

Merced 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	Merced High School
Street	205 West Olive Avenue
City, State, Zip	Merced, CA 95348
Phone Number	209.385.6465
Principal	John Olson
E-mail Address	gmckinstry@muhsd.org
Web Site	http://mhs.muhsd.org/
Grades Served	9-12
CDS Code	2465789-2435204

District Contact Information	
District Name	Merced Union High School District
Phone Number	209.385.6571
Superintendent	V. Scott Scambray
E-mail Address	apeterson@muhsd.org
Web Site	http://www.muhsd.org/

Principal's Message (Most Recent Year)

Merced High School's mantra is "Pursuing Excellence in the Home of Scholars and Champions". The expectation is that graduates will be productive citizens and socially skilled individuals who communicate effectively and solve problems through creative and critical thinking. For over 100 years, Merced High School has maintained a high standard for academic and co-curricular excellence. This BEAR heritage continues to inspire the teachers and staff of MHS to maintain a tradition of excellence. Together, with 77 certificated employees and 52 classified employees, we make every effort to provide our students with a comprehensive program that develops both mind and body, while ensuring a safe and secure environment where everyone can feel a sense of "Bear pride" which is reflected throughout the community. At Merced High, we are committed to providing students with the best education possible to enable them to develop the life skills required to be successful citizens of this new century.

Merced High School is a positive place for students, with a desire by all stakeholders to continuously improve the quality of our educational program and provide students with the best education possible. Creating access to a rigorous and relevant common core curriculum, integrating technology into the classroom, utilizing research-based instructional practices, and making a personal connection with all students is the cornerstone of Merced High School's success.

With the change in the ways schools are measured being redefined, it will continue to be important for MHS to focus on increasing the achievement of all students, especially English Learners, "at-risk", special education students and foster youth. Specific school-wide goals include increasing the passage rates on the Math and English Language Arts (ELA), increasing the average daily attendance, increasing the percentage of students involved in extra-curricular activities, reducing alternative education transfers, enrolling/retaining students in the Advanced Placement courses who reflect the demographic profile of our student body, and creating outreach programs between community/parents and our school. A primary focus is to develop within students the literacy and problem solving skills that they will need in future academic and vocational endeavors.

MHS Expected School-wide Learning Results

All students at Merced High School will become...

Effective Communicators who will:

- Read, write, speak and listen proficiently and critically
- Express themselves through a variety of media, which may include art, music, dance, theater, world language, and public speaking
- Acquire and evaluate data, organize and maintain information, and use technology to process information

Problem Solvers and Critical Thinkers who will:

- Independently identify problems, find solutions and evaluate consequences
- Evaluate academic standing to ensure educational progress
- Access and apply technology to solve problems and make decisions

Productive citizens and Socially Skilled Individuals who will:

- Contribute time, energy, and talents to improve their school, community, and world
- Develop and evaluate a personal career plan
- Practice positive employee qualities to support entry into a career field
- Show respect for the needs, opinions, and property of others
- Demonstrate the ability to work cooperatively with the people of diverse beliefs, values and cultures
- Make choices that support healthy lifestyle

MHS Mission Statement

To equip 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 56.2% Hispanic, 43.2% White, 15.3% Asian, and 7.1% African American. Approximately 6.6 % of the students are classified as English Learners with Spanish and Hmong as the two most prevalent non- English languages. 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 9th 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 will be revisited in spring 2015. The Self-study is available on the school website.

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

Grade Level	Number of Students
Grade 9	487
Grade 10	398
Grade 11	431
Grade 12	645
Total Enrollment	1,961

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.8
Asian	13
Filipino	1.7
Hispanic or Latino	57.1
Native Hawaiian or Pacific Islander	0.2
White	19.2
Two or More Races	1.6
Socioeconomically Disadvantaged	75.4
English Learners	6.9
Students with Disabilities	9.5
Foster Youth	1.3

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	84	85		
Without Full Credential	6	0		
Teaching Outside Subject Area of Competence (with full credential)	12	14		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	
Total Teacher Misassignments *	13	14	
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	97.5	2.5
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.

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.

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 9-11: Holt 2004 (Adopted) Grades 9-12: Edge, Hampton Brown 2009 (Adopted 2010)	Yes	0.0
Mathematics	Grades 9-12: Algebra 2, McDougal/Littell 2007 (Adopted 2008) Grades 9-12: Geometry, McDougal/Littell 2007 (Adopted 2008) 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: 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, 11: Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Grade 9-12: Biology, Pearson Education 2002 (Adopted 2002) Grade 10-12: Chemistry, Pearson Education 2002 (Adopted 2002) Grade 9-12: Modern Earth Science, Holt 2002 (Adopted 2002) Grade 10-12: Physics: Principles and Problems, Glencoe 2002 (Adopted 2002) Grade 11, 12: Understanding Human Anatomy and Physiology, Mader's 2011 Grade (9)-12: Forensic Science, Fundamentals and Investigations; Cengage Learning, 2012 (adopted 2012) Grade (9)-12: Marine Biology, Prentice Hall 2005 (adopted 2006)	Yes	0.0
History-Social Science	Grade 12: Economics Principles in Action, Prentice Hall 2007 Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 12: Lanahan Readings in the American Policy, Lanahan Publishers 2007 (Adopted 2007) Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007) Grade 12: Magruder's American Government, Prentice Hall 1999 (Adopted 1999) Grade 10: Modern World History, McDougalLittell, 2003 (Adopted 2004) Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006) 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

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) -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 Grades 9-12: Discovering French Bleu White and Rouge, McDougal/Littell - 2004 (Adopted 2005) Grade 11, 12: Situations: Spanish Mastery 3, D>C> Heath, 1988 Grade 9-12: Abriendopaso: Lectura, Pearson, 2012 Grade 9-12; AP Spanish: Preparing for the Language Exam, Pearson, 2007	Yes	0.0
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
Visual and Performing Arts	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) - class set Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) - class set Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS) - class set Grade 9-12: Fashion Books (2012), R, Music Theory books (2009), Band music (1997-1998), Medical Terminology (2005), Accounting 1 (2012), Accounting 2 (2000), Understanding Business (2012), Veterinary Anatomy (2011), The Art of Floral Design (2000), The Developing Child (2012). Grade 9: Foundations of Personal Fitness (2005).	Yes	
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment: MHS provides an adequate supply of lab equipment for its students.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Merced High School was originally established in 1895, and has been located at the present site since 1959. The school last completed an extensive remodeling project in 2005 that provided students and staff with two additional science labs, and enlargements and upgrades to more than half of the campus' existing facilities. Merced High School is currently comprised of 83 classrooms (including portables), a cafeteria, two staff lounges, a library, two computer labs (multiple portable computer carts), four science labs, one gymnasium, athletic fields, a swimming pool, a fine arts theater, a music room, four Industrial Art 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.

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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/10/2015-12/3/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Front Office Admin/Registrar: Men's restroom drain cover loose
Interior: Interior Surfaces		X		Boys Locker Room: Wall needs painting. Need new showers. Floors need painting, Girls Locker Room: Floors need painting; shower tile replaced, toilets need replaced 413: Tears in wallpaper, tears in carpet Cafeteria Kitchen: Walls need painting, paint flaking off ceiling Cafeteria: Broken floor tiles, plaster around sink bad, some blinds slats missing Cafeteria Office: holes in walls, shelving needs painting Pool Pump Room: Wall boards need replacing 205: Holes in wall below corkboard 217: Ceiling tiles coming down

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/10/2015-12/3/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				S-1: Ceiling tile water damage, walls need painting S-3: Walls need painting, 321: Ceiling tiles missing 327, 322: Wall paper damage 324: Wall paper damage, water stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			302, 304: Roaches, ants, other bugs
Electrical: Electrical			X	217: Outlet needs replacing S-7: Band saw electrical outlet S-8: Electric conduit broken at floor, spray booth needs bulbs 320: Electric cords may pose trip hazard 323: Wall socket has multi-plug
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Kitchen Restroom: walls need painting Pool Restroom: Walls need painting Women's Restroom near library: Tiles coming off Admin Office Women's RR: occasional odors from drain S-7: Hand-wash sink dripping S-3 Restroom: needs paint, has water damage 320 Restroom: outside drain grate broken 605 Restroom: Urinal needs repair
Safety: Fire Safety, Hazardous Materials	X			S-5: Clutter on cabinette
Structural: Structural Damage, Roofs	X			102: Roof leaking S-4, S-5A: Ceiling tile water damage
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Pool Office: Door frame rotting S-3: Material clean-up behind shop in progress

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/10/2015-12/3/2015

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	31	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	407	390	95.8	17	24	37	22
Male	11	407	193	47.4	21	29	31	18
Female	11	407	197	48.4	12	19	42	26
Black or African American	11	407	21	5.2	19	29	33	14
American Indian or Alaska Native	11	407	2	0.5	--	--	--	--
Asian	11	407	63	15.5	8	27	38	25
Filipino	11	407	11	2.7	9	18	27	45
Hispanic or Latino	11	407	211	51.8	22	25	37	16
White	11	407	75	18.4	9	19	37	35
Two or More Races	11	407	7	1.7	--	--	--	--
Socioeconomically Disadvantaged	11	407	270	66.3	20	26	39	14
English Learners	11	407	24	5.9	67	17	13	0
Students with Disabilities	11	407	24	5.9	71	25	0	0
Students Receiving Migrant Education Services	11	407	3	0.7	--	--	--	--
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	407	388	95.3	39	29	20	11
Male	11	407	191	46.9	43	26	18	11
Female	11	407	197	48.4	35	32	22	11
Black or African American	11	407	21	5.2	48	38	10	5
American Indian or Alaska Native	11	407	2	0.5	--	--	--	--
Asian	11	407	62	15.2	26	27	21	26
Filipino	11	407	11	2.7	36	9	27	27
Hispanic or Latino	11	407	210	51.6	46	29	19	5
White	11	407	75	18.4	29	32	25	13
Two or More Races	11	407	7	1.7	--	--	--	--
Socioeconomically Disadvantaged	11	407	268	65.8	44	31	16	8
English Learners	11	407	23	5.7	91	9	0	0
Students with Disabilities	11	407	24	5.9	83	4	0	0
Students Receiving Migrant Education Services	11	407	3	0.7	--	--	--	--
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)	59	66	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	52
Female	47
Black or African American	40
American Indian or Alaska Native	--
Asian	69
Filipino	--
Hispanic or Latino	41
White	60
Two or More Races	--
Socioeconomically Disadvantaged	22
English Learners	13
Students with Disabilities	46
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)

Merced High School provides a comprehensive Career Technical Education program through courses offered in the Agriculture, 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 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	1018
% 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	80%

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	97.59
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	26.23

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	59	59	51	55	50	43	57	56	58
Mathematics	60	61	54	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	25	26	46	39	15
Male	56	21	23	42	37	20
Female	43	28	29	49	41	10
Black or African American	72	7	21	72	24	3
Asian	29	29	43	20	51	29
Hispanic or Latino	56	26	18	51	39	10
White	40	26	35	38	38	23
Socioeconomically Disadvantaged	53	24	23	49	40	11
English Learners	100			88	13	
Students with Disabilities	100			94	3	3

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	23.10	20.30	20.60

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)

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, 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 support center is available with Spanish and Hmong Community liaisons.

Parents are encouraged to be partners in their child's academic progress through online access to Aeries gradebook and to communicate with counselors and teachers as needed. Periodically, emails and dialers go out in English, Spanish and Hmong regarding school activities, assessments and daily for attendance reporting. Parents were invited to Back to School night and special recognition evenings such as scholarship nights, sport team award events, FFA banquets, AVID senior recognition, and course fairs, to name a few. Monthly "Coffee with the Counselors" meetings are being held to provide information and to hear parent concerns. 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) 385-6465. 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 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	2.40	1.50	2.00	3.50	4.00	5.90	13.10	11.40	11.50
Graduation Rate	93.41	95.21	96.15	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	94.64	86.02	84.6
Black or African American	83.33	85.85	76
American Indian or Alaska Native	100	69.23	78.07
Asian	93.98	90.36	92.62
Filipino	100	92.86	96.49
Hispanic or Latino	95.43	84.26	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	95.45	90.58	89.93
Two or More Races	100	81.63	82.8
Socioeconomically Disadvantaged	64.58	50.51	61.28
English Learners	48	45.79	50.76
Students with Disabilities	94.01	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	8.99	4.84	5.17	9.69	7.02	5.38	5.07	4.36	3.80
Expulsions	0.17	0.00	0.42	0.08	0.09	0.71	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

Seven 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 Principal's office 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.

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	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	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	33	12	21	62	30	19	18	44	33	7	17	44
Mathematics	30	12	29	44	31	10	16	36	32	5	12	40
Science	33	1	24	41	29	9	28	20	30	8	20	19
Social Science	31	5	30	27	32	7	21	27	33	4	8	36

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	427
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	.4	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	\$5,278	\$972	\$4,306	\$73,736
District	N/A	N/A	\$4,952	\$66,901
Percent Difference: School Site and District	N/A	N/A	-13.0	-3.8
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	0.6	-11.0

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	5	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	4	N/A
Science	5	N/A
Social Science	3	N/A
All courses	18	.6

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

Professional Development (Most Recent Three Years)

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 year 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 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) and preparation to for 1 to web. 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.

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. MHS is currently supported by one part-time BTSA 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.