

Merced High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Merced High School
Street	205 West Olive Avenue
City, State, Zip	Merced, CA 95348
Phone Number	209.325.1000
Principal	Kurt Kollmann
Email Address	kkollmann@muhsd.org
Website	http://mhs.muhsd.org/
County-District-School (CDS) Code	2465789-2435204

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Merced Union High School District
Phone Number	209.325.2000
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
Website	http://www.muhsd.org/

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

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 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 64.75% Hispanic, 17.24% White, 7.57% Asian, and 7.33% African American. Approximately 6.5% 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 15th 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 Self-study is available on the school website.

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

Grade Level	Number of Students
Grade 9	437
Grade 10	483
Grade 11	391
Grade 12	394
Total Enrollment	1,705

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

Student Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.7
Asian	7.6
Filipino	1
Hispanic or Latino	64.8
Native Hawaiian or Pacific Islander	0.4
White	17.2
Two or More Races	0.5
Socioeconomically Disadvantaged	72.8
English Learners	6.7
Students with Disabilities	7.1
Foster Youth	1.1
Homeless	10.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	70	70	75	499
Without Full Credential	10	9	3	25
Teaching Outside Subject Area of Competence (with full credential)	15	15	26	150

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	1	2	1
Total Teacher Misassignments*	15	15	27
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2021, January

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 2020-21 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.

Main textbooks utilized within the district are listed below.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-11: HMH California Collections 9, 10, 11, 2017 (adopted 2016) Grades 9-12: Edge, Hampton Brown 2009 (Adopted 2010)	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Grades 9-12: Math 3, HMH Integrated Math 3, 2015(Adopted 2016) Grades 9-12: Math 2, HMH Integrated Math 2, 2015(Adopted 2016) Grades 11-12: Measuring Up, Peoples Education 2008 (Adopted) Grade 11,12: Preparing for College Mathematics, Pearson Custom Publishing 2009 (Adopted 2009) Grade 9, 10: Math A, B, HMH Integrated Math 1, 2015(Adopted 2016)) Grade 9-12: Math 1, HMH Integrated Math 1, 2015(Adopted 2016)	Yes	0.0
Science	Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008) Grade 10, 11: Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Grade 9-12: Biology, Pearson Education 2002 (Adopted 2002) Grade 10-12: Chemistry, Pearson Education 2002 (Adopted 2002) Grade 9-12: Modern Earth Science, Holt 2002 (Adopted 2002) Grade 10-12: Physics: Principles and Problems, Glencoe 2002 (Adopted 2002) 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>Grade12: Economics Principles in Action, Prentice Hall 2007</p> <p>Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007)</p> <p>Grade 12: Lanahan Readings in the American Policy, Lanahan Publishers 2007 (Adopted 2007)</p> <p>Grade 12: McGraw Hill IMPACT California Social Studies: Principles of American Democracy. 2019 (Adopted 2020)</p> <p>Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007)</p> <p>Grade 12: Magruder’s American Government, Prentice Hall 1999 (Adopted 1999)</p> <p>Grade 10: Modern World History, McDougalLittell, 2003 (Adopted 2004)</p> <p>Grade 9: Freshman Seminar, Odysseyware Online course, 2016(Adopted 2016)</p> <p>Grade 11:United States History, AMSCO, 2006</p> <p>Grade 11: American History: A Survey, McGraw Hill, 2018</p> <p>Grade 11: Study Guide to American History: A Survey. Vol 1, 1995, Vol 2, 1995, McGraw Hill</p> <p>Land of Liberty, Steck Vaughn, 1997</p> <p>Spec. Educ. grade 10: World History and You, Steck Vaughn, 1997</p> <p>Spec. Educ., grade 9: World Geography, Steck Vaughn, 1998</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Grades 9-12: Hmong Arts, Books & Crafts (Adopted 2008) Grades 9-12: Santillana USA 2007 (Adopted 2007) Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) -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 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	Yes	0.0
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) 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
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment: MHS provides an adequate supply of lab equipment for its students.	Yes	0.0

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

School Facility Conditions and Planned Improvements

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, two staff lounges, 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. Sewage lines were also replaced and upgraded in 2019 in conjunction with the renovation of the 300 wing bathrooms.

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	Cafeteria/Girls Restroom - Ceiling damage sheetrock due to water leak Band Room - Holes in walls in the smaller storage rooms (2 closets by entrance & the 2 closets to room 100 323 - drywall and siding visibly damaged 327 - 3 ceiling, dry wall damaged 326- floor siding missing 324 - 1 ceiling, drywall damage 322 - Missing a dry wall, ceiling panel S-3 paint and drywall peeling in restroom S-4 Ceiling dry wall panels damaged 317 - Small hole in ceiling outside of door by 317 Boy's Locker room - floor's painted, shower redone Girl's Locker room - bathroom floors redone shower new ones North X - remodel floors whole room Cheer room - walls floors remodeled Field House 1 - showers new ones South x - floors walls
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room 409 - one light is missing the cover, one other light has part of covering hanging
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 405 - some of the sinks are missing a hot/cold water handle Restroom in 208 - repair door stop S-1 - Fountain won't shut off Old Gym - bathroom's floor's need new both boy's and girl's
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	46	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	19	N/A	17	N/A	39	N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Career Technical Education Programs (School Year 2019-2020)

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

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1597
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	56.3

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.13
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	29.85

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Parents 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 (all virtual this year so far).

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 volunteer may contact Associate Principal, Jannette McAuley, 325-1006 or jmcauley@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.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	5.9	4.3	3.7	5.6	6.7	4	9.1	9.6	9
Graduation Rate	91.2	92.6	95.1	91.3	90.5	94.2	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.7	2.7	5.0	3.4	3.5	3.5
Expulsions	0.0	0.3	0.3	0.5	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.6	2.6	
Expulsions	0.4	0.5	

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

School Safety Plan (School Year 2020-2021)

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 8 and October 29, 2020 and the SSC approved the Safety Plan on September 16, 2020. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	30	9	19	30	30	11	19	31	30	21	13	33
Mathematics	31	7	22	23	30	9	15	26	29	8	22	22
Science	27	15	13	12	29	4	17	13	32	4	16	21
Social Science	27	12	21	12	29	13	14	29	30	12	16	26

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

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

Title	Ratio
Academic Counselors*	370.7

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.6
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	3

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,616.90	1,472.93	8,143.97	90,669.80
District	N/A	N/A	\$12,977.92	\$79,619
Percent Difference - School Site and District	N/A	N/A	-45.8	13.0
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	5.0	0.4

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

Types of Services Funded (Fiscal Year 2019-2020)

In addition to general state funding, Merced 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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	3	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	2	N/A
Social Science	2	N/A
All courses	14	13.1

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			3

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 on distance learning and hybrid learning.

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.