Buhach Colony 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)

School Contact Information	
School Name	Buhach Colony High School
Street	1800 Buhach Road
City, State, Zip	Atwater, CA 95301
Phone Number	209.357.6600
Principal	Steven Hobbs
E-mail Address	akelly@muhsd.org
Web Site	bchs.muhsd.org
Grades Served	9-12
CDS Code	24657892430205

District Contact Information	
District Name	Merced Union High School District
Phone Number	209.385.6412
Superintendent	Alan Peterson
E-mail Address	apeterson@muhsd.org
Web Site	www.muhsd.org

School Description and Mission Statement (Most Recent Year)

Steve Hobbs Principal - Welcome to Buhach Colony High School – Home of the "THUNDER!" Buhach's school motto of "Teaching and Reaching ALL Students" sets the goal of providing the best learning environment possible for all students to grow academically and socially. Within the THUNDER walls you will find a variety of programs that offer rigorous and relative educational opportunities that allow each student to succeed in the increasingly complex world in which they will live and work. Our goal is to develop partnerships with our parents and community to reach the common goal of student success.

As students at Buhach Colony High, set high goals for yourself and always reach for your dreams. Teachers will open the doors for you, but you must walk through them yourself. I encourage you to take advantage of all the opportunities afforded to you at high school whether it is through co-curricular, academics, clubs or any of the other means of being involved and connected to the school.

I look forward to leading the school forward this year and getting to know each and every one of you. If you have any questions or concerns at any time throughout the year, please call me at (209) 357-6600 or e-mail me at shobbs@muhsd.org.

BUHACH COLONY HIGH SCHOOL MISSION
Our mission is to educate our students in developing knowledge and skills that are needed to be life-long learners, responsible individuals and productive citizens. Our staff will create a safe and clean educational environment that teaches and reaches all students, by a rigorous, relevant curriculum that includes building relationships.

Through quality school-wide curriculum based on the Common Core State Standards we will offer programs that include International Baccalaureate (IB) and Advanced Placement classes in "core" academic areas, technical and elective programs to develop and enhance college to career skills, and enrichment programs targeted to meet the interests and needs of our diverse population.

We are committed to educating all students with the "School Community" mindset. Through positive relationship building, the "School Community" is achieved by goal sharing and commitment from students, staff, parents and community members.

BUHACH COLONY HIGH SCHOOL VISION
Buhach Colony High School will become known as a school that provides a quality-learning environment that affords the opportunity for all students to be successful. By providing a rigorous and relevant curriculum that includes building relationships, we will successfully prepare students for their individual futures.

School Description
Buhach Colony High School first opened its doors during the 2001-02 school year and is currently one of six comprehensive high schools in the Merced Union High School District. The student population for the 2015-2016 school year is 1,735, consisting of of 32.2% Hispanic or Latino, 43.4% White, 11.9% Asian and Pacific Islander and 4.5% African American. The school currently has one established academy: Engineering. The school has 81 classrooms, a library media center, theater, gymnasium, cafeteria, multipurpose room, dance room, an administrative wing and several athletic facilities and an aquatic center.

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

Grade Level	Number of Students
Grade 9	470
Grade 10	453
Grade 11	405
Grade 12	407
Total Enrollment	1,735

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.5
Asian	10.1
Filipino	0.8
Hispanic or Latino	58
Native Hawaiian or Pacific Islander	0.2
White	26.1
Two or More Races	0.5
Socioeconomically Disadvantaged	71.6
English Learners	7.8
Students with Disabilities	7.2
Foster Youth	0.8

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	73	77		
Without Full Credential	2	1		
Teaching Outside Subject Area of Competence (with full credential)	16	22		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	16	22	
Vacant Teacher Positions	1	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.

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	94.8	5.2
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 2008-09 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 BCHS 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12: Edge,Hampton Brown 2009 (Adopted 2010) 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)	Yes	0.0
Mathematics	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
Science	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
History-Social Science	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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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) 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
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) 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 Mangement and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	
Science Laboratory Equipment (grades 9-12)	BCHS provides an adequate supply of lab equipment for its students.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Buhach Colony High School was originally opened in the summer of 2001.

The campus is currently comprised of 81 classrooms (including portables), a cafeteria/multi-purpose room, one staff lounge, a library, three computer labs, eight science labs, one gymnasium, the administrative office, a fine arts theater, an athletic field, and a newly constructed (July, 2010) Olympic-size swimming pool. One hundred twenty-five shade trees were planted in December, 2010. The chart below displays the results of the most recent school facilities inspection.

In addition to the annual School Facility Conditions Evaluation (FIT Report), the school is also inspected annually by the fire marshal and monthly by the school site administrators. All issues discovered during these inspections are given the utmost priority.

Cleaning Process
Buhach Colony 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 ten custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair
A scheduled maintenance program is administered by Buhach Colony 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: 10/8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/8/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], 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	59	48	44
Mathematics	24	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	399	389	97.5	13	27	42	17
Male	11	399	200	50.1	17	29	38	17
Female	11	399	189	47.4	10	26	46	18
Black or African American	11	399	11	2.8	18	18	45	18
American Indian or Alaska Native	11	399	4	1.0	--	--	--	--
Asian	11	399	44	11.0	11	27	41	20
Filipino	11	399	3	0.8	--	--	--	--
Hispanic or Latino	11	399	198	49.6	17	34	38	11
Native Hawaiian or Pacific Islander	11	399	1	0.3	--	--	--	--
White	11	399	128	32.1	8	19	48	25
Socioeconomically Disadvantaged	11	399	258	64.7	18	28	41	12
English Learners	11	399	13	3.3	69	31	0	0
Students with Disabilities	11	399	24	6.0	54	29	13	4
Students Receiving Migrant Education Services	11	399	2	0.5	--	--	--	--
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	399	390	97.7	47	29	20	4
Male	11	399	200	50.1	52	21	24	4
Female	11	399	190	47.6	43	37	17	4
Black or African American	11	399	11	2.8	73	9	18	0
American Indian or Alaska Native	11	399	4	1.0	--	--	--	--
Asian	11	399	44	11.0	34	41	20	5
Filipino	11	399	3	0.8	--	--	--	--
Hispanic or Latino	11	399	199	49.9	56	28	15	2
Native Hawaiian or Pacific Islander	11	399	1	0.3	--	--	--	--
White	11	399	128	32.1	36	28	29	7
Socioeconomically Disadvantaged	11	399	259	64.9	52	27	19	2
English Learners	11	399	13	3.3	77	23	0	0
Students with Disabilities	11	399	25	6.3	96	0	4	0
Students Receiving Migrant Education Services	11	399	2	0.5	--	--	--	--
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)	60	62	50	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	50
Male	55
Female	44
Black or African American	50
American Indian or Alaska Native	--
Asian	53
Filipino	--
Hispanic or Latino	41
White	70
Two or More Races	--
Socioeconomically Disadvantaged	7
English Learners	8
Students with Disabilities	45
Students Receiving Migrant Education Services	--
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)

Buhach Colony High School utilizes the Merced County Office of Education's Regional Occupational Program (ROP) and offers ROP sections on site, as well as providing student access to various ROP courses throughout the county. The ROP courses offered include: (1) Internships in Agriculture; (2) Floral design; (3) Graphic Arts; and (4) Medical Occupations. There are approximately 175 junior and senior students enrolled in ROP courses year-long.

The MUHSD offers articulated CTE courses. The program gives high school students the opportunity to earn college units by taking high school classes in which a formal articulation agreement with a professor at Merced College has been developed. Articulation means coursework taken by students in high school or Regional Occupational Program (ROP) is recognized and approved by Merced College. A course could also transfer to California State University (CSU) and the University of California (UC). Students must pass the designated exam called, "Articulated Course Exam" (ACE) to receive the college units. There are several benefits for students who successfully complete an articulated course: simplifies student's registration process at Merced College once they have earned college units; saves students time and money; students gain confidence in their ability to do college work; and reduces duplication of coursework a student has already mastered. Dina Faretta is the district CTE representative. Buhach Colony High School offers twenty-two 2 + 2 articulated classes.

Buhach Colony also has an Engineering Academy that began in the Fall Term of 2011. The Engineering Academy Program is a four year sequence of courses which, when combined with traditional mathematics, science and social studies courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. The Academy offers three foundation courses, one specialized elective and one (planned) capstone course for a total of five courses. The capstone course is designed as a natural extension into college that will also expose students to business and industry and workforce needs within the community.

FOUNDATION COURSE 1 – Introduction to Engineering Design (2 + 2 articulated course)
Emphasizes the development of a design. Students use 3-D computer software to produce, analyze and evaluate models of project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual designs into reproducible products.

FOUNDATION COURSE 2 – Principles of Engineering (2 + 2 articulated course)
Provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change.

FOUNDATION COURSE 3 – Digital Electronics
Introduces students to applied digital logic, a key element of careers in engineering and engineering technology. This course explores the smart circuits found in watches, calculators, video games and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and use appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems. This course covers several topics, including analog and digital fundamentals; number systems and binary addition; logic gates and functions; Boolean algebra and circuit design; and decoders, multiplexers and de-multiplexers.

SPECIALIZATION COURSE – Computer Integrated Manufacturing
Teaches the fundamentals of computerized manufacturing technology. It builds on the solid-modeling skills developed in the Introduction to Engineering Design unit. Students use 3-D computer software to solve design problems. They assess their solutions through mass property analysis (the relationships of design, function and materials), modify their designs, and use prototyping equipment to produce 3-D models.

CAPSTONE COURSE – Engineering Design and Development
Lets students apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. Their projects may include a robotic mascot for the school, a remote-controlled hovercraft or a solar-powered device. Students keep journals of notes, sketches, mathematical calculations and scientific research. Student teams make progress reports to their peers and the instructor and exchange constructive criticism and consultation. At the end of the course, teams defend their projects to a panel of engineers, business leaders and educators for professional review and feedback. This course equips students with the independent study skills that they will need in postsecondary education and careers in engineering and engineering technology.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	544
% of pupils completing a CTE program and earning a high school diploma	21.6%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

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	97.92
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	41.75

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	55	54	55	50	43	57	56	58
Mathematics	60	64	57	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	46	27	26	43	41	16
Male	52	24	24	40	42	18
Female	40	31	29	46	40	14
Black or African American	40	40	20	40	47	13
Asian	46	19	35	35	46	19
Hispanic or Latino	54	25	21	51	39	11
White	29	32	38	29	43	27
Socioeconomically Disadvantaged	53	28	19	48	39	13
English Learners	100			97	3	
Students with Disabilities	96	4		88	12	

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	18.60	23.80	34.20

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)

Buhach High School parents participate in a variety of Booster Clubs that support different co-curricular and extra-curricular student activities. In addition to volunteer positions on campus, parents are also encouraged to participate on the School Site Council, ELAC or English Learner Advisory Committee, and the Parents Advisory Committee.

Buhach Colony High School promotes parent involvement through the EPIC, or Encouraging Parental Involvement and Commitment, program. The EPIC program consists of 13 weekly workshops involving Hmong and Spanish speaking parents in which parents develop an understanding of (1) communicating with the school; (2) roles and responsibilities of parent partnerships for student learning; (3) acculturating to American schools; (4) school rules related to attendance and behavior; (5) gang awareness and the consequences of gang activity; and (6) community and support resources available for families. At the end of the workshops, attending parents receive a certificate of completion.

In the 2011-2012 school year, based on recommendations by the English Learner Advisory Committee, a Parent Resource Center was established in a section of the library. In the 2012-2013 school year the Parent Resource Center was moved and firmly established in B6. Currently it is replete with computers, printers, and direct access to the Spanish and Hmong Community Liaisons. It is open to all parents during the school day for informational services. It is also the site of ELAC, EPIC and Migrant Education after school advisory meetings.

In the 2013-2014 school year, Merced Adult School Courses in Technology and English as a Second Language were funded through the ASSETS after school program. Parent Engagement Workshops/events focused on academic support and college and career readiness coordinated through the BCHS ELAC were held quarterly. This year two semesters of each of the Adult School courses are being held, and the Parent Engagement Workshops/events have increased to eight events. The EPIC program continues.

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 357-6600. The BCHS school website (http://bchs.muhsd.org/) and the district's website (www.muhsd.org) also provide helpful information to parents, students, 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	2.30	1.80	3.80	3.50	4.00	5.90	13.10	11.40	11.50
Graduation Rate	93.94	94.59	93.27	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	94.34	86.02	84.6
Black or African American	88.24	85.85	76
American Indian or Alaska Native		69.23	78.07
Asian	100	90.36	92.62
Filipino	87.5	92.86	96.49
Hispanic or Latino	95.56	84.26	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	94.39	90.58	89.93
Two or More Races	81.25	81.63	82.8
Socioeconomically Disadvantaged	74.42	50.51	61.28
English Learners	82.35	45.79	50.76
Students with Disabilities	92.93	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	7.36	4.48	5.35	9.69	7.02	5.38	5.07	4.36	3.80
Expulsions	0.00	0.11	0.54	0.08	0.09	0.71	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Buhach Colony High School Safety Plan was last reviewed and updated on 9.30.2014. Safety meetings are held quarterly.

Safety of students and staff is a primary concern of Buhach Colony High School. The campus is properly supervised before and after school and during breaks by campus liaisons, the School Resource Officer (SRO), administrators, and teachers. All students and staff wear I.D. cards on lanyards, visible at all times. All visitors must sign in at the Principal's Office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times. Student visitors are not allowed on campus during school hours unless authorized by school administration.

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. Key elements of the safety plan include:

- Crisis Plan and Procedures (including, Lockdown/ALICE, Fire drills fall and spring, Earthquake, Bomb, Pandemic Flu Outbreak, and Hazardous Materials Spill emergencies);
- Administrative Communication during emergencies;
- Data involving suspensions, expulsions, and dangerous students;
- School safety goals and objectives

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. MUHSD requirements are as follows: one lockdown per school year; one earthquake drill per school year; one evacuation drill in the fall and one in the spring. Students and staff have been trained regarding procedures and expectations during such drills. The school also coordinates with Atwater Police and Fire Departments to ensure proper protocol and communication with Incident Command Systems (ICS). Also the SRO is on campus 5 days a week to ensure safety.

The school ordered 8 new two-way radios and which have been distributed according to need; including the school nurse, special education staff, liaisons and administration.

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				2013-14				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	32	15	13	36	31	13	15	35	29	14	17	33
Mathematics	31	6	20	28	31	8	20	26	29	9	23	24
Science	33	5	11	27	33	1	19	21	31	7	14	22
Social Science	32	4	15	26	31	6	12	29	32	8	6	31

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	442
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	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	$5,695	$1,088	$4,607	$74,436
District	N/A	N/A	$4,952	$66,901
Percent Difference: School Site and District	N/A	N/A	-7.0	-1.3
State	N/A	N/A	$5,348	$74,908
Percent Difference: School Site and State	N/A	N/A	2.0	-8.8

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:

- 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 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	5	N/A
Science	4	N/A
Social Science	1	N/A
All courses	17	.6

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

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past four years, the district has regularly offered three annual staff development days where teachers are offered a broadbased variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies. Staff development topics for the 2010-11 school year included: Explicit Direct Instruction; Professional Learning Communities; Character Counts, Academic Vocab Strategies & Checks for Understanding; Improving Classroom Climate; Poverty & Learning Structures; Xtreme Reading Program; Instructional Norms

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.

The district/site focus of professional development during the 2011-2012 school year was on refining and support regarding instructional norms and literacy strategies provided by the International Center for Leadership in Education.   These trainings were included along with Higher Order Thinking questioning strategies and high-impact lesson planning to raise the rigor of instruction and student expectation in preparation for the transition to Common Core State Standards (CCSS). The district also implemented a pilot program of early adopters from each site to begin the curriculum integration of CCSS standards and performance task assessment development necessary to facilitate the transition to CCSS. In the 2011-2012 and 2012-2013 school year a cohort of BCHS staff participated in IB Diploma Program Category 1 trainings necessary to acquire IB authorization. Category 2 trainings will be completed in the spring and summer of 2015.

The district/site focus of professional development during the 2012-2013 school year was on enhanced Higher Order Thinking questioning and assignments/projects, high impact lesson planning and targeted integration of technology to raise the rigor of instruction and student expectation in the transition to Common Core State Standards. The CCSS early adopter program continued throughout the school year and summer resulting in increased representation of CCSS instructors in major core areas for district and site implementation via collaboration.

In addition to CCSS continuous training via district collaboration, the district/site focus for professional development was the Urban Essentials 101 Teacher Student MediationProcess (TSMP) based on Restorative Justice. All certificated and classified staff and students received training. This training has been on-going since the summer of the 2012-2013 school through the 2013-2014 school year supported by followup coaching from the trainer.

Attendance at conference, district and on-site technology implementation trainings has greatly increased in the 2013-2014 school year as several sites prepare for 1 to Web implementation in the 2014-2015 school year. The 2014-2015 school year professional development plan includes refinement training, coaching and collaboration in CCSS curriculum development, UE 101 maintenance, and 1 to Web implementation districtwide.

To continue growth through professional development, in 2014 - 2015 the district has provided training for teachers in special programs such as IB, AP and AVID. Teachers were able to attend training over the summer to become better equipped to teach students in advanced courses.