

# Merced High School

## 2021 School Accountability Report Card

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

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

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

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Merced High School
<b>Street</b>	205 West Olive Avenue
<b>City, State, Zip</b>	Merced, CA 95348
<b>Phone Number</b>	209.325.1000
<b>Principal</b>	Marcus Knott
<b>Email Address</b>	mknott@muhsd.org
<b>School Website</b>	mhs.muhsd.org/merced-high-school
<b>County-District-School (CDS) Code</b>	2465789-2435204

## 2021-22 District Contact Information

<b>District Name</b>	Merced Union High School District
<b>Phone Number</b>	209.325.2000
<b>Superintendent</b>	Alan Peterson
<b>Email Address</b>	apeterson@muhsd.org
<b>District Website Address</b>	<a href="http://www.muhsd.org/">http://www.muhsd.org/</a>

## 2021-22 School Overview

### MHS Mission Statement

Merced High School is to empower all students with the academic, vocational, and social skills necessary to succeed in a dynamic society.

### School Description

Merced High School was the first of six comprehensive high schools to be established in the Merced Union High School District. With the addition of a new high school in fall 2013, the average student population has dropped from 2600 to 1850. MHS steadily proves itself to be the flagship school of the district and the Home of Scholars and Champions.

MHS continues to be a very diverse campus. Merced High's current ethnic make-up is 64.1% Hispanic, 15.1% White, 8.4% Asian, and 7.8% African American. Approximately 8.3% of the students are classified as English Learners with Spanish most prevalent non-English language, with a small percentage of Hmong and Arabic. Diversity also extends into the socio-economic make-up of the school.

School-to-home communication is provided in two languages (English and Spanish), and with the use of Parent Square communications, parents may choose from any language to translate communications. Categorical funding supports Hispanic and Hmong community liaison positions and a parent resource center. Merced High maintains relationships with several community partners.

The Merced Union High School District (MUHSD) serves students from the communities of Atwater, Livingston, Merced and the surrounding rural areas. It is located in the heart of the San Joaquin Valley between the coastal ranges and Yosemite National Park. Merced County is one of the world's most abundant agricultural areas producing, among other items, milk, poultry, almonds, cattle, tomatoes and sweet potatoes. Agricultural-related industries are a major source of employment, along with food processing, retailing and light manufacturing. In 1995, Merced was selected as the home of the tenth University of California campus. UC Merced is now in its 16th year and a frequent choice for MHS grads.

In spring 2018, MHS was awarded a full six-year Western Association of Schools and Colleges (WASC) accreditation. The

## 2021-22 School Overview

Self-study is available on the school website.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	512
Grade 10	421
Grade 11	482
Grade 12	393
Total Enrollment	1,808

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.7
Asian	7.5
Black or African American	7.6
Filipino	0.9
Hispanic or Latino	66.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.9
White	15.7
English Learners	6.1
Foster Youth	1.2
Homeless	7
Socioeconomically Disadvantaged	77
Students with Disabilities	11.2

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.9	74.3	373.3	71.6	228366.1	83.1
Intern Credential Holders Properly Assigned	2.0	2.5	16.2	3.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.7	8.5	39.3	7.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.8	9.9	54.4	10.4	12115.8	4.4
Unknown	3.8	4.8	37.9	7.3	18854.3	6.9
Total Teaching Positions	79.3	100.0	521.3	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	5.7
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	6.7

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

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	2.0
<b>Local Assignment Options</b>	5.8
<b>Total Out-of-Field Teachers</b>	7.8

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.9

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

Pursuant to the settlement of Williams vs. the State of California, Merced Union High School District thoroughly inspected each of its school sites at the start of the 2021-22 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 access to their own individual textbooks and/or instructional materials (in core subjects). 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 MHS are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards aligned textbooks and instructional materials. Merced High School is a one student to one device web school. Chromebooks are used with digital curriculum. Students can have access to the hard copies if needed.

Main textbooks utilized within the district are listed below.

Year and month in which the data were collected

2022, January

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 9-11 English: HMH California Collections 9, 10, 11, 2017 (adopted 2016) ELD 1 Edge, Hampton Brown 2009 (Adopted 2010) ELD 2 Edge, Hampton Brown 2009 (Adopted 2010) ELD 3 Edge, Hampton Brown 2009 (Adopted 2010) ELD 4/ Edge, Hampton Brown 2009 (Adopted 2010) Grade 12: ERWC ERWC Provided AP English Literature Thomson Perrine's Literature	Yes	0.0
<b>Mathematics</b>	Integrated Math A Carnegie (Adopted 2021)	Yes	0.0

	Integrated Math B Carnegie (Adopted 2021) Integrated Math 1 Carnegie (Adopted 2021) Integrated Math 2 Carnegie (Adopted 2021) Integrated Math 3 Carnegie (Adopted 2021) Pre-Calculus Larson & Hostetler Precalculus with limits (Adopted 2016) AP Calculus Key Cur Press Calculus Concepts & HMH Calculus of a Single Variable (adopted 2016) AP Statistics Freeman Practice of Statistics & Prentice Hall Stats: Modeling the World (Adopted 2016) Financial Algebra Cengage Financial Algebra (Adopted 2016)		
<b>Science</b>	Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008) 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) Grade 11, 12: Understanding Human Anatomy and Physiology, Mader's 2011 Grade (9)-12: Forensic Science, Fundamentals and Investigations; Cengage Learning, 2012 (adopted 2012) Grade (9)-12: Science- Cengage: Forensic Science Advanced Investigations 2016 copyright Grade (9)-12: Marine Biology, Prentice Hall 2005 (adopted 2006)	Yes	0.0
<b>History-Social Science</b>	Grade 12: Economics Principles in Action, Prentice Hall 2007 Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 12: McGraw Hill IMPACT California Social Studies: Principles of American Democracy. 2019 (Adopted 2020) Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007) Grade 10: Modern World History, McDougalLittell, 2003 (Adopted 2004) Grade 11: American History: A Survey, McGraw Hill, 2018 Grade 11: Study Guide to American History: A Survey. Vol 1, 1995, Vol 2, 1995, McGraw Hill Land of Liberty, Steck Vaughn, 1997 Spec. Educ. grade 10: World History and You, Steck Vaughn, 1997 Spec. Educ., grade 9: World Geography, Steck Vaughn, 1998	Yes	0.0
<b>Foreign Language</b>	Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) -uno, dos, intro Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted 2018) Level 1 & 2 Grade 11, 12: Situations: Spanish Mastery 3, D>C> Heath, 1988 Grade 9-12: Abriendopaso: Lectura, Pearson, 2012 Grade 9-12; AP Spanish: Preparing for the Language Exam, Pearson, 2007 Grades 9-12: Vista Temas 2014	Yes	0.0

	Grades 9-12: McDougal Abriendo Puertas Tomo 1-2 2003 (supplemental) Grades 9-12: Asi Se Dice 1, 2016 Grades 9-12: Asi Se Dice 2, 2016 Grades 9-12: Asi Se Dice 3, 2016 Grades 9-12: El Espanol Para Nosotros 1, 2014 Grades 9-12: El Espanol Para Nosotros 2, 2014		
<b>Health</b>	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
<b>Visual and Performing Arts</b>	Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) - class set Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) - class set Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS) - class set Grade 9-12: Fashion Books (2012), R, Music Theory books (2009), Band music (1997-1998), Medical Terminology (2005), Accounting 1 (2012), Accounting 2 (2000), Understanding Business (2012), Veterinary Anatomy (2011), The Art of Floral Design (2000), The Developing Child (2012). Grade 9: Foundations of Personal Fitness (2005). Grades 9-12: Art- Cengage: Design Basics 9th Ed 2016 copyright	Yes	0.0
<b>Science Laboratory Equipment</b> (grades 9-12)	Science Laboratory Equipment: MHS provides an adequate supply of lab equipment for its students.	Yes	0.0



## School Facility Conditions and Planned Improvements

Merced High School was originally established in 1895, and has been located at the present site since 1959. The school last completed an extensive remodeling project in 2005 that provided students and staff with two additional science labs, and enlargements and upgrades to more than half of the campus' existing facilities. Merced High School is currently comprised of 83 classrooms (including portables), a cafeteria, a staff lounge, a library, three computer labs, four science labs, two gymnasiums, athletic fields, a swimming pool, a fine arts theater, a music room, four Industrial Art and Agriculture shops, and two administrative buildings housing offices and classrooms.

MHS completes a yearly Williams Facility Inspection which is kept on file at the MUHSD District Maintenance and Operations office. The school is inspected annually by the Fire Marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority.

### Cleaning Process

Merced High School provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Nine full-time custodians have developed sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by Merced High 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 condition. 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. During summer 2013, 16 portables were removed from the campus due to a reduction in student population resulting from the opening of a new high school campus in the MUHSD. Former portable locations were either paved or sodded. Placement of additional security lighting has increased campus safety. In addition, the new gym was completed in the fall of 2017. Parking and landscaping have been changed to meet the new facilities' layout and solar panels have been added over Student and Staff parking areas. Sewage lines were also replaced and upgraded in 2019 in conjunction with the renovation of the 300 wing bathrooms. Currently a football stadium project is being completed at the back of the school.

### 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. Examples of projects completed within the past two years include the widening of the student walkways and quad areas, as well as re-roofing the walkways campus-wide.

### Year and month of the most recent FIT report

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Band Room - In the little closets lots of damaged tiles & one hole in sheet rock from door knob Wrestling room- Rotten hard wood floor by door Training room- Bottom of cabinet rotting away
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			302-roaches observed
<b>Electrical</b>	X			



## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Main Office Men's Restroom- Crack down wall/tile looks to be from settling 301- Sinks in lab areas not draining/ slow drip 403- water shut off to sinks in room 405-All but 3 sinks are shut off
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

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

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

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

#### Options

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

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

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

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

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

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	478	434	90.79	9.21	47.21
<b>Female</b>	249	229	91.97	8.03	53.74
<b>Male</b>	229	205	89.52	10.48	39.9
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	41	38	92.68	7.32	63.16
<b>Black or African American</b>	38	29	76.32	23.68	39.29
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	318	291	91.51	8.49	42.07
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	71	66	92.96	7.04	61.54
<b>English Learners</b>	25	19	76	24	10.53
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	92	80	86.96	13.04	28.21
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	177	151	85.31	14.69	32.89
<b>Students Receiving Migrant Education Services</b>	14	9	64.29	35.71	--
<b>Students with Disabilities</b>	54	42	77.78	22.22	9.76

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	478	441	92.26	7.74	20.28
<b>Female</b>	249	230	92.37	7.63	20.26
<b>Male</b>	229	211	92.14	7.86	20.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	41	38	92.68	7.32	39.47
<b>Black or African American</b>	38	32	84.21	15.79	6.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	318	295	92.77	7.23	16.10
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	71	66	92.96	7.04	29.23
<b>English Learners</b>	25	19	76.00	24.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	92	82	89.13	10.87	12.50
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	177	156	88.14	11.86	10.53
<b>Students Receiving Migrant Education Services</b>	14	9	64.29	35.71	--
<b>Students with Disabilities</b>	54	45	83.33	16.67	0.00

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	25.00	N/A	20.63	N/A	28.72

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	835	788	94.37	5.63	25.00
<b>Female</b>	435	414	95.17	4.83	24.69
<b>Male</b>	400	374	93.50	6.50	25.34
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	57	56	98.25	1.75	39.29
<b>Black or African American</b>	66	60	90.91	9.09	6.90
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	559	528	94.45	5.55	20.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	126	119	94.44	5.56	42.02
<b>English Learners</b>	46	40	86.96	13.04	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	162	144	88.89	11.11	18.31
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	338	311	92.01	7.99	19.54
<b>Students Receiving Migrant Education Services</b>	16	13	81.25	18.75	15.38
<b>Students with Disabilities</b>	69	65	94.20	5.80	1.64

## 2020-21 Career Technical Education Programs

Merced High School provides a comprehensive Career Technical Education program through courses offered in the Agriculture; Art, Media, Entertainment, Family Consumer Science; Industrial Technology; Medical Technologies; and Business departments. Career and Technical Education (CTE) is a program of study which involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. MHS has twenty-five pathways - Small Engines, Welding, Agribusiness, Agriscience, Animal Science, Ornamental Horticulture, Ornamental Horticulture Floral Design, Graphic Design, Performing Arts, Visual/Commercial Art Photo, Visual/Commercial Art, Residential & Commercial Construction, Business Management, Financial Services, Child Development, Education, Fashion Design & Merchandising, Biotechnology, Patient Care, Food Service & Hospitality, Information Support & Services, Networking, Marketing, System Diagnostics, Service & Repair: Automotive and Diesel System Diagnostic, Service & Repair.

Through these various industry sectors, pathways and course offerings, the following is a list of the district's CTE advisory committee that supports our CTE program:

Ed Palomino, West Air Gas  
 Breanne Ramos, Merced Farm Bureau  
 Jay Sousa, Photographer  
 Gwen Hagaman, Marketing Consultant  
 Kathleen Lasse, Program Compliance Manager for Webcor Builders  
 Lisa Vigil, Field & Marketing Representative for Carpenters Local Union 152  
 Scott Lewis, District Coordinator for Carpenters Training Committee  
 Brian Teague, Labors Relations Representative for Liuna  
 David Marvulli, Construction Owner for DMC Construction  
 Terry Rolfe, Construction Owner Phase 3 Construction  
 Kevin Kennedy, Pres.of Valley Business Center  
 Nancy Deavours, President/CEO Merced School EFCU  
 Ana Boyenga, Assistant Superintendent of Atwater Elementary School District.  
 Brent Jerner, CEO APG Solar  
 Kahri Boykin, MUHSD Teacher  
 Dena Traina, Civil Engineer, Provost & Pritchard Consulting Group  
 Marisol Duran, Abercrombie and Fitch Company  
 Leslie Abasta-Cummings, CEO of Livingston Community Health  
 Dr. Thelma Hurd, UC Merced Director, Medical Education  
 Sara Hill & Robyn Donovan, El Capitan Hotel (JDVHotels)  
 John Livria, Vice President of Focus Publishing  
 Anthony Thomas, Converge One  
 Brenda Reyna, Merced Superior Courtroom Clerk (Supervisor)  
 Mickey Brunelli, Fire Battalion Chief  
 Harry Dhaliwal, Service Manager for Interstate Trucking  
 Barbara Tanzillo, Community Member  
 Michelle Symes, MCOE Director of Student Support  
 Lily Pulido, CTE Pathway Coordinator  
 Greg Soto, Dean of Student Services  
 Jennifer Sousa, Adjunct Counselor

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,695
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	41.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	59.4



## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.89
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	31.33

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

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

## 2021-22 Opportunities for Parental Involvement

Parents are encouraged to be partners in their child's academic progress through online access to Aeries gradebook and Google Classroom and to communicate with counselors and teachers as needed. Emails and dialers go out communicating school activities, assessments and daily attendance reporting. Parents are invited and encouraged to attend Back to School night, Senior Parent night, 8th grade Orientation, EL Parent Nights, LCAP information meetings and special recognition evenings such as scholarship nights, sport team award events, FFA banquets, AVID senior recognition, and course fairs, to name a few.

Parents and the community are very supportive of the educational programs in the Merced Union High School District. Merced High School parents participate in a variety of district and site parent meetings, booster clubs, and parent classes that support different student activities, district and site informational presentations, and community educational classes. Additionally, parents are encouraged to participate in the School Site Council, Local Control and Accountability Plan meetings, English Learners' Advisory Council (ELAC), and MUHSD African American Parent Advisory Council (AAPAC). A parent and community support center is available with Spanish and Hmong Community liaisons.

Parents who wish to participate in Merced High School's leadership teams, school committees, school activities, or become a

## 2021-22 Opportunities for Parental Involvement

volunteer may contact Associate Principal, Joel Sebastian, 325-1006 or [jsebastian@muhsd.org](mailto:jsebastian@muhsd.org). The district (<http://www.muhsd.org/>) and site (<https://mhs.muhsd.org/merced-high-school>) websites also provide a variety of resources and helpful information for parents, students, staff, and the community.

### C. Engagement

#### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	3.7	1.5	5.0	4.0	3.2	3.7	9.0	8.9	9.4
Graduation Rate	95.1	95.4	93.8	94.2	95.2	94.6	84.5	84.2	83.6

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	401	376	93.8
Female	208	197	94.7
Male	193	179	92.7
American Indian or Alaska Native	--	--	--
Asian	20	20	100.0
Black or African American	32	27	84.4
Filipino	--	--	--
Hispanic or Latino	271	252	93.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	61	61	100.0
English Learners	32	30	93.8
Foster Youth	--	--	--
Homeless	55	46	83.6
Socioeconomically Disadvantaged	351	326	92.9

<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	42	39	92.9

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	1889	1856	1562	84.2
<b>Female</b>	937	920	766	83.3
<b>Male</b>	952	936	796	85.0
<b>American Indian or Alaska Native</b>	12	12	10	83.3
<b>Asian</b>	136	136	97	71.3
<b>Black or African American</b>	154	151	137	90.7
<b>Filipino</b>	16	16	15	93.8
<b>Hispanic or Latino</b>	1242	1222	1050	85.9
<b>Native Hawaiian or Pacific Islander</b>	6	6	6	100.0
<b>Two or More Races</b>	21	19	18	94.7
<b>White</b>	294	286	223	78.0
<b>English Learners</b>	129	123	111	90.2
<b>Foster Youth</b>	26	22	21	95.5
<b>Homeless</b>	154	148	137	92.6
<b>Socioeconomically Disadvantaged</b>	1474	1448	1270	87.7
<b>Students Receiving Migrant Education Services</b>	47	43	34	79.1
<b>Students with Disabilities</b>	220	214	190	88.8

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.72	0.00	3.43	0.34	3.47	0.20
<b>Expulsions</b>	0.32	0.00	0.46	0.03	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.28	2.26	2.45
<b>Expulsions</b>	0.38	0.57	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The safety of students and staff is a primary concern of Merced High School. When students are on campus, the five site administrators maintain high visibility throughout the day, particularly before school, break, during lunch, and after school. Six full and part-time campus supervisors patrol the campus, equipped with two-way radios and First Aid supplies. Merced High School also employs a School Resource Officer from the Merced police department on campus.

Students are encouraged to wear a lanyard with their student ID in view at all times, and ID must be presented upon leaving and entering the campus. Students are not allowed to bring visitors onto campus at any time. All non-students are required to register at the front gate before entering school premises. Guest speakers and/or parents are required to report to the Principal's office prior to visiting classrooms. There are two designated areas for student drop-off and pick-up, one for bus riders and one for parents. Traffic is monitored before and after school. During the day, vehicle access to the staff lot, bus lane and transportation department, and rear of the school is restricted by a remote/code-operated gate.

The school's safety program is fully compliant with federal and state regulations, and the School Site Safety Plan is updated annually by the Safety Committee and School Site Council (SSC). The Safety Committee met on September 2 and October 21, 2021 and the SSC approved the Safety Plan on September 15, 2021. Students and faculty were presented the school's safety plan virtually this year in August. Information about the School Safety Plan may be found on the MUHSD web site. Key elements in the Safety Plan include campus disturbance drill policy, securing the facilities, and interfacing with the police. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and intruder drills are held each semester, and all staff have been trained in how to coordinate an evacuation from the school.

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

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	11	19	31
Mathematics	30	9	15	26
Science	29	4	17	13
Social Science	29	13	14	29

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

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	21	13	33
Mathematics	29	8	22	22
Science	32	4	16	21
Social Science	30	12	16	26

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

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	25	13	37
Mathematics	28	11	24	24
Science	31	5	10	21
Social Science	29	11	16	34

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	393

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	3.4

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8725.06	701.71	8023.35	71325.82
District	N/A	N/A	\$11,815	71758.59
Percent Difference - School Site and District	N/A	N/A	-38.2	-0.6
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-5.1	-25.6

## 2020-21 Types of Services Funded

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

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

## 2019-20 Teacher and Administrative Salaries

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

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



## 2020-21 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

13.1

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

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	3
Social Science	2
Total AP Courses Offered	15

## Professional Development

The focus of staff development over the past couple of years has been significantly impacted by the adoption of Common Core State Standards (CCSS), a need to understand the essential standards and then to identify and implement the instructional strategies necessary to teach them and make them accessible to students. As we are now beginning to receive data related to the LCAP dashboard, we will again move to a model of data disaggregation related to the effectiveness of instruction. This will also be true of data that will be gathered by the Smarter Balanced Assessments each spring. With the COVID pandemic, LCAP data has not been updated.

The Instructional Leadership Team (ILT) has been working with subject levels on backwards designing from the essential standards and incorporating relevant learning targets and experiences. Our Instructional Coach works individually and collaboratively with math, English, science, Social Science, elective, and CTE teachers on the implementation of the standards as they relate to classroom instruction. Additionally, there have been several district and site professional development days for subject level and departmental collaboration on CCSS state standards and deeper learning concepts. All staff had three dedicated days to staff development.

Staff Development has also focused on technology (Google platforms, applications and extensions) as students are 1:1. Integration of technology, its effective use by staff and students as a tool with which to access information and engage in rigorous tasks critical thinking and problem-solving tasks will continue to require additional professional development. In addition our focus this year continues to build on the focus of 2018-2020 of increasing student-lived Depth of Knowledge (DOK), the intentional incorporation of the 4Cs (communication, creativity, collaboration and critical thinking) in the classroom, and the development of the 4 domains of literacy (listening, speaking, reading, and writing). All of these revolve around creating STRONG (successful, trustworthy, respectful, optimistic, never-giving-up, goal-oriented) scholars and champions, which are our student learner outcomes. Starting in 2019, staff has been trained on topics that support educating the whole child (UDL, Nurtured Heart Approach, Culturally Relevant Instruction). Administrators continue to conduct walk-throughs and provide feedback to teachers in all disciplines with a focus on 5 district norms: 1) learning objective is measurable and understood; 2) questioning techniques/Higher Order Thinking Skills (HOTS); 3) daily engagement in reading, writing, speaking and listening; 4) key academic vocabulary; and 5) specific literacy engagement strategies. Intensive training is being implemented for new staff in the district's instructional norms, DOK training, and incorporation of the 4C's with an opportunity for other staff to participate upon request.

For additional support in their profession, all first and second-year teachers throughout the district may participate in an Induction program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. MHS is currently supported by one part-time Induction mentor.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

# Merced Union High School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

District Name	Merced Union High School District
Phone Number	209.325.2000
Superintendent	Alan Peterson
Email Address	<a href="mailto:apeterson@muhsd.org">apeterson@muhsd.org</a>
District Website Address	<a href="http://www.muhsd.org/">http://www.muhsd.org/</a>

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

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

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

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

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

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