

Merced High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

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

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 2019-20)

MHS Mission Statement

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 1750. In spite of the changes in the landscape of the MUSHD, 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, a Cultural Kaleidoscope as depicted on the campus mural. Merced High's current ethnic make-up is 61.93% Hispanic, 18.17% White, 7.36% Asian, and 7.82% African American. Approximately 5% of the students are classified as English Learners with Spanish most prevalent non-English languages, 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 consistently provided in three languages (English, Spanish and Hmong). 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. The county is ethnically diverse and was significantly impacted by the downturn in the economy over the last several years, but is gradually recovering. In 1995, Merced was selected as the home of the tenth University of California campus. UC Merced is now in its 13th 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 2018-19)

Grade Level	Number of Students
Grade 9	481
Grade 10	425
Grade 11	417
Grade 12	400
Total Enrollment	1,723

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.6
Asian	7.1
Filipino	1.1
Hispanic or Latino	65.5
Native Hawaiian or Pacific Islander	0.3
White	16.7
Two or More Races	0.8
Socioeconomically Disadvantaged	75.5
English Learners	6
Students with Disabilities	10.4
Foster Youth	1.8
Homeless	7.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	73	70	70	472
Without Full Credential	6	10	9	37
Teaching Outside Subject Area of Competence (with full credential)	10	15	15	78

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	2	1	2
Total Teacher Misassignments*	12	15	15
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: 2019, 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 2007- 08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

All textbooks at 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
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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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: Marine Biology, Prentice Hall 2005 (adopted 2006)	Yes	0.0
History-Social Science	Grade 12: Economics Principles in Action, Prentice Hall 2007 Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 12: Lanahan Readings in the American Policy, Lanahan Publishers 2007 (Adopted 2007) Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007) Grade 12: Magruder's American Government, Prentice Hall 1999 (Adopted 1999) Grade 10: Modern World History, McDougalLittell, 2003 (Adopted 2004) Grade 9: Freshman Seminar, Odysseyware Online course, 2016(Adopted 2016) Grade 11: United States History, AMSCO, 2006 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

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	Yes	0.0
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
Visual and Performing Arts	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) - 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).	Yes	
Science Laboratory Equipment (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 (Most Recent Year)

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 (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order.
Interior: Interior Surfaces	Good	<p>Most interior surfaces appear to be clean, safe, and functional. Areas that need attention include:</p> <p>407 Wall paper peeling off of the wall. Ceiling tile water damage or stain in 301, 322, 208 Women's restroom Window latch repair needed in 225 Flooring replacement or painting needed in Weight room 1, Mirror room, field house 1 shower, Walls need paint in South Exercise room, North Exercise room, 314 (marks from desks), Drywall is falling apart in 324 Wall water damage in 208 Women's restroom 208 door stop needs repair. Door frame in pool office needs to be repaired from rusting through in corners.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	<p>Pest or vermin infestation are not evident. There is no evidence of a major pest or vermin infestation. There are no holes in the walls, floors, or ceilings. Rodent droppings or insect skins are not evident. Odor caused by a pest or vermin infestation is not evident. There are no live rodents observed.</p>
Electrical: Electrical	Good	<p>There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Light bulbs needed in admin assistant's office</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	<p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Areas that need attention include.</p> <p>Sinks dripping, broken, or clogged in 301, 312</p> <p>Hand washing station doesn't shut off sometimes in 320 restroom</p> <p>Hand dryer buttons sticking, Faucets are loose, Fans not blowing (no air circulation) in 320 restroom</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. Fire extinguishers are current and placed in all required areas. Fire alarms pull stations are clearly visible. An area that needs attention is:</p> <p>The lactation room needs a fire extenguisher</p>
Structural: Structural Damage, Roofs	Good	Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	46	45	47	50	50
Mathematics (grades 3-8 and 11)	22	19	19	17	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	401	394	98.25	1.75	45.94
Male	183	179	97.81	2.19	45.25
Female	218	215	98.62	1.38	46.51
Black or African American	32	32	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00	0.00	58.82
Filipino	--	--	--	--	--
Hispanic or Latino	244	241	98.77	1.23	43.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	79	75	94.94	5.06	54.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	310	305	98.39	1.61	43.28
English Learners	56	54	96.43	3.57	5.56
Students with Disabilities	46	44	95.65	4.35	6.82
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	42	40	95.24	4.76	35.00

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	401	394	98.25	1.75	18.78
Male	183	179	97.81	2.19	20.11
Female	218	215	98.62	1.38	17.67
Black or African American	32	32	100.00	0.00	6.25
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00	0.00	38.24
Filipino	--	--	--	--	--
Hispanic or Latino	244	241	98.77	1.23	12.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	79	75	94.94	5.06	30.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	310	305	98.39	1.61	15.41
English Learners	56	54	96.43	3.57	1.85
Students with Disabilities	46	44	95.65	4.35	2.27
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	42	40	95.24	4.76	10.00

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Career Technical Education Programs (School Year 2018-19)

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. Through these courses, students are given the opportunity to study a wide range of career options, including but not limited to veterinary science, digital media, accounting, welding, and horticulture.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1496
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	31.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	56.7

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.99
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30.6

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 2018-19)

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
9	14.3	28.6	29.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 Booster Clubs that support different student activities through participation and fundraising efforts. 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). Parent volunteers may participate in school activities including chaperoning events, being a guest speaker or participating in classroom activities. A parent and community support center is available with Spanish and Hmong Community liaisons.

Parents are encouraged to be partners in their child's academic progress through online access to Aeries gradebook and to communicate with counselors and teachers as needed. Periodically, emails and dialers go out in English, Spanish and Hmong regarding school activities, assessments and daily for attendance reporting. Parents were invited to 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 will have an opportunity to discuss a variety of topics from use of Aeries gradebook online to parenting concerns.

Parents who wish to participate in Merced High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 325-1000. The district website (<http://www.muhsd.org/>) also provides 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	4.8	5.9	4.3	6.1	5.6	6.7	9.7	9.1	9.6
Graduation Rate	91.9	91.2	92.6	91.1	91.3	90.5	83.8	82.7	83

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

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

Rate	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
Suspensions	5.3	2.7	2.7	4.6	5.0	3.4	3.6	3.5	3.5
Expulsions	0.3	0.0	0.3	0.5	0.3	0.5	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Merced High School. The 5 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. 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	30	8	19	32	30	9	19	30	30	11	19	31
Mathematics	32	1	22	27	31	7	22	23	30	9	15	26
Science	28	11	17	16	27	15	13	12	29	4	17	13
Social Science	31	8	8	32	27	12	21	12	29	13	14	29

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	430.8

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.9

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,867.78	1,264.57	7,603.21	\$87,262.70
District	N/A	N/A	\$9107.22	\$77,330.00
Percent Difference - School Site and District	N/A	N/A	-18.0	12.1
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	1.3	-1.5

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

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

Types of Services Funded (Fiscal Year 2018-19)

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:

- Economic Impact Aid (EIA)
- 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,908	\$52,466
Mid-Range Teacher Salary	\$77,073	\$87,373
Highest Teacher Salary	\$98,608	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$142,025
Average Principal Salary (High)	\$137,050	\$153,904
Superintendent Salary	\$194,616	\$241,221
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	5%

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 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	2	N/A
All courses	16	10.7

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

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

Professional Development (Most Recent Three Years)

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

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 them and then to identify and implement the instructional strategies necessary to teach them and make them accessible to students. Five years ago, a group of “early adopters” around the district began to look at the CCSS and began piloting classes. All pacing guides, instructional materials, and assessment formats were reviewed and revised. 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.

Currently, an Instructional Leadership Team (ILT) will be developing a plan for effectively moving into and embracing the new standards and actively improving the achievement of our students over time. One instructional Coach has a full day to work individually with math, English, science 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 core departments have held department-wide pull out days for work on Depth of knowledge, Literacy training, lesson plans and common assessment 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 2018-2019 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. Moving through the 19-20 school year and preparing for the 2020 school year, we will also train cohorts on topics that support educating the whole child (UDL, Nurtured Heart Approach, Culturally Relevant Instruction).

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.

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 incorporatio of the 4C's with an opportunity for other staff to participate upon request. However, MHS does not dedicate full days for whole staff professional development.