

# Atwater High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Atwater High School
<b>Street</b>	2201 Fruitland Ave
<b>City, State, Zip</b>	Atwater, CA 95301
<b>Phone Number</b>	209.357.6013
<b>Principal</b>	Torrin Johnson
<b>E-mail Address</b>	tjohnson@muhsd.org
<b>Web Site</b>	www.ahs.muhsd.org
<b>Grades Served</b>	9-12
<b>CDS Code</b>	24657892430601

<b>District Contact Information</b>	
<b>District Name</b>	Merced Union High School District
<b>Phone Number</b>	209.385.6412
<b>Superintendent</b>	Alan Peterson
<b>E-mail Address</b>	apeterson@muhsd.org
<b>Web Site</b>	<a href="http://www.muhsd.org">http://www.muhsd.org</a>

### **Principal's Message**

Welcome to the 2015-2016 school year!! It is both a pleasure and an honor to lead the Atwater High School school community into the upcoming school year. The staff has many goals for your students. These goals fall under the umbrella of Support, Rigor and Relationships.

#### **Support**

We will continue to support students in what they need to be successful not only in school but also with life after high school. Support for students includes: Lesson Planning, AVID, Link Crew, Homeroom, Talon Academy (after school program) and BLUEprint.

#### **Rigor**

We will continue to challenge students to move forward in the areas of academics, accountability and attitude. These demands are intended to build strong character that students will need while in high school and into their adulthood.

#### **Relationships**

Our staff thrives on creating relationships with parents and students. We at Atwater High School believe our school is the hub of the community. We want both our parents and students to feel that we exist to enhance the community of Atwater as a whole.

We believe in "Academics and Athletics with Pride and Perfection."

### **Mission Statement**

The mission of Atwater High School is to prepare students for college and careers through lessons in academics, accountability, and attitude.

The Atwater High mission statement is also the basis for the following Expected School Wide Learning Results:

- All students are Collaborative Workers and Community Participants.
- All students are Effective Communicators and Critical Thinkers.
- All students are Socially Responsible Citizens.
- All students are self-directed learners.

### **School Description**

Atwater High School is one of six comprehensive high schools in the Merced Union High School District. The school is rich in diversity: the multitude of ethnicities, backgrounds, and cultural heritages represented in the student population is a source of strength and learning at the school. Built in the northwest section of the city of Atwater in 1958, it covers 60 acres. AHS has a permanent capacity of 1800 students. AHS receives federal funds (Title 1, Title III) and is one of two comprehensive high schools in Atwater. The significant languages spoken by the student body at AHS are English, Spanish, and Hmong, representing the variety of cultural backgrounds of central California.

**Student Enrollment by Grade Level (School Year 2014-15)**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	445
Grade 10	463
Grade 11	442
Grade 12	470
<b>Total Enrollment</b>	<b>1,820</b>

**Student Enrollment by Group (School Year 2014-15)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.6
American Indian or Alaska Native	0.2
Asian	3.8
Filipino	0.4
Hispanic or Latino	74.5
Native Hawaiian or Pacific Islander	0.1
White	18
Two or More Races	0.3
Socioeconomically Disadvantaged	78.3
English Learners	9.5
Students with Disabilities	12.4
Foster Youth	0.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	72	77		
Without Full Credential	4	1		
Teaching Outside Subject Area of Competence (with full credential)	12	11		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	12	11	
Vacant Teacher Positions	0	1	

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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.6	0.4
All Schools in District	95.8	4.2
High-Poverty Schools in District	95.8	4.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** 2015, December

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.

Main textbooks utilized within the district are listed below.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 9-12: High Point, Hampton Brown 2001 (Adopted 2007) Grades 9-12: Measuring Up, Peoples Education 2007 (Adopted 2008) Grade 12: Thomas Learning - 2007 (Adopted) Grade 11: VHPS 2007 (Adopted) Grade 9-10: Xtreme Reading, Strategic Learning Center 2009 (Adopted 2009) (GVHS 9-11) Grades 9-12: Holt 2004 (Adopted) Grades 9-12: Edge, Hampton Brown 2009 (Adopted 2010)	Yes	0.0
<b>Mathematics</b>	Grades 9-12: Algebra 2, McDougal/Littell 2007 (Adopted 2008) Grades 10-12: Geometry, McDougal/Littell 2007 (Adopted 2008) Grades 11-12: Prentice Hall 2007 (Adopted) Grades 11-12: Measuring Up, Peoples Education 2008 (Adopted) Grade 12: Preparing for College Mathematics, Pearson Custom Publishing 2009 (Adopted 2009) Grade 9: Algebra Readiness, McDougal/Littell 2008 (Adopted 2009) Grade 9-12: Algebra 1, Prentice Hall 2001 (Adopted 2005)	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008) Grade 10: 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)	Yes	0.0
<b>History-Social Science</b>	Grade 12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007) Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Grade 12: Lanahan Readings in the American Polity 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, Patterns of Interaction, McDougal Littell 1999 Grade 10: World History the Modern World 2007 Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004) Grade 10: Modern World History, West Publishing 1999, (Adopted 2005) Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006) Grades 9-12: Why Women Should Rule the World, HARP 2008 (BCHS) Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)	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) Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Grades 9-12: Punjabi (Adopted 2006) Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted) Grades 9-12: Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005)	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Health</b>	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
<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) Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	
<b>Science Laboratory Equipment (grades 9-12)</b>	All textbooks at AHS 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  AHS provides an adequate supply of lab equipment for its students.	Yes	0.0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Atwater High School, originally established in 1958, is currently comprised of 74 classrooms (including portables), a cafeteria, two staff lounges/workrooms, a library/media center, three computer labs, six science labs, one gymnasium, the administrative office, two soccer fields, two baseball diamonds, and two softball diamonds. The most recent renovations to the campus were completed at the end of the 2009-10 school year and included AG/IT Building and three remodeled shops and three classrooms.

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

Atwater 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. The Principal works daily with eight custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

#### Maintenance & Repair

A scheduled maintenance program is administered by Atwater 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 repair. 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.

#### 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.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 1, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Paint and replace discolored and damaged ceiling tiles. Replace missing and broken light covers. Patch holes in the walls and repair plaster. Paint front doors. Replace damaged and missing light covers. Replace damaged flooring.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation			X	Exterminate pests that inhabit the playing fields and main quad and repair uneven ground. Exterminate pests in pool shed.
<b>Electrical:</b> Electrical	X			Repair electrical outlets immediately. Repair light switches. Replace broken outlet covers and floor plates. Replace ballasts.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Repair or replace visitors ticket booth at the stadium.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Repair or replace visitors ticket booth at the stadium. Repair uneven and broken concrete.

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

Year and month in which data were collected: December 1, 2015				
Overall Rating	Exemplary	Good	Fair	Poor



## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	40	48	44
Mathematics	11	20	33

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 Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	424	408	96.2	25	36	33	7
Male	11	424	211	49.8	33	34	28	4
Female	11	424	197	46.5	16	37	38	9
Black or African American	11	424	12	2.8	8	58	33	0
Asian	11	424	23	5.4	4	35	57	4
Filipino	11	424	1	0.2	--	--	--	--
Hispanic or Latino	11	424	299	70.5	28	38	29	4
White	11	424	72	17.0	21	22	40	17
Two or More Races	11	424	1	0.2	--	--	--	--
Socioeconomically Disadvantaged	11	424	336	79.2	28	38	30	4
English Learners	11	424	17	4.0	82	18	0	0
Students with Disabilities	11	424	46	10.8	78	15	4	2
Students Receiving Migrant Education Services	11	424	10	2.4	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	424	404	95.3	58	31	10	1
Male	11	424	207	48.8	60	28	10	2
Female	11	424	197	46.5	56	34	10	0
Black or African American	11	424	12	2.8	50	42	8	0
Asian	11	424	23	5.4	26	39	30	4
Filipino	11	424	1	0.2	--	--	--	--
Hispanic or Latino	11	424	295	69.6	63	28	8	1
White	11	424	72	17.0	50	39	11	0
Two or More Races	11	424	1	0.2	--	--	--	--
Socioeconomically Disadvantaged	11	424	331	78.1	60	30	9	1
English Learners	11	424	15	3.5	100	0	0	0
Students with Disabilities	11	424	44	10.4	89	9	2	0
Students Receiving Migrant Education Services	11	424	10	2.4	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	55	49	37	55	56	43	59	60	56

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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	43
All Students at the School	37
Male	37
Female	36
Black or African American	27
Asian	42
Filipino	--
Hispanic or Latino	30
White	60
Two or More Races	--
Socioeconomically Disadvantaged	6
English Learners	0
Students with Disabilities	31
Students Receiving Migrant Education Services	29
Foster Youth	--

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.

### Career Technical Education Programs (School Year 2014-15)

Atwater High School utilizes the Merced County Office of Education's Regional Occupational Program (ROP) and offered 46 ROP and CTE sections on site, as well as providing students access to various ROP courses throughout the county. The ROP courses offered are: Creative Design and Merchandising I/II, Business Occupations and Technology I/II, Working Professional, Art Animation I/II, Marketing Occupations I/II, Internships in Agriculture I/II, Environmental Horticulture, Art History of Floral Design, Foundations in Education, Medical Occupations, Veterinary Science, and Automotive Services I/II.

Career Technical Education courses offered onsite include: Adv/Small Engines, Ag Leadership, Ag Earth Science, Ag Welding Technology I/II, Child Development, Clothing & Textiles I/II/III, Computer Programming I/II, Computer Keyboarding, Digital Media Production, Environmental Ag Science, Equipment Construction, Foods & Nutrition, Life Skills, Photography I/II, Theater Art 1-4, Welding Ag Shop Skills, Woodshop I/II/III.

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	1016
% of pupils completing a CTE program and earning a high school diploma	42.3%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	72%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	94.14
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	32.55

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	58	50	51	55	50	43	57	56	58
Mathematics	60	51	53	58	56	45	60	62	59

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.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	49	26	25	47	39	15
All Students at the School	49	26	25	47	41	12
Male	57	26	17	46	42	12
Female	41	26	32	47	40	13
Black or African American	33	33	33	50	33	17
Asian	40	7	53	33	33	33
Hispanic or Latino	55	24	21	49	39	11
White	32	38	30	38	49	12
Socioeconomically Disadvantaged	54	24	22	47	40	13
English Learners	100			96	4	
Students with Disabilities	92	5	3	92	8	
Students Receiving Migrant Education Services	79	13	8	75	21	4

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.10	25.00	25.70

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 Parental Involvement State Priority (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 (Most Recent Year)

Atwater High School parents participate in a variety of Booster Clubs that support different student activities, such as band, athletics and agriculture. Additional avenues of opportunity for parents include: School Site Council, Ag Advisory Committee, and English Learner Advisory Committee (ELAC).

This is the 6th year Atwater High School has had a Parent Resource Center available to both students and parents. The Resource Center can be used by parents in many different ways including but not limited to: meeting with counselors, accessing the internet, checking student's grades or employing the use of our community liaisons for interpretation purposes.

AHS hosts Parent Resource Nights (PRN) every month. This monthly event allows parents an opportunity to learn about the programs available on campus. Topics for PRN include: graduation requirements, college entrance, monitoring grades and attendance, counseling services, and parent involvement opportunities.

Parents who wish to participate in Atwater High School's leadership teams, school committees, school activities, or become a volunteer, may contact the main office at (209) 357-6013. The AHS website (<http://www.ahs.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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.90	1.40	3.60	3.50	4.00	5.90	13.10	11.40	11.50
Graduation Rate	97.27	95.33	93.20	92.80	92.89	90.95	78.87	80.44	80.95

### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	84.58	86.02	84.6
Black or African American	72.22	85.85	76
American Indian or Alaska Native	50	69.23	78.07
Asian	100	90.36	92.62
Filipino	100	92.86	96.49
Hispanic or Latino	83.54	84.26	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	89.87	90.58	89.93
Two or More Races		81.63	82.8
Socioeconomically Disadvantaged	26.67	50.51	61.28
English Learners	47.37	45.79	50.76
Students with Disabilities	86.56	84.2	81.36
Foster Youth	--	--	--

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.56	5.26	2.63	9.69	7.02	5.38	5.07	4.36	3.80
Expulsions	0.16	0.25	0.86	0.08	0.09	0.71	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

One of Atwater High School's main concerns is the safety of students and staff. The campus is properly supervised before and after school and during breaks by campus liaisons, the resource officer, administrators and teachers. Atwater High School has 32 cameras. Overhead lighting has also been installed throughout most of the school.

All visitors must sign in at the Principal's Office, Counseling Office, or the Attendance Office and be approved by an administrator in order to receive proper authorization to be on the campus. Visitors are asked by the school site staff to display their passes at all times. Student visitors are required to obtain prior approval before being allowed to be on campus at any time during school hours.

The School Site Safety Plan is updated annually by the Site Safety Committee and Student Support Administrator. All revisions are shared immediately with the staff and School Site Council. Key elements of the safety plan include: Implementation of Safe and Civil Schools, emergency readiness training (ALICE), working with Knowledge Saves Lives to increase perimeter security and all liaisons go through state mandated training. The school has implemented a tip line (209) 357-6072 for students, staff and concerned citizens who hear of a potential safety issue. All school-site administrators and campus liaisons carry two-way radios in order to keep the lines of communication open at all times on campus. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills including Lock Down, Fire and Earthquake drills are held quarterly, all staff has been trained in how to respond to these emergencies and 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	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	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	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	30	12	20	38	30	17	15	38	30	8	28	31		
Mathematics	31	7	11	32	32	6	12	30	31	6	20	23		
Science	32	1	13	17	29	5	7	13	33	1	11	19		
Social Science	35	1	9	32	33	3	13	32	32	4	10	34		

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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	471
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	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		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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,155	\$1,088	\$4,068	\$73,517
District	N/A	N/A	\$4,952	\$66,901
Percent Difference: School Site and District	N/A	N/A	-17.9	1.0
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	7.5	-6.6

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

**Types of Services Funded (Fiscal Year 2014-15)**

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:

- 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 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,367	\$44,363
Mid-Range Teacher Salary	\$65,877	\$71,768
Highest Teacher Salary	\$84,283	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,276
Average Principal Salary (High)	\$114,858	\$133,673
Superintendent Salary	\$185,658	\$210,998
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	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 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	1	N/A
All courses	14	.7

\* Cells with N/A values do not require data. Where there are student course enrollments.

### Professional Development (Most Recent Three Years)

Professional development opportunities at the site level generally focused around technology integration and teaching strategies for the Common Core State Standards. All staff were trained in technology integration through a variety of formats: flipped/traditional, voluntary/mandatory during the school day. The format and timeline for training was adapted to suit the needs of individual teachers.

Super Tuesday: All teachers observed an CCSS Leadership Team Member teach a Common Core Aligned Lesson. Teachers then developed and taught their own Common Core Lesson.

#### AHS Instructional Ninja

This program was created at the site level as a professional development program to prepare teachers for the district's 1:1 initiative. The AHS Instructional Ninja Institute was developed and implemented by the site Instructional Coach and teacher librarian. Teachers voluntarily participated in one of seven cohorts that ran during the Summer, Fall, or Winter months. The program had three major goals:

- For teachers to create a strong online presence through the development of a teacher website and by integrating Google Apps, Screencasting and YouTube into their instructional practice.
- To develop instructional strategies that incorporate Web 2.0 tools to enhance instruction.
- To develop teachers' technology troubleshooting and behavioral management skills to avoid common pitfalls encountered in 1:1 learning environments.

The program's flipped model required teachers to complete a series of 15 modules and pass the assessments within the modules at 80% or higher. The 15 modules were organized into 3 strands focusing on the following areas:

- Technology Proficiency
- Instructional Norms in a 1:1 Learning Environment
- Management and Best Practices

At the culmination of the 15 modules, each cohort participated in a series of three live meeting dates where they presented culminating performance tasks that exemplified the skills learned in each of the three strands. Participants provided feedback to their peers on these performance tasks, facilitated by a rubric.

Remaining staff who did not participate in the voluntary institute cohorts completed comparable training during a series of 3 school days in May. This training followed a more traditional, direct instruction model.

### Tech Tuesdays

The school's Instructional Technology Leadership Team provided staff with a series of bimonthly technology training sessions known as "Tech Tuesdays". These training sessions were offered on a voluntary basis before school, after school and on prep periods two Tuesdays per month. Each training focused on a specific instructional technology tool including the following:

- Gmail and Google Organization (beginner and advanced)
- Kahoot!
- Using Google Forms for Closure
- Fakebook
- Google Classroom
- Newsela
- Annotation Using Awesome Screenshot
- Checking for Understanding with Technology
- Doctopus
- Educanon

### Common Core Site-Wide Strategies

The Common Core Leadership Team facilitated a series of site-wide trainings in instructional strategies geared towards teaching the Common Core State Standards. These trainings took place within department-level groups and instructed staff in the following best practices:

- Rigor
- ABC Paragraph
- Close Reading

This initiative is a continuation of work begun the previous year. Strategies taught and implemented site-wide in the 2012-2013 school year include the following:

- Annotation
- Explicit Vocabulary Instruction (Frayer Model)
- Compare and Contrast (Top Hat)

Professional development opportunities are provided on site, at the district level, and via outside conferences and workshops. Allocations for professional development are budgeted in the AHS Single Plan for Student Achievement.

For additional support in their profession, all first and second-year teachers throughout the district may participate in the Beginning Teacher Support and Assessment (BTSA) program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. Topics for this cohort of teachers includes but is not limited to:

- Engaging Students in Learning
- Effective Environments
- Organizing Subject Matter
- Planning Instruction
- Assessing Learning
- Developing as a Professional