	0.2	--	--	--	--
Asian	11	405	54	13.3	9	41	31	15
Filipino	11	405	3	0.7	--	--	--	--
Hispanic or Latino	11	405	236	58.3	20	37	33	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	11	405	74	18.3	11	18	41	30
Two or More Races	11	405	11	2.7	9	55	27	9
Socioeconomically Disadvantaged	11	405	318	78.5	18	37	33	9
English Learners	11	405	12	3.0	83	17	0	0
Students with Disabilities	11	405	27	6.7	78	11	0	0
Students Receiving Migrant Education Services	11	405	8	2.0	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	405	390	96.3	41	31	16	5
Male	11	405	189	46.7	42	29	14	8
Female	11	405	201	49.6	40	32	19	2
Black or African American	11	405	12	3.0	42	42	0	0
American Indian or Alaska Native	11	405	1	0.2	--	--	--	--
Asian	11	405	54	13.3	28	33	24	6
Filipino	11	405	3	0.7	--	--	--	--
Hispanic or Latino	11	405	235	58.0	49	30	13	3
White	11	405	73	18.0	27	29	25	14
Two or More Races	11	405	11	2.7	55	27	9	0
Socioeconomically Disadvantaged	11	405	317	78.3	44	30	15	3
English Learners	11	405	13	3.2	77	8	0	0
Students with Disabilities	11	405	26	6.4	23	0	0	4
Students Receiving Migrant Education Services	11	405	9	2.2	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	61	54	42	55	56	43	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	43
All Students at the School	42
Male	44
Female	39
Black or African American	50
American Indian or Alaska Native	--
Asian	62
Filipino	--
Hispanic or Latino	34
White	47
Two or More Races	64
Socioeconomically Disadvantaged	15
English Learners	4
Students with Disabilities	40
Students Receiving Migrant Education Services	8
Foster Youth	--

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

Golden Valley High School utilizes the Merced County Office of Education's Regional Occupational Program (ROP) and offered 14 ROP and 24 CTE sections on site, as well as providing students access to various ROP courses throughout the county. The on-site ROP courses offered are; Digital Design and Graphic Design, Medical Occupations, Ag. Leadership and Veterinary Ag., and Floral design. Some of the CTE courses offered are; Accounting 1 & 2, Adv. Small Engine/Power Equipment, Ag Leadership & Technology, Ag Welding, Anatomy & Physiology, The Art of Digital Photography, Careers with Infant & Toddlers 1 & 2, Child Development. Computer Applications, Computer Programming 1 & 2, Culinary Arts 1 & 2, Foundations in Education, Graphic Arts 1 & 2, Health and Family Living, Internships in Agriculture 1 & 2, Marketing Community Classroom, Medical Occupations, Small Engines & Power Equipment, and Theater 1-3.

There were approximately 1001 students enrolled in ROP and CTE courses for the school year 2014-15

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	794
% of pupils completing a CTE program and earning a high school diploma	43%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	53%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.37
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	31.22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	51	47	45	55	50	43	57	56	58
Mathematics	58	54	56	58	56	45	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	49	26	25	47	39	15
All Students at the School	55	24	22	44	41	15
Male	62	19	19	44	42	15
Female	46	29	25	44	41	15
Black or African American	37	37	26	47	47	5
Asian	48	26	26	31	41	28
Hispanic or Latino	61	23	16	49	40	11
White	39	21	39	33	47	20
Socioeconomically Disadvantaged	59	23	18	44	43	13
English Learners	98	2		85	13	2
Students with Disabilities	97	3		90	3	7
Students Receiving Migrant Education Services	95	5		79	21	

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	26.10	25.20	27.80

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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). Parents and students can also provide valuable input by serving on the Interview and Hiring Committees. Golden Valley is proud to sponsor the Parent Institute third year. It is a free event that provides parents with the tools and resources to become change agents addressing issues that impact the education, health, safety and development of children and youth which will ultimately result in a healthier community.

The school houses a parent center. The vision for the parent center is to have a location for parents to access information about the school, utilize computers, and help communicate with school personnel about their child. The center is located at the front of the school, in the school library, for easy access and parking for parents. The goal of the school is to not only have a parent center on campus, but to also reach out to the community and hold parent informational sessions in strategic locations to reach underrepresented populations. Parent liaisons staff the center and are proficient in Spanish and Hmong speaking and writing.

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) 385-8000. 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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	2.50	2.50	5.40	3.50	4.00	5.90	13.10	11.40	11.50
Graduation Rate	93.14	95.84	91.01	92.80	92.89	90.95	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	84.86	86.02	84.6
Black or African American	84	85.85	76
American Indian or Alaska Native	66.67	69.23	78.07
Asian	89.33	90.36	92.62
Filipino	100	92.86	96.49
Hispanic or Latino	80.89	84.26	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	94.19	90.58	89.93
Two or More Races	88.24	81.63	82.8
Socioeconomically Disadvantaged	67.31	50.51	61.28
English Learners	43.59	45.79	50.76
Students with Disabilities	81.41	84.2	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.88	6.95	3.44	9.69	7.02	5.38	5.07	4.36	3.80
Expulsions	0.04	0.00	0.47	0.08	0.09	0.71	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 an extended lunch are permitted to leave campus. With that exception, students may not leave the campus for any reason without first signing out at the front office. 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. 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 last updated on September 18, 2015. Key elements of the safety plan focus on the maintenance of a safe and orderly campus for students and staff. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held regularly, and all staff have been trained on evacuation procedures. The plan was last discussed with the faculty on November 4, 2015.

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	24	28	40	33	6	21	47	30	16	21	37
Mathematics	33	4	23	32	31	10	15	30	27	12	23	24
Science	33	4	15	34	34	3	11	31	30	7	10	28
Social Science	37	2	4	36	35	2	9	31	31	7	16	25

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	425
Counselor (Social/Behavioral or Career Development)	3	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,546	\$1,276	\$4,270	\$73,855
District	N/A	N/A	\$4,952	\$66,901
Percent Difference: School Site and District	N/A	N/A	-13.8	-1.3
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	-12.9	-9.1

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,367	\$44,363
Mid-Range Teacher Salary	\$65,877	\$71,768
Highest Teacher Salary	\$84,283	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,276
Average Principal Salary (High)	\$114,858	\$133,673
Superintendent Salary	\$185,658	\$210,998
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	9	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	4	N/A
All courses	20	.9

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

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 (Urban Essentials 101)-This included site and district training as well as site Associate Principal over-site for implementation. Method for implementation is through site instructional coach and associate principal.
- Explicit Direct Instruction: This is continuously monitored through weekly focus walks that are instructional based. Method of implementation is peer coaching, associate principal meetings, and BTSA training.
- ELD Instructional Strategies: Site staff continue to attend district common core training as well as attend CABE conference.
- Technology Integration into Instruction: Site funds the Instructional Leadership Team (ILT). The ILT teams maintain office hours for instructors as well as have monthly staff development training.
- Checking for Understanding: Through the weekly walk through by administration Checking for Understanding (CFU) is monitored and the expectation is less teacher talk with frequent CFU. This is also supported by associate principal meetings and feedback from instructional walk throughs.
- Response to Intervention (RtI): Implemented school wide and monitored by associate principals, and site principal
- Depth of Knowledge (DOK) trainings for all teachers to increase the rigor of questions being asked of students and the activities in which they participate.

Professional development is offered during preparation periods, before and after school, and during strategic pull out days where teachers can focus on best practice.

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.