Golden Valley High School

801 Hosking Avenue • Bakersfield, CA 93307 • (661) 827-0800 • Grades 9-12
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Kern High School District
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School Description

Golden Valley High School was founded in 2003 and is located at 810 Hosking Avenue, Bakersfield, California - as the 15th high school to open in the Kern High School District. At that time it was the fifth high school to open in the district during a rapid decade of growth in the late 1990's. Golden Valley is one of the largest high schools in the district with a physical plant encompassing 58 acres. The 58 acres include the Jack L. Schuetz Career Center, a vocational training site for Kern High School District students with special education need/support. Golden Valley currently has 21 students participating in this program. Excluding the Schuetz Center, the Golden Valley campus has nineteen buildings, which includes approximately 100 classrooms (26 portable classrooms), the administration building, a 815-seat auditorium, 2436-seat capacity gymnasium, Library Media Center, Parent Center, administration and counseling conference rooms, food service area, cafeteria that seats 556/900 standing, locker rooms and the field house. Twenty-six portable classrooms, located between the gymnasium and the tennis courts have been set up to accommodate the additional enrollment. Golden Valley also has two career technical education shops, (Agriculture and Wood shop). In May, 2016, a $2.8 million modernization project was completed in the Agriculture facility, that includes new classrooms/labs and equipment. Golden Valley High School grounds include facilities for a wide variety of extracurricular activities. We have 4 baseball diamonds on campus: 2 are used for boys' baseball, and 2 are used for girls' softball. The football stadium seats 4,058 spectators – 2,545 on the home side and 1,487 on the visitor's side. Stadium lights were installed in 2007. Over a two year span (18-19) our gymnasium floor was resurfaced/painted, new air conditioning and lighting systems were installed. The school was built to accommodate 2,150 students, but the current enrollment is 2,638. The majority of Golden Valley students come to us from Ollivier and McKee middle schools. Both schools are part of the K-8 Greenfield School District. Golden Valley is located in the Southeastern portion in the city of Bakersfield. The average household and family incomes in the Golden Valley area are about half of the state's average, and the number living per household is near double the state's average. Approximately 89% of Golden Valley students currently qualify for the Free and Reduced Lunch Program. Currently, the student body demographics are 86% Hispanic, 5% White, 5% African American, .5% Asian, .5% American Indian, .3% Filipino and 2.7% other. The English Learner (EL) population represents 7.5% of our enrollment.

Golden Valley takes pride in the advancement in the area of technology with wireless capabilities throughout the campus, LCD projectors, Hover Cams in each classroom and video/internet access to staff and students. During the 2017-18 school year 43 Instructional Technology Display packages were purchased to enhance a teachers ability to instruct anywhere in the classroom as if they were at their computer or whiteboard. The new package is equipped with a Microsoft Surface tablet with wireless display that is connected to new projector that allows the teacher to project whatever they want from anywhere in the room. It is like having a desktop computer in your hand. An additional 10 chromebook carts were purchased to continue our on-going goal of having 40 chromebooks per classroom. By the end of the 2018-19 school-year GVHS is equipped with 2 stationary labs on site, 55-chromebook carts/portable labs available for students and staff totaling over 2056 chromebooks. This allows the opportunity to have more carts placed with individual teachers versus teachers sharing. Having the ability to use technology within the classroom setting versus having to go to another location has been a great asset to our students and staff. At the beginning of the 2018-19 school year GVHS added 16-wall units that hold 20 chromebooks each. The goal is to continue to order wall units versus the carts for convenience and preventative measures to eliminate possible damage to the carts and chromebooks. In October, 2018 district funds purchased: 8 jamboards, 12 chromebook carts, 360 chromebooks and 120 touch screen monitors. At that same time we purchased an additional 19 wall units and 387 chromebooks using the 2017-18 carryover allocation of Title 1 funds. In December, 2019 a large amount of Title 1 carry-over funds were used to purchase 16 wall units and 30 Instructional Technology Display packages.

As technology has flourished at Golden Valley High School we continue to expand in areas to assist our staff. Over the past year the log-in page for staff has been updated to have a faster response for the daily needs that arise throughout each day. The main log-in page shows a Ghostbuster (Help Desk) icon that includes: Restroom Escort, Duplicating requests, Technology Issue, Facilities Request, Facilities Issue, Chrombook/Cart Repair, Student Support Form, CPS and Office Supplies Request. This has been a great asset for teachers and staff members. It has eliminated the middle man and goes directly to the individuals in charge to expedite the request.

Golden Valley High School has been effective in developing programs to meet the needs of our diverse student population. The school meets a wide range of needs by offering programs such as Honors and Advanced Placement (AP), Gifted And Talented Education (GATE), Dual Enrollment with our community college (BC) and University (CSUB), Title-1 Support, English Learners, Migrant, Repeat Interventions, Agriculture, Independent Studies, APEX (on-line), Work Experience, Service Learning, OCI (On Campus Intervention), Home Hospital, Kern Learn-district's on-line learning school and Special Education.

In addition to academic programs, Golden Valley High School offers numerous clubs and co-curricular activities to provide opportunities for student involvement. GVHS currently has 71 active clubs on campus. Student's are encouraged to participate in one or more clubs. In 2018-19 we started a President Club Council that meets once a month as a communication soundbar. This year we have added boys and girls frosh-soph soccer levels, bring our total to 34 athletic teams. Golden Valley students are very active in the community service area with school-wide blood drives (typically among the top in the highest percentage in Kern High School District donors), clean the community by our Interact Club, and RN Explorers. In March of 2017, the KHSD started a Police Activities League (PAL), the first school-affiliated PAL in the state, and possibly the nation. Golden Valley High School started the first chapter and currently has 15 active members. The club is preventative in nature, meaning it is geared toward leadership training and helping kids stay involved in school and in their community, and away from negative influences. Our PAL club chose to focus its attention and community projects on special education students, military and veterans, and senior citizens. Students are involved in activities such as community clean-up, Camp Hamilton clean-ups, set-up and clean-up at veteran and cancer events, and many other meaningful community events. Currently, PAL members are leading the charge in a district-wide PAL effort to create thousands of Christmas cards for active service members and senior citizens. As of December 2018, our GVHS PAL members have combined over 8478 hours of community service. PAL students also participate in educational and recreational trips to give them a diversity of cultural and real-world experiences. Currently our PAL League has been involved in 44 events from May-October, 2019 with 15 active members.

Golden Valley High School has made a concentrated effort to infuse multi-tiered systems of support (MTSS) along with an approach based around the concept of positive behavioral interventions and supports (PBIS) in effort to improve school climate campus-wide. These efforts started in 2015 and have increasingly grown by adding additional personnel and layers of support (i.e. student support services involving prevention and intervention found in Tier 1-3). At GVHS, we want our student's to be #BulldogSTRONG by demonstrating GROWTH, PRIDE, and SERVICE in the classroom, on campus and in the community. Our school-wide common expectations (#BulldogSTRONG/GPS [Growth-Pride-Service]) were implemented at the start of the 2016-2017 school year and are accompanied with teacher and student created lessons that are taught twice a month in every classroom on campus during 2nd period. In addition, posters explaining the common school-wide expectations are displayed in classrooms and other areas throughout campus (library, cafeteria, gymnasium, etc) to reinforce the desired behavior for our students. GVHS also has large GPS signage on multiple areas around campus to reinforce the importance of Growth, Pride and Service. Moreover, there is a section on GVHS's website dedicated to #BulldogSTRONG & GPS. Our students are acknowledged when they demonstrate the Growth, Pride or Service expectations by receiving a GPS ticket, a #BulldogSTRONG t-shirt and/or quarterly invitation to our GPS Ice Cream Social. Also, GVHS has put into effect a Student Support Team (SST) and a Tier II team to help support our students and their families when Tier 1 efforts have not been successful. In 2016-2017 school year, we have adopted a model for "alternatives to suspensions" that takes students who have violated an education code that could have resulted in an out of school suspension and provided curriculum and counseling on site allowing the student to be restorative, reflective and provided with the necessary tools and skills to be successful socially, emotionally and academically. Also in 2016-2017 school year, Golden Valley High School was awarded by the California PBIS Coalition the Silver Medal Award for our PBIS implementation. Lastly, in the current school year, GVHS has adopted the restorative practices/conferences approach as a means to solve conflict mediation's on campus which have proven to be successful thus far. GVHS is committed to continuing all efforts to successfully support out students, parents and staff. In September, 2017 we implemented a BulldogSTRONG Student Forum to gain more insight from the students. Ten students were chosen for this group based on recommendations from our Tier 1 team, and attempted to make this group a representative sample of our student population. The goal of the student forum is to gain a student voice in matters relating to our Tier 1 team. The goal is to get feedback from the students on a range of school climate issues, most of which we will gather from our School Climate Survey results. The requirement for the students to be in the Student Forum was that they communicate their opinions honestly and respectfully. Meetings are scheduled for once a month and are led by our Dean of Administration. Other administrators or special guests will participate in the meetings planned discussion. The PBIS Silver Medal Award was awarded for both 2017-18 and 2018-19 school years. During 2018-19 there was a concerted effort to build on our Tier 2 structures of student support. The Tier 2 is made up of the Assistant Principal of Administration, Dean of Students, counselors, Program Specialist, social worker, interventionist, and school psychologist. The Tier 2 team is designed to assist students that need additional support for their social, emotional, and academic well-being. The team meets every other week to discuss students that have been recommended for Tier 2 services. A campus wide Google Form is utilized by teachers to request Tier II services and is vetted by counselors and the Tier 2 team. Moreover, teachers have a Bulldog Icon on their desktop to request services as well. Furthermore, the Tier 2 team was trained to administer SST's (Student Support Teams) in order to further build on Tier 2 and 3 structures of student support. As a result of the training, the Tier 2 is able to administer a SST to a student, creating a path for success behaviorally and academically.

Golden Valley is staffed with 104 teachers, 97 classified support staff, six full-time counselors, two community specialists and one Parent Center-community specialist. The administrative team is led by Principal, Paul Helman, and includes two Assistant Principals,Geri Antoine-Assistant Principal of Instruction, Kyle Wylie-Assistant Principal of Administration, Pablo Reyes-Dean of Discipline, Jennifer Webb-Dean of Administration, Valerie Black-Activities Director, Robert Haskell -Athletic Director, Jane Hurttgam-Title -1 Coordinator, Pat Janousek-Head Counselor, Jill Halling-Special Education Program Specialist, Julie Alcala-School Office Supervisor, Jose Prieto-Plant Supervisor and John Curtis-Information Technologies Technician.

Golden Valley's MISSION STATEMENT anchors the school's purpose and sets its academic course: It is continually reviewed against student achievement goals and standards of excellence per the State of California and the Kern High School District.

MISSION STATEMENT:
Teachers and staff at Golden Valley High School challenge their students to reach their highest potential. They strive to provide students with essential skills and knowledge to become independent, responsible successful adults by teaching students to think critically, communicate effectively, work collaboratively, and value diversity, teachers empower students to become conscientious, productive and caring citizens.

Golden Valley Student Learner Outcomes (D.A.W.G.S.):

- Determined students who are college and career ready
- Fulfill all a-g Requirements
- Achieve Proficiency on all Standardized Tests
- Fulfill all graduation requirements
- Active participants in school and community
- Participate in Clubs
- Participate in Blood Drive
- Volunteer or community service hours
- Participate in sports and extracurricular activities
- Participate in School Leadership
- Well-rounded users of Information and Technology

- Complete research projects
- Adherence to Academic Honesty Policy
- CTE (Career Technical Education) Coursework
- Goal setters who plan for success
- Complete and follow a Graduation Plan
- Completion of Senior Exit Survey
- Meet graduation requirements
- Sensitive to differences in others
- Follow all school and class rules
- Safe School Ambassadors participation
- Attendance at anti-bullying assembly

SCHOOL DESCRIPTION:
Students of diverse ethnic and socioeconomic backgrounds fill the classrooms each day. They are welcomed by dedicated teachers, who are fully credentialed and highly skilled in their subject areas. They are innovative, intelligent, and committed to the work of developing the best possible programs and creating the best possible learning environments to secure the success of their students.

Golden Valley deliberately examines its programs, practices, and policies to determine the specific action plan needed for continued academic improvement. The action plan and the goals for the Single School Plan for Student Achievement speak to the same primary issue: to ensure that all students, at all grades and levels, achieve optimal learning and maximum academic success. This is done by analyzing achievement data to develop the best instructional programs and practices to move students to the next performance level. Professional Learning Communities (PLT) in all core areas, as well as non-core areas, regularly meet to discuss student progress and refine instruction based on the data. Each PLT develops its own plan of action based on performance standards and school-wide goals and monitors its progress, making adjustments as needed.

The PLTs and their respective departments have adopted the SMART system for setting goals and evaluating progress. A SMART goal is Specific, Measurable, Attainable, Realistic, and Time Bound. The PLTs used the Edusoft system that was a standards-based assessment instrument that helped teachers obtain. In 2016 the district replaced Edusoft with a program that does as much and more called Illuminate. Illuminate allows teachers to get real-time data by using document cameras (hover cams), which gives teachers a variety of options for in-class assessments, which helped teachers obtain meaningful information to target instruction where it was needed most. This system, along with the state and federal testing, common formative assessments, and classroom generated measurements, provide teachers with the necessary indicators to set appropriate learning objectives.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	686
Grade 10	625
Grade 11	606
Grade 12	580
Total Enrollment	2,497

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.5
Asian	2.2
Filipino	0.4
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	0.2
White	6.1
Two or More Races	0.1
Socioeconomically Disadvantaged	89.8
English Learners	6.6
Students with Disabilities	10.3
Foster Youth	0.6
Homeless	0.2

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Golden Valley High	17-18	18-19	19-20
With Full Credential	118	100	92
Without Full Credential	2	8	11
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kern High School	17-18	18-19	19-20
With Full Credential	♦	♦	1554
Without Full Credential	♦	♦	132
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Golden Valley High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

At Golden Valley High School every student has access to his/her own textbook(s) to take home and have access to the same textbook in the classroom. Every student has access to the instructional materials to be successful in their classes. All textbooks purchased by Golden Valley are standards aligned and approved by the district and local governing board. They are consistent with the content and cycles of the curriculum frameworks adopted by the SBE(State Board of Education).

Golden Valley's textbook policy is in compliance with the Williams Act and are posted in all classrooms and the Library-Media Center. Materials and technology are acquired for the purpose of meeting or exceeding the academic performance standards. Final decisions to purchase materials and technology are approved by the Principal and/or Assistant Principals; recommendations to obtain materials are made by staff through the leadership teams. The recommendations are based on student needs and the school's goals for student achievement.

If a textbook is requested that has not been approved by the district, the Assistant Principal of Instruction works with the Department Chair to follow the district-approved textbook adoption process. The title and accompanying documentation is submitted to the Office of Instruction for review and approval prior it is purchased by the site. New supplemental materials are purchased based on instructional and/or academic needs. Materials are reviewed to make sure they are standards-based and follow the state/district guidelines, as well as respond to the needs of the students and goals of the school and district.

Title I, Migrant, and English Learner programs regularly purchase supplemental materials and/or supplies to meet instructional and/or program needs. Instructional needs are determined based on ELPAC, CAASPP, and/or district and site assessments. Purchases of supplemental materials include those for intensive EL and/or math instruction – e.g., Edmentum, Newsela, etc. These budgets also fund professional development in these areas.

GVHS is no longer inspected per the Williams Settlement. However, we still apply the basic principle of the law to ensure that every student has the textbooks and/or instructional materials to use in the classroom and to take home.

No textbook insufficiency exists. All students have checked out texts for all of their core classes for home use, and in most cases, class sets are available for use in the classrooms.

In addition, the following documents are posted in all classrooms, offices, and student areas:
- Textbook policy
- Williams complaint notice

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9) *Of Mice & Men *House on Mango Street (Summer School) *Call of the Wild (Summer School) Holt Literature & Langeuage Arts Fourth Course (Grade 10), 2003 *To Kill a Mockingbird *Night *Lord of the Flies *Mid Summer Night's Dream Holt Literature & Language Arts Fifth Course (Grade 11), 2003 *The Great Gatsby *The Scarlet Letter *Tipping Point *Outliers Holt Literature & Language Arts Sixth Course (Grade 12), 2003 *Into the Wild *Brave New World *1984 *All the Pretty Horses *An Enemy of the People *Bless Me, Ultima *Catch-22 *Hamlet *Invisible Man *The Importance of Being Ernest Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 200 Edge Fundamentals Student Edition, National Geographic, 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 1999 Pacemaker Algebra 1/Globe Fearon Adopted 2001 Advanced Mathematical Concepts, Pre-calculus with Applications/Glencoe Adopted 2001 Integrated Mathematics/McDougal-Littell Adopted 2002 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Mathematics with Business Applications/Glencoe Adopted 2007 Single Variable Calculus/Brook & Cole Adopted 1999 Mathematics Concepts and Skills/McDougal-Littell Adopted 2001 Pre-Calculus Syllvian/Pearson 10th Edition 2016 AP Calculus Larson/Edward, Brook/Cole 2016 A Graphical Approach to Pre-Calculus, Pearson 7th Edition. AP Stats Starnes, Tabor, Yates, Moore, 5th Edition 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Earth Science; McDougal Littell, 2003 & 2005 2003 High School Earth Science Pearson, 2011 Adopted 2016 Biology; Prentice Hall, California Edition, 2007 2007 A.P. Biology: Biology in Focus, A.P. (Campbell), 2014 Chemistry; HRW, 2004 2005 Chemistry; McGraw Hill, 8th Ed., 2005 2004 Chemistry; Introductory Chemistry; Cengage, (Zumdahl), 9th Ed., 2019 Adopted 2018-19 Physics; HRW, 2006 2006 College Physics; Thomas/Brooks/Cole, 7th Ed., 2006 2006 Medical Terminology: Mastering Healthcare=Terminology; (Elsevier Mosby) 2016 5th Edition Floral 1 & 2: The Art of Floral Design; Delmare Cengage Learning Adopted 2016 Introductory Chemistry : A Foundation; Cengage Learning, 9th ed. Adopted 2019-2020 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Modern World History: Patterns of Interaction; McDougal Littell, 2003 Adopted 2003 Modern World History: Patterns of Interaction; McDougal Littell, 2006 Adopted 2006 AP Euro History: A History of Western Society Bedford/St. Martins 2014 The Americans: Reconstruction to the 21st Century; McDougal Littell, California Editions, 2003 & 2006 Adopted 2004 APUSH (U.S. History): American History, (Bedford/St. Martin's) 8th Edition 2014 United States Government; AGS, 2005 Adopted 2005 Magruder's American Government; Pearson/Prentice Hall Adopted 2005 We, The People: The Citizen and the Constitution; Center for Civic Ed., 1998 Adopted 1998 Economics; AGS, 2005 Adopted 2005 Economics: Principles & Practices; Glencoe (McGraw Hill), 2005 Adopted 2005 Economics, A.P.: Econ Alive: Power to Choose, (TCI) 2014 Government, Government in America, AP Edition, (Pearson), 2014 Psychology: Understanding Psychology; (McGraw-Hill), 2014 Psychology, A.P. Psychology for the AP Course: (Follett), 3rd edition, 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Spanish 1: Buen Viaje! Spanish 1 2005-03 Glencoe/McGraw-Hill, Spanish 2: Buen Viaje! Spanish 2 2003 Glencoe/McGraw-Hill, Spanish 3: Buen Viaje!3 2008 McGraw-Hill, Spanish Tesoro Literario 2004 Glencoe. Spanish 1: Realidades 1 Pearson Education, 2014 Spanish 2: Realidades 2 Pearson Eductiona, 2014 Spanish 3: Realidades 3 Pearson Education, 2014 Spanish Speakers 1: El espanol para nosotros, Nivel 1 McGraw-Hill Educ., 2014 Spanish Speakers 2: El espanol para nosotros, Nivel 2 McGraw-Hill Educ., 2014 Spanish Speakers 1: Spanish Speaking Sendas Literarias 1 2005 Pearson Education, Spanish Speakers 2: Spanish Speaking 2 Sendas Literarias 2005 Pearson Education, AP, Spanish Language: Momento Cumbres De Las Literaturas Hispanicas 2004 Pearson Prentice Hall French 1: Allez, Viens level 1 (Holt French) 2003 Holt French 2: Allez. Viens level 2 (Holt French) 2006 French 3: Discovering French 3 McDougal 2004Littell, **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:**
Health	Glencoe Health 2007 Glencoe/McGraw-Hill **The textbooks listed are from most recent adoption:** Yes

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Music Glencoe Music!! It's Role and Importance in Our Lives 2000 Glencoe/McGraw-Hill,The Stage and the School 1999 Glencoe/McGraw-Hill **Guitar **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Science Laboratory Equipment	Included in Science Classrooms: gloves stop watches meter sticks TI 83+ calculators CBL units motion detectors eye goggles face shields CBL sensors ramps ball bearings plumb bobs dynamics carts electronic balance pulleys mass hangers spring scale springs ripple tank lab set power supplies light bulbs convex lenses Van de Graaf generator electrostatics kits film cannister capacitors resistors capacitors voltmeters ammeters Chemistry lab Equipment: Ring Stands Bunsen Burners Hot Plates Beakers Test Tubes Thermometers Drying Ovens Barometers Safety Goggles Lab Aprons Evaporating Dishes Test Tube Holders Titration Apparatus Crucibles Crucible Tongs Wire Mesh U Tubes Electronic Balances Hand Lenses Tweezers Funnels Filter Paper PH Paper Graduated Cylinders Erlemyer Flasks Spot Plates Gas Collection Tubes Calculators Biology Lab Equipment Hot Plates Beakers Test Tubes

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Thermometers Safety Goggles Test Tube Holders Microscopes Graduated Cylinders Water Bath Dissection Kits Digital Scales Calculators Earth Science Hot Plates Safety Goggles Electronic Balances meter sticks stop watches
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/6/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100% No deficiencies noted.
Interior: Interior Surfaces	Poor	70.25% on most recent FIT with 47 "D"'s noted: Admins Office - Water stain ceiling tiles throughout/ceiling tiles have holes. Deans Office - Water stains on ceiling tiles in hallway, paint is chipping on exit door in hallway. Health Office - Water stain ceiling tile in hallway Counseling Office - Water stain ceiling tiles in hallway. Cafeteria - Floor tiles are bubbling and cracked at floor cover/ceiling tiles are loose. Staff Lounge (cafeteria) - Water stain on ceiling tile/carpet is separating at the seam. 300 Workroom (pod) - Water stain ceiling tiles. Room 340/Band - Ceiling tile has hole. Light diffuser is loose.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room 604 - Floor tiles are cracked Room 605 - Floor tiles are cracked Room 606 - Floor tiles are cracked Room 704 - Floor tiles are cracked. Room 901 - Floor tiles are cracked. Library Office - Water stain ceiling tiles. 1000 Workroom (Pod) - Ceiling tile missing Room 1001 - Floor tiles are cracked/ceiling tile is missing Room 1003 - Water stain ceiling tiles. Room 1002 - Floor tiles are cracked. Room 1004 - Water stains ceiling tiles Room 1106 - Floor tiles are cracked. Room 1207 - Floor tiles are cracked at teachers desk/trip hazard. 1300 Workroom (pod) - Ceiling tiles are cracked. Room 1302 - Floor tiles are cracked. Room 1303 - Floor tiles are bubbled. Room 1305 - Ceiling tile is cracked Room 1306 - Ceiling tile has a hole, floor tiles are cracked. 1400 Workroom (pod) - Water stain ceiling tiles. Room 1401 - Floor tiles are cracked. Room 1403 - Water stain on ceiling tiles/ceiling tile is cracked. Room 1404 - Floor tiles are cracked Room 1405 - Floor tiles are cracked. Room 1406 - Water stain on ceiling tile Room 1501 - Floor tiles are cracked throughout classroom. Room 1502 - Floor tiles are bubbling Room 1504 - Water stain on ceiling tile/floor tiles are cracked with holes Room 1601 - Floor tiles are cracked Room 1602 - Floor tiles are cracked. Room 1603 - Water stained ceiling tile Room 1605 - Small water stain ceiling tile. Room 1701 - Water stain ceiling tiles. Room 1715 - Water stain ceiling tiles. Portable 1 - Carpet is torn. Activity Room (weight room) - Water stained ceiling tiles. GYM - Water stain ceiling tiles in lobby area/paint is chipping on wall in lobby area/paint is chipping on door frames.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Restroom in Boys Locker Room - Wall tiles are cracked in boys restroom. Snack bar (gym area) - Ceiling has holes above AC unit and storage area.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	100% No deficiencies noted.
Electrical: Electrical	Good	92.55% Most recent FIT with 12 "D's" noted: 300 Workroom - Light panel loose (clip broken) Room 340/Band - Light diffuser is loose. Storage Area -Light diffuser is missing. Room 1102 - Light panel is loose Room 1207 - Light panel is loose Room 1405 - Light panels is loose. Room 1406 - Light panel loose (clip broken)/water stain in light diffuser Room 1500 Workroom - Light diffuser missing Room 1601 - Light diffuser is loose Room 1701 - Light panel is loose Room 1702 - Light diffuser is cracked in workroom Boys Locker Room - Sensor cover is missing at entry/exposed wires
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100% No deficiencies noted.
Safety: Fire Safety, Hazardous Materials	Good	99.38% Most recent FIT with 1 "D" noted. Fire Safety: 100% Hazardous Materials: 99.38% GYM - Paint is chipping on wall in lobby area/paint is chipping on door frames.
Structural: Structural Damage, Roofs	Good	98.73% Most recent FIT with 2 "D's" noted Structural: 98.76% with 2 "D"s noted Room 301 - Vent cover is missing on South eaves Room 1714/Wood Shop - Water damage to ceiling Roofs: 100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	99.38% Most recent FIT Deans Office - Paint is chipping on the exit door in the hallway.
Overall Rating	**Good**	95.19% average % of 8 categories above.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	51	50	49	51	50	50
Math	13	15	22	21	38	39

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

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	23.3	26.0	27.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	565	553	97.88	50.09
Male	281	275	97.86	41.97
Female	284	278	97.89	58.12
Black or African American	26	25	96.15	20.00
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	69.23
Filipino	--	--	--	--
Hispanic or Latino	485	475	97.94	51.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.06	46.88
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	526	514	97.72	49.61
English Learners	82	80	97.56	13.92
Students with Disabilities	59	55	93.22	12.73
Students Receiving Migrant Education Services	23	21	91.30	38.10
Foster Youth	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	564	549	97.34	15.15
Male	281	273	97.15	13.92
Female	283	276	97.53	16.36
Black or African American	26	23	88.46	8.70
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	23.08
Filipino	--	--	--	--
Hispanic or Latino	485	475	97.94	14.95
White	34	32	94.12	16.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	526	511	97.15	15.49
English Learners	82	80	97.56	1.25
Students with Disabilities	59	56	94.92	0.00
Students Receiving Migrant Education Services	23	22	95.65	13.64
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
One of Golden Valley's primary goals is to build and reinforce parent partnerships. Since the schools opening, there has been significant strides in strengthening parental involvement by providing groups and venues for parents to meet, network, learn, and support each other.
Parent communication and partnerships are continuous goals at Golden Valley High School.

Golden Valley's opportunities for parent involvement include:

- School Site Council
- Back to School Night
- Title 1, English Learner and Migrant Parent Advisory
- Bulldog Parents
- GATE Parents
- ESL class for adults
- Parent Project
- Athletic Boosters
- Fine Arts Boosters
- DPAC (District Parent Advisory Committee)
- FAFSA Nights (cash for college)
- LCAP Public Forum
- CABE (California Association of Bilingual Education)
- High School Equivalency Program (HEP)
- GED Program (General Education Diploma)
- Parent & Family Center

- Incoming Freshman Orientations: Bulldog Bash, GATE Orientation, registration, and a 4-Year Planning Night.
- 4H (Together for a Better Education)

During the 15-16 school year our career center was transformed into our new Parent and Family Center. This creation supports the Kern High School District's core values in the commitment to focus on engaging parents and families as an integral part of the success of KHSD students. Research shows that collaborative leadership strengthens our schools and improves services for students. We value and encourage parent and community input as we continue the process of incorporating and providing services to our parents and families. It is a goal to address and meet the needs of the parents and families in order to fully assist in preparing our students for lifelong learning and success. We continue to grow in scope and services as our Parent and Family Center becomes a part of Golden Valley High School and community and culture and environment. As of November 30, 2018 there has been 1376 visits to receive assistance with college/FAFSA, ESL, Technology, Attendance, School forms/information, translation, community assistance and grade information. The Parent and Family Center is equipped with several computers, chromebooks, television, work areas for parent use and an area for children's engagement. Listed are services that Golden Valley High School Parent and Family Center offer but is not limited to: Computer/chrome books, copier, fax and Internet access, instruction and basic computer skills, guidance on creating an email, accessing Synergy/Parent-VUE, parenting classes, connecting families to community resources, training and on typing, job skills and job searches, daytime/evening English language workshops, Parent Project with Teen Component, college and financial aid workshops (FAFSA), and guest speaker presentations. We also offer courses/programs such as: Typing Tutor, 'Rosetta Stone', basic computer instruction, assessment tests for the HEP/GED classes and citizenship assistance. This year we have the 4-H (Together for a Better Education) Program that focuses on school climate (who is who), family & school communication and Graduation and Post-Graduation. There are 6 2-hour sessions that have 15 families that participate per semester. The program is operated in collaboration with KHSD and University of California Cooperative Extension—4H Youth Development Program. As our Parent-Family center grows the goal is always to create collaboration opportunities between teachers, administration, school personnel and community members to support students and their families.

We continue to investigate additional programs that will advance our goal of improving communication with parents and encouraging participation at Golden Valley. Golden Valley and the Kern High School District have implemented several new methods for improving parent communication. A new student information system was implemented in the fall of 2012 called Synergy. This system provides online portals for parents and students that contain real-time information such as daily attendance and grades. Teachers have the ability to maintain a calendar of assignments and resources that students can access at any time. Parents and teachers can communicate through email using the email quick links. The system is also available on mobile devices using an application. The Golden Valley and KHSD websites have been reconstructed and are much more user friendly. Parents and community members can access a plethora of information from the district and school websites as well as access student and parent portals and KHSD library resources. http://goldenvalley.kernhigh.org/ and http://www.kernhigh.org.

At the end of the 2017-18 school year the district replaced its old call system, (School Messenger) with a new system called Blackboard. This system provides notification services for parental outreach, emergency broadcasts, and student attendance communications. Now parents can receive phone calls, text alerts, and emails about a range of important issues affecting their students' safety and academic performance. Parents can easily create accounts for each of these systems by accessing the KHSD Parents & Guardians page from the KHSD website. http://parents.kernhigh.org/. Social media users can follow Golden Valley at "golden valley_bulldogs" on Twitter as well as GVHS groups on Instagram and Facebook. Several teachers and counselors use Remind which is a free, safe messaging application for smartphones that allows staff to send reminder messages to anyone who follows the sender.

Outside of an actual parent groups, there are many prepared activities on campus for parents to become familiar with. There is the academic and extra-curricular programs such as: Back-to-School Night-held during the first month of school to provide the opportunity for parents to meet their students teachers and understand the policies and procedures in each classroom so they can support their student at home. Throughout the school year there are numerous informational and celebratory events that students, parents and other community members are invited to attend. For the incoming freshman we offer a sequence of events for students and parents to become more familiar with Golden Valley. Starting in January (of their 8th grade year), the GATE (Gifted and Talented Education) Orientation is held for students who have been recommended for the GATE program by their middle school teachers. In April the Bulldog Bash (an event that familiarizes parents/students with clubs, activities, athletics and academics) is a rally type of event that jump-starts the excitement as future high school student. A "4-Year Planning" Meeting is held to help explain the requirements/expectations for each academic year. The finale to these events is registration night where parents are part of their students class selection/programs process with their student. This is a great night to become familiar with the campus and meet the administration, counselors and some staff members. Bi-Lingual staff members are available to assist Spanish speaking parents. For the upper level students, Golden Valley counselors orchestrate FAFSA/Cash for College night(s) for parents. Parents who attend are guided through the college application process, given information on completing the FAFSA, and shown how to decipher their student's high school transcript. This event is held in the library for parents to access the internet with a Chrome Book or desktop computer.

In addition to the school-wide parent groups, individual clubs through A.S.B. (Associated Student Body) encourage parent participation. Indeed, many of the clubs depend on parent support to operate smoothly and successfully. Also, parents have many opportunities to attend academic, athletic and fine arts events, as well as other activities that offer information and/or entertainment.

In addition to the aforementioned site level opportunities for parent involvement, the Kern High School District (KHSD) offers the following opportunities for parent of students in Migrant and EL program:

**The KHSD has developed a written parental involvement policy with input from Title I parents. Many of these parents are parents of student participants of the Migrant and/or EL program. The policy is incorporated into district and school site plans and is distributed to all parents.

**Parent representatives from each school site are invited to take part in monthly District Parent Advisory Committee meetings. Meetings provide opportunities for parents to formulate and render suggestions for program modification or improvement as well as provide an arena for timely responses to these suggestions from Title I program leadership and school/district administration.

**District parent meetings are conducted monthly with emphasis on helping parents understand school programs, educational offerings, how to advocate for their children, and how they can become more involved in their children's education.

**The Kern High School District Parent Advisory Committee (DPAC) is composed of parents whose children participate from the Migrant program. At DPAC meetings, parents are able to take part in an advisory role to positively affect Title I and Migrant program issues and concerns. In the same capacity, committee members are able to
promote parental involvement activities which advocate that parents: provide basic physical and emotional needs of students which affect success in school, support and participate in learning activities at home with students, participate in parent/teacher conferences, home visits, and telephone conversations.

**The Kern high school District supports parent involvement through Parent & Family Centers established at 15 school sites. The centers are designed to provide KHSD Parents/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers serve as the hub for parent training's and create
collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families.

**Kern High School District representatives present the following information annually to Migrant and EL program parents reps; a description and explanation of the curriculum and materials used in classes information on the assessments used to measure student progress information on the proficiency levels and/or program goals students are
expected to meet.

**A yearly parent involvement needs assessment and subsequent evaluation is conducted at the District Committee meetings to provide guidance in the identification of needs of Title I parents and the effectiveness of Title I parent involvement activities. As a result of the Kern High School District's Title I parent involvement evaluation process,
workshops, meetings, parent institutes, and other forums are planned and made available to parents to fill the expressed needs.

**To facilitate the participation of non-English speaking parents, District meetings are conducted with the assistance of a Spanish/English interpreter. All written materials provided to parents are delivered in both English and Spanish.

**Parents stay informed on upcoming events and school activities through automated telephone messages, email, school newsletters, and the school website. Parents are encouraged to get involved in their child's learning environment either by meeting with teachers at Back-to-School night, participating in a decision-making group, or simply
attending school events.

Most important, the Principal, his administrative team, and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community partners are integral to the ultimate success of the school. This practice, alone, continues to richly cultivate trust and goodwill among the varied stakeholders of Golden Valley High School.

Golden Valley encourages parental involvement. We believe that when the school and parents work together, we are best able to provide excellent learning opportunities for our students. If you are interested in becoming involved in one or more of the many organized activities for parental involvement, please see the contact information regarding Golden Valley (661) 827-0800.

- Paul Helman, Principal: (phelman@kernhigh.org)
- Geri Antoine, Assistant Principal of Instruction: (geri_antoine@kernhigh.org)
- Kyle Wylie, Assistant Principal of Administration: (kyle_wylie@kernhighorg)
- Jennifer Webb, Dean of Administration: (jennifer_webb@kernhigh.org)
- Valerie Black, Activities Director: (valerie_black@kernhigh.org)
- Robert Haskell, Athletic Director: (robert_haskell@kernhigh.org)
- Jane Hurttgam, Tile 1 Coordinator: (jane_gibbel@kernhigh.org)
- Pablo Reyes, Dean of Students: (pablo_reyes@kernhigh.org)
- Pat Janousak, Head Counselor: (pat_janousek@kernhigh.org)

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.

School Safety Plan
Golden Valley High School and the Kern High School District follows the Standard Response Protocol (SRP) for its comprehensive emergency and safety plans that address civil defense, disaster, school safety and crisis intervention. The district meets regularly with the administrators to coordinate school and district procedures and policies so that efforts are consistent. The school safety plan is updated yearly and site administrators attend training sessions when needed. All district and site security staff members are required to attend training's that specifically address student safety.

At the beginning of each school year (2019), all staff members are reminded about the lock-down, evacuation and earthquake procedures. Each classroom is provided an Emergency Procedures folder and evacuation maps are posted. SRP (Standard Response Portocal) posters are posted in every building and classroom. A Crisis Response Team has been organized to address various needs during a emergency situation. If a school-wide evacuation is necessary, a nationally recognized SRP (standard response protocol) plan is in place to assist a safe and rapid total evacuation. Practice drills are held each year and have helped to prepare Golden Valley's staff and students to handle such an emergency. Close coordination with police, fire and sheriff agencies, a local ambulance service, district transportation, local schools and church have been arranged to assist the school should have an emergency arise. Beginning this year, staff and students will participate in two evacuation/lock-down drills, two active shooter drills, a Suicide Prevention workshop, and an A.E.D. and Mandated Reporting In-Service. The dates/times are reviewed with the staff at the beginning of each school year's pre-school meetings.

The civil defense emergency organization disaster plan (School Safety Plan and SRP) for Golden Valley has been submitted to the Kern High School District and was Board approved on November 4, 2019. The School Safety Committee, led by the Assistant Principal of Administration, Kyle Wylie, meets quarterly to discuss and address site level safety issues. This committee keeps staff informed of any changes to the safety plan. Golden Valley has an Emergency Response Team made up of trained staff members to respond to emergency situations. Members include administrators, teachers and classified employees. The Golden Valley School Safety Plan was last reviewed and approved by the Safety Committee on November 4, 2019. The Dean of Students, Pablo Reyes, who is in charge with monitoring student behavior and enforcing student conduct policies works with a full-time Kern High School District Police Officer, (Royce Haislip), 5.5 campus supervisors and a Dean's Secretary.

Golden Valley High School has implemented additional programs to enhance the safety for students, staff and visitors.
- Check-In/Check-out system (RAPTOR): Using their identification (license or I.D. card); a pass is printed that includes the visitors picture, name and destination. When exiting the pass is used to log out.
- REMIND: Administration has the ability to text each staff members cellphones to send out information that needs immediate attention.
- BULLDOGS REPORT: Via email or google form, students can report any instances of bullying, harassment, or other unsafe behavior using a QR Code (Quick Response Code). This information is sent anonymously to the administrators.
- SOCIAL MEDIA: Such as Twitter and Facebook are used to communicate to parents.
- BLACKBOARD: All-Call system is used to communicate information to parents when emergencies arise.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.1	8.7	10.1
Expulsions Rate	0.2	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	9.6	8.8	9.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	416.2

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	70	30	54	20	72	40	45	20	67	49	24
Mathematics	22	61	23	46	22	52	26	51	21	47	50	21
Science	24	28	9	44	24	30	17	38	24	22	36	19
Social Science	20	52	18	38	22	44	12	46	20	42	36	16

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Kern High School District provides ongoing, subject-specific PD to strengthen the instructional capacity of teachers and build strong professional learning team (PLT) within the organization. PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth. Teachers meet regularly to collaborate in their PLT to share best practices and review student performance data.

Both the literacy and numeracy training's are high priorities for the district because of the numbers of students who read below grade level (about forty percent of the total student population) and/or are not algebra ready upon entering high school (approximately one-third of incoming ninth-grade students). The district collaborates with its feeder districts to leverage practices to increase the skill levels in both reading and math. It also strives to increase the college-readiness of all students by working with its post-secondary partners to reduce college-attainment barriers. One such effort focuses on ways to share data inter-segmentally in order to align curriculum better, administer college-entrance assessments efficiently, and determine the skill gaps preventing students from achieving in their first year of college.

The district often hires outside agencies to set a training benchmark. Such training's may include building and using assessments effectively and developing teacher leaders – e.g., PLT and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solutions Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from training's or conferences, they meet in their departments to build resources or PD based on the training's.

The district's view on PD strikes a balance between offering local and outside training's, as well as providing opportunities for district-wide and site-based collaboration. The ultimate goal with all the PD is to maximize instruction for optimal student learning to take place each day.

The Kern High School District continues to provide professional development activities designed to assist staff members to refine and upgrade their competencies and increase instructional effectiveness. Professional development is a key aspect for the growth of our school and district. The goal is to improve and increase teachers' knowledge of their academic subjects and enable them to become highly qualified instructors through using the information and skills made available through district workshops, in-service opportunities, core-content level meetings and workshops through Kern County Superintendent of Schools. All Golden Valley High School faculty – administrators and teachers – have participated in the district-wide

professional developments that focus on a realm of opportunities to gain knowledge on improving student academic achievement, increasing the knowledge and teaching skills of instructors, classroom management, use of technology to enhance student learning in a multicultural environment. All teachers are encouraged to attend conferences related to their subject area as well as, attend the PLT conference, PBIS conference, GAFE Summit and literacy across the curriculum. (Dr. Jill Hamilton-Bunch). This year, staff is attending the following training's that focus on implementing positive behavior intervention and supports, they are: Restorative Practices, Implicit Bias, Get Curious Not Furious, Social Emotional Learning 1.0, and Social Emotional Learning 2.0. All new teachers must take part in the two-year KHIP (Kern High Induction Program), which partners new teachers with experienced teachers trained specifically for this purpose This is one-to-one mentoring, in addition to peer observation opportunities and workshops for classroom management to provide excellent guidance for inexperienced teachers. With such a high attrition rate during the first two years of teaching this is a great program.

To anchor the work of building our Professional Learning Team (PLT), professional development has focused, district-wide, on creating and using common formative assessments (CFA) to measure and monitor learning, in order to target interventions and extensions. These training's have provided the core learning and understanding for why data and appropriate assessments are critical components to determine student learning needs. The CFA training forced a review, rethinking, and refining of the "essential learning" (previously called "power standards") to determine the learning targets and to align assessments to the learning targets. Grouped in their disciplines or by school sites, all faculty were trained from May of 2010 through October 2011 and continue to train teachers in the PLT's.   The District continues to provide ongoing support for school-site PLT efforts through district department meetings, targeted support through the Department of Instructional Services (Instruction Division), and continues to offer PLT coaching and Response to Intervention training's at individual sites. Golden Valley's Professional Development Plan centers on developing the best instruction that is delivered in the best way possible, securing standards-based instruction, focusing on positive behaviors interventions (appropriate and effective), and meeting the school-wide goals.

The school-wide goals for this year are as follows:
1) Use available resources to foster teacher collaboration using the PLT model in order to ensure learning for all students.
2) Create and foster community-wide culture of student success by promoting the achievement of high standards and regularly celebrating noteworthy improvements
1. in all students.
3) Develop and implement school-wide intervention programs, which will encompass all under-performing students, with a special focus on improving the achievement of
2. EL and Special Education students.
4) Provide ongoing training of effective instructional strategies and educational pedagogy, and implementing them in all classrooms.

To address these goals, Golden Valley and the Kern High School District provide time and funding so that teachers may regularly collaborate to strengthen instruction and improve learning. Professional development at Golden Valley includes regularly-set meeting times for departments and Professional Learning Team (PLTs) to collaborate, time and funding for curriculum development, and district-sponsored workshops and in-services.

All professional development is based on student need, which is determined by the existing data – e.g., state scores, district benchmarks, and classroom assessments. The primary goal is to ensure that all students are learning, and if they are not learning, to implement the necessary and immediate interventions needed for students to learn. Much of the professional development at GVHS over the last five years has been a result of a district partnership with Solution Tree training group. Most of the GVHS staff has received training in implementing the PLT model at one of the workshops provided by this group.

Currently, GVHS staff is focused on training's which will help us to implement the Common Core State Standards. These training's began in the fall of 2012 and have continued each school year. The goal is to have all core area teachers and most non-core teachers trained by the end of the school year. The culmination of the training's has been the creation of model lessons, which staff have been asked to pilot. Currently model lessons have been piloted in math, English, social studies and biology. The KHSD has recently added a SharePoint site allowing GVHS teachers to share and exchanged strategies and lessons to promote implementation of the Common Core State Standards.

In an effort to stay current with modern teaching practices, many members of our faculty take part in regional and state-wide conferences and workshops including but not limited to those offered by California Association of Teachers of English (CATE), Central California World Language Project, Professional Education Systems Institute, California Mathematics Council (CMC), California Association for Health, Physical Education, Recreation and Dance (CAHPERD).

Our Bilingual Instructional Assistants are eager participants when opportunities for professional development are available for them. Each year they attend the California Association for Bilingual Education (CABE) Conference held here in Bakersfield, as well as workshops offered by our district (KHSD).

The district often hires outside agencies to set a training benchmark. Such training's may include building and using assessments effectively and developing teacher leaders – e.g., PLT and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solutions Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from training's or conferences, they meet in their departments to build resources or PD based on the training's.

Professional Development Days:
Golden Valley High School uses banked time minutes, which are approved by staff annually, to allow for both department and PLC meetings. On average, at least 26 days per school year have at least one hour of built in professional development time, with district supported professional development that occurs during pre-school meetings in August (two days) and in January (one day). In addition, the KHSD has provided funds for teachers to collaborate over the summer. The intent is to ensure discussions and adoption of the best teaching practices, implementation of standards and ways to assess

student for content mastery as well as plan intervention and enrichment strategies and material for the next year. When new textbooks were adopted for the following school year some hours were dedicated to planning for the use of the new textbook. During the 2014-2018, summer break, teachers could propose to use a maximum of 6 professional development hours for this type of collaboration. Teacher collaboration and input has been essential to the building of our master schedule. Over the past few year the district provides staff training by offering technology workshops focused on infusing technology into the curriculum through the use of tools like: Google Classroom, Pear deck. Illuminate, etc.

During the 2014-2019 school years, approximately 86 Golden Valley teachers, counselors and classified employees attended the Google Apps for Education (GAFE) conference which has enabled our staff members to integrate instructional technology into their every day teaching and guidance. The GAFE professional development opportunities have allowed teachers and students to use chromebooks, Google forms, Google Docs, Google slides and Google classroom as part of their everyday instruction.

The Instructional Leaders meet regularly with their Professional Learning Communities, departments, the Assistant Principal of Instruction, and the Principal to assess and determine critical needs so that appropriate classes are offered and focused interventions are put in place.

Annual number of school days dedicated to staff development With At Least 180 Instructional Minutes:
- 2014-2015: 25
- 2015-2016: 25
- 2016-2017: 25
- 2017-2018: 25
- 2018-2019: 25
- 2019-2020: 25

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,314	$52,466
Mid-Range Teacher Salary	$70,772	$87,373
Highest Teacher Salary	$105,728	$109,803
Average Principal Salary (ES)	$0	$
Average Principal Salary (MS)	$0	$142,025
Average Principal Salary (HS)	$135,691	$153,904
Superintendent Salary	$255,809	$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
Administrative Salaries	4%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,993	$1,745	$6,248	$77,971
District	N/A	N/A	$8,434	$76,436.00
State	N/A	N/A	$7,506.64	$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-29.8	6.8
School Site/ State	-18.7	-7.3

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

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

Types of Services Funded

*Title I - Literacy program, teachers, professional development, parent involvement, supplemental instructional materials, support activities and remediation: Staff,

Training, Support:
- Supplemental instructional materials for ELD and SDAIE classrooms: Support & Training
- Professional development to support instructional strategies that enhance and accelerate learning
- Parent Involvement: Support
- ELPAC testing and scoring: assessment
- Title III: Literacy program, teachers, BIA's, professional development, parent involvement, supplemental instructional materials, support activities: Training & Support
- EL Coordinator period and stipends: Administration

- Bilingual Technician positions: Training & Instruction
- Extra class period for English learner newcomers to reduce class size (SES funds)
- Bilingual Instructional Assistants: Training & Instruction
- ELD In-services for all EL Teachers: Training
- KHIP Presentation: Training
- Career Education Materials & Posters – Career Centers & Counselors – Perkins: Support
- Work Experience Materials & Posters: Training & Support
- Deferred Maintenance - Maintenance and Operation.

Various other funding sources include:

Golden Valley students also benefit from the following programs: LCFF Supplemental, LCFF Base, Class Size Reduction, Grants Low-Income/Neglected Children, Migrant Education, Basic Local Assistance, Vocational/Applied Technical Secondary (Perkins), Title II, Title III LEP, Child Nutrition, School Program, MAA, Lottery: Instructional Materials, Regional Occupation Center (ROC) Apportionment, Career Technical Education, Special Education, Supplemental School Counseling, Limited English Proficient, Gifted and Talented Education (GATE), Instructional Materials Block Grant, College Readiness Block Grant, Tech Prep- Bakersfield College.

Golden Valley offers the following services:

- After School Tutoring
- Technology
- After School Credit Recovery Classes
- APEX Credit Recovery program
- College Field Trips
- Access to technology
- GATE/Honors/AP
- Summer School/library availability
- Dual Enrollment Courses
- Access to ROC courses
- Special Education Services
- 504 Services
- Academic Counseling
- Personal/Social Counseling
- College/Career Center
- FAFSA Support
- College Application Support
- Cal-SOAP

- CSUB Promise
- Parent Center (multiple areas of support)
- PBIS/MTSS
- Homeless/Foster Youth Services
- School Social Worker
- Behavior Interventionist
- Speech Services
- School Psychologist
- CSUB Tutors (AVID and Gen. Ed)
- Project BEST
- Naviance
- STAR Renaissance (grades 9-12)
- ACCESS Reading Program
- Title 1 Program
- Migrant Program
- CTE Pathways
- Migrant Tutors

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

Rate for Golden Valley High School	2015-16	2016-17	2017-18
Dropout Rate	5.8	5.1	5.3
Graduation Rate	90.8	91.5	89.1

Rate for Kern High School District	2015-16	2016-17	2017-18
Dropout Rate	8.4	5.7	6.1
Graduation Rate	87.3	88.9	88

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	658
% of pupils completing a CTE program and earning a high school diploma	96%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	73.85
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	34.3

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	7	N/A
All courses	14	10.1

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

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

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 32 different career pathways as outlined by the California career technical education (CCTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75. For the 20-21 school year and additional career education campus called CTEC (Career Technical Educational Center)

The collaboration between KHSD's Career Technical Education (CTE) programs and the local community college provide a coherent sequence of courses directly related to the academic and career technical preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 33 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong relationship with the Kern Community College District Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Thirteen Partnership Academies through the California Department of Education (CDE) flourish at seven comprehensive sites, providing graduates with real world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

Follow up studies track the Carl Perkins CTE program completers with over 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets annually to make recommendations for program improvement, as well as to discuss industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with 26 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at six of the comprehensive schools. The district receives Carl D. Perkins funds which help many of the CTE programs at the school sites.

DataQuest

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

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.