

# Merced High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<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>	Kurt Kollmann
<b>E-mail Address</b>	kkollmann@muhsd.org
<b>Web Site</b>	<a href="http://mhs.muhsd.org/">http://mhs.muhsd.org/</a>
<b>CDS Code</b>	2465789-2435204

District Contact Information	
District Name	Merced Union High School District
Phone Number	209.325.2000
Superintendent	Alan Peterson
E-mail Address	apeterson@muhsd.org
Web Site	<a href="http://www.muhsd.org/">http://www.muhsd.org/</a>

### School Description and Mission Statement (School Year 2017-18)

#### 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.

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. Currently, Merced County has one of the highest unemployment rates in the nation at 9.1% in October 2015 as compared to the state average of 5.7%. In 1995, Merced was selected as the home of the tenth University of California campus. UC Merced is now in its 10th year and a frequent choice for MHS grads.

In spring 2012, MHS was awarded a full six-year Western Association of Schools and Colleges (WASC) accreditation and was revisited in spring 2015. The Self-study is available on the school website, and we be going through our six year full visit this February.

#### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	468
Grade 10	463
Grade 11	407
Grade 12	359
<b>Total Enrollment</b>	<b>1,697</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.9
Asian	8.5
Filipino	1.6
Hispanic or Latino	60.3
Native Hawaiian or Pacific Islander	0.2
White	19.9
Two or More Races	0.5
Socioeconomically Disadvantaged	74.1
English Learners	6.5
Students with Disabilities	7.2
Foster Youth	1.6

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential		78.8	73	
Without Full Credential		5	7	
Teaching Outside Subject Area of Competence (with full credential)		11	10	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners		2	2
Total Teacher Misassignments *		13	12
Vacant Teacher Positions		0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: 2017, 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 9-11: HMH California Collections 9, 10, 11, 2017 (adopted 2016) Grades 9-12: Edge, Hampton Brown 2009 (Adopted 2010)	Yes	0.0
<b>Mathematics</b>	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
<b>Science</b>	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Grade12: 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, McDougallLittell, 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, 2007 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: 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) 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
<b>Health</b>	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	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	
<b>Science Laboratory Equipment (grades 9-12)</b>	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 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 has been changed to meet the new facilities layout.

**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 year include widening of the students 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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: December 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X	X		401 needs baseboards 407 needs wallpaper repair Cafeteria door frame to washroom needs repair, window blinds need repair Cafeteria office snack bar window does not close all the way Cafeteria kitchen paint is flaking off ceiling, broken floor tiles in front of ice machine
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		S Buildings: pest/rodents Rooms 320-328: pests/rodents
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Pool pump room needs new drain Cafeteria kitchen sewer back up Girls restroom ceiling has damage due to leaky ac unit
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Pool room roof has minor leak
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Wing 100 walkway Pool office door has rust Cosmetically we painted the front entrance area of the school orange and black Exit doors to pool installed

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: December 2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	58	45	53	50	48	48
Mathematics (grades 3-8 and 11)	30	25	25	21	36	37

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	383	378	98.69	45.24
Male	193	190	98.45	41.05
Female	190	188	98.95	49.47
Black or African American	26	26	100	19.23
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100	42.42
Filipino	--	--	--	--
Hispanic or Latino	236	233	98.73	42.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	75	97.4	61.33
Socioeconomically Disadvantaged	287	284	98.95	39.44
English Learners	54	53	98.15	7.55
Students with Disabilities	36	36	100	2.78
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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



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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	383	378	98.69	25.4
Male	193	190	98.45	28.95
Female	190	188	98.95	21.81
Black or African American	26	26	100	0
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100	33.33
Filipino	--	--	--	--
Hispanic or Latino	236	233	98.73	18.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	75	97.4	48
Socioeconomically Disadvantaged	287	284	98.95	18.31
English Learners	54	53	98.15	3.77
Students with Disabilities	36	36	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50	44	43	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

Merced High School provides a comprehensive Career Technical Education program through courses offered in the Agriculture, Art, Consumer Science/Child Development, Industrial Technology, and Business departments. Through these courses, students are given the opportunity to study a wide range of career options including veterinary science, digital media, accounting, welding, and horticulture. There is also a culinary arts program with the Pro Start program at Merced High School.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	1064
% of pupils completing a CTE program and earning a high school diploma	34.5%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	55.6%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.94
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	32.12

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.6	20.7	28.5

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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 and English Learners' Advisory Council (ELAC). 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 a 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	2	6.1	4.8	5.9	6.4	6.1	11.5	10.7	9.7
<b>Graduation Rate</b>	96.15	92.36	91.9	90.95	90.28	91.06	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
<b>All Students</b>	96.74	88.17	87.11
<b>Black or African American</b>	81.82	84.95	79.19
<b>American Indian or Alaska Native</b>	100	93.75	80.17
<b>Asian</b>	98.33	95.09	94.42
<b>Filipino</b>	100	100	93.76
<b>Hispanic or Latino</b>	98.63	86.86	84.58
<b>Native Hawaiian/Pacific Islander</b>	0	100	86.57
<b>White</b>	93.59	88.3	90.99
<b>Two or More Races</b>	100	94.12	90.59
<b>Socioeconomically Disadvantaged</b>	96.42	86.02	85.45
<b>English Learners</b>	63.64	48.94	55.44
<b>Students with Disabilities</b>	55.88	55.77	63.9
<b>Foster Youth</b>	100	69.57	68.19

**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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	5.3	4.8	5.3	5.4	6.3	4.6	3.8	3.7	3.6
<b>Expulsions</b>	0.4	0.5	0.3	0.7	0.8	0.5	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

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, 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 expected to wear a lanyard with their student ID in view at all times. 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.

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.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

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

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	33	7	17	44	29	15	20	31	30	8	19	32
Mathematics	32	5	12	40	31	7	18	26	32	1	22	27
Science	30	8	20	19	27	10	27	9	28	11	17	16
Social Science	33	4	8	36	31	7	10	23	31	8	8	32

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	437.25
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other	.5	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,001.01	\$1,471.08	\$7,529.93	\$87,262.70
District	N/A	N/A	\$4,952	\$87,435.29
Percent Difference: School Site and District	N/A	N/A	52.1	-0.2
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	14.5	5.4

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

**Types of Services Funded (Fiscal Year 2016-17)**

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

- 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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,892	\$50,221
Mid-Range Teacher Salary	\$74,080	\$83,072
Highest Teacher Salary	\$94,779	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$125,952	\$146,114
Superintendent Salary	\$177,200	\$226,121
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	1	N/A
All courses	9	12.3

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)

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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. Three 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 are being reviewed and revised. As we are now beginning to receive data related to district developed performance tasks, we will again move to a model of data disaggregation related to effectiveness of instruction. This will also be true of data that will be gathered by the Smarter Balance 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 professional development days for subject level and departmental collaboration on CCSS pacing calendars and performance task development. All core departments have held department-wide pull out days for work on pacing calendars, 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 is increasing the Depth of Knowledge (DOK) in objectives, questioning, activities, and testing.

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 with an opportunity for other staff to participate upon request.