

Atwater High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Atwater High School
Street	2201 Fruitland Ave.
City, State, Zip	Atwater, CA 95301
Phone Number	209-325-1200
Principal	Bret Theodozio
Email Address	btheodozio@muhsd.org
Website	http://ahs.muhsd.org/atwater-high-school
County-District-School (CDS) Code	24657892430601

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Merced Union High School District
Phone Number	209.325.2000
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
Website	http://www.muhsd.org

School Description and Mission Statement (School Year 2020-2021)

Principal's Message

Greetings Atwater High School stakeholders. The AHS school community is going to begin to integrate our Schoolwide Learner Outcomes (SLOs) into what we do every day. We will begin drawing a nexus between school, goals, and future endeavors. We want students who attend AHS to understand the impact of our 4 SLO's on their futures.

AHS Schoolwide Learner Outcomes 20.21

1. WE MAKE OUR COMMUNITY STRONG BY WORKING TOGETHER

Student expectations-contribute to class discussions with enthusiasm and become engaged with other students; put in extra work more than the minimum required in order to make new discoveries; recognize the value of collaborating with people from differing belief systems, etc.

Staff expectations-have a clear set of "agreements" to create a learning environment that invites students to try on different roles; model leadership that reflects open-mindedness, collaboration and innovation; allow students to make critical decisions throughout the process of completing an assignment; promote self-advocacy to develop the power within, etc.

After 4 years at AHS, we want our students to understand that pride in one's community and working together to continually improve our home is and should always be the goal.

2. WE CELEBRATE OUR DIVERSE CULTURES AND PERSPECTIVES

Student expectations-assess relationships with others to determine who are good partners; be active listeners in class or small group discussions; draw on outside sources for information and personal experiences, recognizing the value of collaborating with people from differing belief systems, etc.

Staff expectations-celebrate, explore, and incorporate the cultural diversity of the school community at every opportunity.

After 4 years at AHS, we want our students to not only respect themselves and others, but to celebrate different cultures and perspectives. Respecting self includes making healthy choices and engaging in the educational process. Celebrating diverse cultures and perspectives leads to valuing the opinions of others.

3. WE CREATE CHANGE BY SHARING INNOVATIVE SOLUTIONS

Student expectations-when problem solving consider a full range of resources; formulate a complete, comprehensive hypothesis as well as a potential solution to the task, etc.

Staff expectations-value and reward curiosity-praising students' questions, explorations, and investigations that contribute to their own or classroom learning, etc.

After 4 years at AHS, we want our students to have the skills to solve problems and/or deal with situations that may not have an immediate solution. They must have the skill set to effectively deal with old and new dilemmas.

4. WE USE OUR IMAGINATIONS TO PURSUE OUR OWN PATHS

Student expectations-embrace the idea that attempting/experimenting is an important part of the path of success, and approach opportunities with an understanding that many failed attempts are likely; apply creative ideas to make a real and useful contribution to the work; articulate thoughts and ideas effectively using oral, written, and nonverbal communication, etc.

Staff expectations-provide authentic tasks to encourage quick thinking, problem solving, and improvisation during learning activities.

After 4 years at AHS, we want our students to be able to use their imaginations to create a future for themselves that will lead them to being healthy, productive and self-sustaining. We want our students to understand that the careers that await them may not have been created yet. They will need the faculty to form new ideas based on fascination, attention, and curiosity.

Lastly, our school-wide learner outcomes exist under the umbrella of our overarching goal of our mission statement: The mission at Atwater High School is to provide a diverse educational experience that develops academic, technical and social skill sets in preparation for college, careers and life.

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 2019-2020)

Grade Level	Number of Students
Grade 9	551
Grade 10	469
Grade 11	491
Grade 12	412
Total Enrollment	1,923

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.9
Asian	2.9
Filipino	0.5
Hispanic or Latino	76.9
Native Hawaiian or Pacific Islander	0.3
White	16.1
Two or More Races	0.4
Socioeconomically Disadvantaged	76.2
English Learners	12
Students with Disabilities	6.4
Foster Youth	0.5
Homeless	6

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	80	83	86	
Without Full Credential	7	5	5	
Teaching Outside Subject Area of Competence (with full credential)	15	11	19	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	3	2
Total Teacher Misassignments*	15	11	22
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2019, January

Pursuant to the settlement of Williams vs. the State of California, Merced Union High School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks, most ebooks, 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9 - 11: California Collections, Houghton, Mifflin, Harcourt (HMH) 2017 Grade 12: ERWC Grades 9-12: Edge A - C, 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Grades 9-12: Integrated Math 1 - 3, Houghton, Mifflin, Harcourt (HMH) 2015 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) PreCalculus (& H) - Larson & Hostetler Precalculus with Limits (2013) AP Calculus AB - HMH Calculus of a Single Variable (2010) AP Statistics - Freeman Practices of Statistics (2015) Statistics & Probabilities - Freeman Basic Practices for Statistics (2013) Financial Algebra - Cengage Financial Algebra (2014)	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008) Grade 10: 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) AP Biology - Pearson Campbell Biology AP (2014) AP Chemistry - Prentice Hall Chemistry: The Central Science (2014) Anatomy & Physiology - Elsevier/Mosby The Human Body in Health (2014) Animal Anatomy & Physiology - Delmar Introduction to Veterinary Science (2005) Science- Cengage: Forensic Science Advanced Investigations 2016 copyright Art- Cengage: Design Basics 9th Ed 2016 copyright	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Grade 12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007) Grade 9: Odysseyware Online course 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: McGraw Hill IMPACT California Social Studies: Principles of American Democracy. 2019 Copyright 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) Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)	Yes	0.0
Foreign Language	Grades 9-12: Asi Se Dice 1, 2016 Grades 9-12: Asi Se Dice 2, 2016 Grades 9-12: Asi Se Dice 3, 2016 Grades 9-12: El Espanol Para Nosotros 1, 2014 Grades 9-12: El Espanol Para Nosotros 2, 2014 AP Spanish Language - McDougal Abriendo Puertas Tomo 1-2 (2003)	Yes	0.0
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	
Science Laboratory Equipment (grades 9-12)	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

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

School Facility Conditions and Planned Improvements

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, two gymnasiums, the administrative office, two soccer fields, two baseball diamonds, and two softball diamonds. In the 2009-10 school year renovations included AG/IT Building and three remodeled shops and three classrooms. In November of 2017 the new gym was completed.

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 Associate Principal over facilities works daily with eleven 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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 22, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	102: Discolored ceiling tiles 110: Discolored ceiling tiles 113: Paint peeling off the wall 124: Discolored ceiling tiles 128: Discolored ceiling tiles 130: Discolored ceiling tiles and Paint peeling off the wall 132: Door paint peeling L-Wing Staff RR Hallway tile discolored 201: Discolored ceiling tiles 203: Discolored ceiling tiles 204: Discolored ceiling tiles Copy Room discolored ceiling tiles 301: Broken ceiling tile 318: Loose ceiling tile 405: Missing vent covers 509: Wall paper torn 511: Wall paper torn 609: Discolored ceiling tile Ag1: Discolored ceiling tiles SHOP 2: Discolored ceiling tile Attendance Office: Missing outlet cover and hole in the wal (Mr. Davis' Office) Band Roon: electrical covvers missing outside Quad RR: Broken ceiling tile Grls Locker Room: windows missing, holes in wall outside Training Room: air condition cover discolored Boy's Ath. Locker Room: Glaze around window is gone, rust around drinking fountain, stucco missing on wall. Fitness Lab: glaze around window missing, missing light cover, holes in walls Gymnastics Room: Glaz missing around windows, no light covers Wrestling Room: Ceiling tiles discolored and broken Dance Room: Tiles broken, stucco missing Pool RR: Boys rust on stall, hole in wall outside Field House RR: Paint peeling, attic openin missing cover, hools around door jam Old Gym: Falcon logo missing a section, westside paint peeling, missing stucco Concession Stand Visitor: No sink Ticket Booth Visitors: Wall and ceiling sheeting pulling away from wall. New Gym: three door stops missing rubber 401-405: Holes in wall

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	<p>Athletic Fields: Uneven playing surfaces Squirrel and gopher holes throughout Parking Lots: Uneven walkways teacher parking lot Stadium Track/Field: Track pulling away from the edges, worn areas, etc. Weight Room: Holes in wall outside, missing stucco around door jam Storage Room PE Quad: Missing stucco around door jam Tennis courts: cracked and gaps in playing surface Front of 102: Missing concrete Corner of 118: asphalt sunken trip risk 201-207: missing concrete, library cracked and missing concrete Library - 216: Missing concrete and sunken asphalt Hallways 300s: Missing concrete Main Quad: Bench in SW corner needs replaced PE Quad Tunnel: asphalt sunken Student Parking Lot: Yellow rumble strips buckling, Hallway 120-132: Lwing RR missing concrete, sunken asphalt Cafeteria: Missing concrete in walkway 603-610: Ramps need refinishing 525-531 Walkway: concrete missing and stucco off the wall Bus lane: sunken asphalt Roadway by 700 Wing: Sunken asphalt</p>
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	16	N/A	17	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	22	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

AHS CTE Pathway Development following the guidelines implemented by the Merced Union High School District Career Technical Education Master Plan MUHSD Board Approved: June 15, 2016

INDUSTRY SECTORS

Agriculture & Natural Resources

PATHWAY

Ag Mechanics Small Engines

Ag Mechanics Welding

Ag Mechanics Wood

Animal Science

Agri-Science

Agri-Business

Ornamental Horticulture

INTRODUCTION COURSES

Ag Shop Skills

Explorations in Ag

CONCENTRATION COURSES

Small Engines

Welding Tech 1

Ag Wood

Animal Anatomy & Physiology

Integrated Ag Biology

Ag Gov/Ag Econ

Ag Leadership & Technology

Floral Design 1

CAPSTONE COURSES

Advanced Small Engines

Welding Tech 2

Equip Const 1

Equip Const 2

Ag Wood 2

Ag Wood 3

Vet Science

Ag & Soil Chemistry

Internships in Ag

Floral Design 2

Environmental Horticulture

Turfgrass & Sportsfield Management

INDUSTRY SECTORS

Information & Communication Technology

Education & Child Development

PATHWAY

Software & Systems Development

Information Support & Services

Software & Systems Development

Education

Child Development

INTRODUCTION COURSES

Intro to Computer Science & Javascript

Child Development

Child Development

CONCENTRATION

Robotics 1 ++

Intro to Cyber Security

Programming

Health & Family Living

CAPSTONE COURSES

Robotics 2 ++

Information Technology Essentials

Programming 2

AP Computer Science Principles

AP Computer Science A

Careers in Education

Careers with Infants & Toddlers 1

Careers with Infants & Toddlers 2

INDUSTRY SECTORS

Art, Media & Entertainment

Business & Finance

PATHWAY

Graphic Design

Performing Arts

Visual and Commercial Arts

Visual and Commercial Arts/Photo

Film & Video Production

Financial Services

INTRODUCTION

Computer Graphics 1

Theater 1

Elements of Art & Design

CONCENTRATION

Computer Graphics 2

Theater 2

Principles of Art & Design 2

Photography 1

Film 1

Computer Applications 1

CAPSTONE

Computer Graphics 3

Yearbook Design & Publication

Theater 3

Theater 4

Art & Design 3

Photography 2

Photography 3

Film 2

Computer Applications 2

INDUSTRY SECTORS

Building & Construction Trades

Transportation

Marketing, Sales, & Services

Health Science & Medical Terminology

PATHWAY

Residential & Commercial Construction

System Diagnostics, Service, & Repair

Marketing

Forensic Science

Patient Care

INTRODUCTION

Const Trades 1

Diesel 1

Intro to Marketing

Biology and Community Health

Biology and Community Health

CONCENTRATION

Const Trades 2

Diesel 2

Sports & Entertainment Marketing

Forensic Biology ++

Intro to Health Careers ++

Sports Medicine ++

CAPSTONE

Const Trades 3

Const Trades 4

Diesel 3

Diesel 4

Virtual Enterprise

Careers in Marketing & Business

Forensic Biology 2

Med Tech 1

Vision Statement: Career Technical Education is a sequenced course of study that provides students with academic and technical knowledge and the skills necessary to prepare them for further education and/or for careers in current and emerging employment sectors.

Mission of Merced Union High School District Career Technical Education: Career Technical Education and the standard course of study are to be viewed as complementary educational programs. Career Technical Education courses will provide students abundant opportunities to obtain and reinforce basic academic skills. Teachers will emphasize the practical applications of academics to the working world. The District's CTE program will be updated regularly to reflect current vocational practices, and changes in technology and labor market conditions. Equal access will be provided to all special populations and disadvantaged individuals in recruitment,

MUHSD Local Control Accountability Plan (LCAP) Identifies Career Technical Education as a Priority: Goal 1: All students will be college and career ready. Actions/Services: Phase 2 of CTE pathways and survey courses to be offered at each site. Expand CTE course offerings and college credit opportunities through articulated courses with Merced College. Adoption of new Freshman Seminar course, which will allow all students the opportunity to explore college and career opportunities. Set aside \$1,000,000 per year for implementation of Career Pathways. Phase 2 of pathways and survey courses to be offered at each site. The CTE committee will start making recommendations for actions/services/supports for students to begin a transition to a CTE model program.

We will continue to offer Career Technical Education course offerings that are eligible for articulated enrollment through Merced College, inclusive of all MUHSD high school students. Action Plan: Maintain and expand the relationship with Merced College to develop new articulated credit course offerings through Merced College; design and implement strategies to increase course offerings.

In compliance with CTE Master Plan, Atwater High School has developed 9 CTE Pathways to equate college and career readiness and ensure meeting an amended graduation policy that requires students to take two CTE courses:

AHS uses The Eleven Elements of a High Quality CTE Program Evaluation Tool to inform and guide our progress as work to develop a “blue ribbon” CTE program. As a result, we have increased the number of pathways that are eligible for funding under the Carl Perkins and Career and Technical Education Incentive Grants (CTEIG). Third party and industry certifications numbers have increased annually. We continue to encourage our students to take advantage of the college articulation option built into most of our CTE courses. Over the past year and a half, we have added Career and Technical Student Organizations (CTSO). AHS CTSOs include Future Farmers of America (FFA), Future Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), Distributive Education Clubs of America (DECA), SkillsUSA, and the International Thespian Society. All Perkins and CTEIG eligible CTE pathways host industry/pathway advisory committees annually to gain insight on industry needs, discuss trends in training programs, inquire about recommendations for certifications, and get input on curriculum and course design. In the summer of 2018, AHS was selected by the MUHSD to manage new Construction Trades and Diesel Engines programs housed at Castle Shop, our satellite CTE facility.

The list of MUHSD CTE advisory committee and the industries they represent follows:

Leslie Abasta-Cummings, Industry Representative, Health Science, and Medical Technology
Constantino Aguilar, Assistant Superintendent of Educational Services
Mandy Ballenger, Special Populations Representative
Ana Boyenga, Industry Representative, Education, Child Development and Family Services
Kahri Boykin, Secondary CTE Faculty
Norma Cardona, Special Populations Representative
Niza Crispin-Hernandez, Special Populations Representative
Vinni DeAngelo, Industry Representative, Hospitality, Tourism, and Recreation
Harry Dhaliwal, Industry Representative, Transportation
Timothy Donovan, Postsecondary CTE Faculty
Marisol Duran, Industry Partner, Fashion and Interior Design
Jennifer Euker, Secondary Administrator
Lily Flores, K12 Strong Workforce/CTE Coordinator
Autumn Gardia, Postsecondary Guidance
Laurie Goodwin, Parent
Araceli Gonzalez, Postsecondary CTE Counselor
Gwen Hagaman, Industry Representative, Information and Communication Technologies & Marketing
Brent Jerner, Industry Representative, Energy, Environment and Utilities
Cristi Johnson, Special Populations Representative
Charles Jolly, Secondary Administrator
Kathleen Kanemoto, Postsecondary CTE Faculty
Kevin Kennedy, Industry Representative, Business and Finance
Kathleen Lasse, Industry Representative, Building and Construction Trades
Scott Lewis, Industry Representative, Building and Construction Trades
John Livria, Industry Representative, Information and Communication Technologies
Marvulli, David Industry Representative, Building and Construction Trades
Sukhraj Mehat, Secondary CTE Faculty
Anel Ochoa, Instructional Support
Ed Palomino, Industry Representative, Agriculture, and Natural Resources
Nathan Quevedo, Industry Representative, Arts Media, and Entertainment
Breanne Ramos, Industry Representative, Agriculture, and Natural Resources
Jeremy Rahn, Industry Representative, Public Services
Richard Regalo, Industry Representative, Agriculture, and Natural Resources
Terry Rolfe, Industry Representative, Building, and Construction Trades
Adam Saxon, Industry Representative, Marketing
Kanoa Smith, Secondary Faculty
Greg Soto, Postsecondary Administrator
Jay Sousa, Industry Representative, Arts Media, and Entertainment
Jennifer Sousa, Secondary Counselor, and Postsecondary Adjunct Counselor

Student, AHS (Name Redacted) Student
 Student, LHS (Name Redacted) Student
 Student, MHS (Name Redacted) Student
 Barbara Tanzillo, Program Administrator
 Bryan Tassey, Postsecondary Administrator
 Brian Teague, Industry Representative, Building and Construction Trades
 Anthony Thomas, Parent
 Bob Valladao, Parent
 Lisa Vigil, Industry Representative, Building and Construction Trades
 Seneca Ybarra, Secondary Faculty
 Kimberly Zamudio, Educational Services Program Administrative Assistant

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1844
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	34.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	49.2

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.88
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	31.69

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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 11th year Atwater High School has had a Parent Resource Center available to both students and parents. The Parent 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.

Each semester AHS offers a nine-week Family Leadership course for parents. Course topics include positive parenting, creating confident kids, communication that works, boundaries and behaviors, discipline and consequences, parent involvement, and promoting academic success.

Every Tuesday morning, the PRN hosts a parent workshop called Health, Education, and a Little Coffee. This group is a talking circle facilitated by a Livingston Community Health outreach worker. Topics are related to healthy body and mind.

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) 325-1200. 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	2.4	5.2	3.5	5.6	6.7	4	9.1	9.6	9
Graduation Rate	96.1	92.3	94.9	91.3	90.5	94.2	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.0	0.8	5.0	3.4	3.5	3.5
Expulsions	0.4	0.1	0.3	0.5	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.5	2.6	
Expulsions	.1	.5	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 school resource officer, administrators and teachers. Atwater High School has 32 cameras, overhead eave lighting, and roof bullhorn lighting has been installed around the perimeter of the campus.

All visitors must sign in at the Counseling 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 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. The Safety Plan was reviewed and updated by the Safety Committee and approved by the School Site Council on September 16, 2020. All revisions are shared immediately with the staff and School Site Council. Key elements of the safety plan include annual safety goals, mandated policies and procedures, and emergency readiness training (Run - Hide - Fight). The school has implemented the text based Tip411 tip line for students, staff and concerned citizens who hear of potential safety issues. 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 twice a year. All staff have been trained how to respond to these emergencies and how to coordinate an evacuation from the school.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	30	7	26	33	29	13	23	33	31	14	17	42
Mathematics	30	8	19	27	29	8	31	15	31	9	15	29
Science	28	5	15	13	29	4	14	14	26	5	15	6
Social Science	28	9	19	19	30	5	29	25	30	10	17	35

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	320.5

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,662.21	\$1,424.03	\$8,198.18	\$90,592.96
District	N/A	N/A	\$12,997.92	\$79,619
Percent Difference - School Site and District	N/A	N/A	-45.3	12.9
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	5.6	0.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,725	\$52,670
Mid-Range Teacher Salary	\$79,771	\$89,660
Highest Teacher Salary	\$102,059	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$140,960	\$158,074
Superintendent Salary	\$200,454	\$250,285
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	5	N/A
All courses	15	12.9

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

The AHS Instructional Plan 2020-23

At AHS we work to align our plans, resources, and efforts in ways that demonstrate our commitment to our guiding principles. Our guiding principles include the goals of our school board, core values of our district leadership, the expectations of our AHS school community stakeholders, and our definition of a college and career ready graduate. In the fall of 2019, we created a comprehensive three-year instructional plan. Our instructional plan is a living document organized by way of goals and action steps which demonstrate the constant influence of our guiding principles.

Our professional development activities focus on literacy and experiential learning so to promote the development on 21st learning skills. Project Based Learning has been the vehicle with which we work to establish deeper learning experiences.

We continue to level up on a wide variety of skill sets to help facilitate deeper learning. The “level-up” approach that was undertaken this year involved helping teachers put into practice the fundamentals of Growth Mindset, Universal Design for Learning (UDL), Project-Based Learning (PBL), rigor (DOK) and the 4C’s of 21st Century Learning. We scheduled School Wide Instructional Initiative session every month. These sessions included the topics such as creating high interest/high engagement lessons, student voice and choice, living and teaching our Schoolwide Learner Outcomes (SLO’s) and designing lessons around the creation of public products. Voluntary prep-period and half day professional development opportunities have also been offered and well attended. Topics have included Google add-ons and extensions, using iPads and Apple TV as an instructional tool, making and implementing interactive classroom presentations and digital breakouts. Additionally, we have had a wide variety of teachers who have volunteered to serve as PBLadopters. They have attended comprehensive on-site PBL training led by an MUHSD PBL expert. From 2017 to 2020 we have grown our number of PBL adopters to 30% of our faculty. We continue to recruit new cohorts every year. Not only are we committed to district and site opportunities, we strongly recruit and encourage teachers to attend outside conferences, workshops, and webinars so to bring the most current pedagogical practices and strategies back to the our school. Lastly, on a weekly basis the teacher librarian shares a “Tech Tip” every Tuesday. These tips include tech-based ideas for improving both instructional practices and professional workflow and are designed to be universal for all teachers.

Our AHS Instructional Plan 2020-23 Includes the following Core Values and Goals:

Core Value - Believe All Students Can Learn

Goal 1: Design and deliver high quality first time instruction that reflects the MUHSD Instructional Framework.

Goal 2: Increase the percentage of students who demonstrate college and career readiness.

Goal 3: Design and implement tiered academic support that connects with the Atwater High School MTSS plan.

Goal 4: Create and monitor a comprehensive behavior intervention plan to promote positive outcomes for all students.

Goal 5: Design and implement a comprehensive schoolwide system that addresses the social-emotional needs of all students.

Goal 6: Develop a comprehensive mathematics system that has structures in place to help all students achieve grade-level mathematics standards.

Core Value - Teach Soft Skills

Goal 1: Increase the number of teachers designing and delivering learning experiences that embed and integrate the 4C’s.

Goal 2: Create and establish a schoolwide environment that creates opportunities and celebrates accomplishments surrounding innovation and imagination (creativity).

Goal 3: Create and establish a schoolwide set of soft skills that are connected to our vision for community and respect.

Goal 4: Design and implement a system that promotes achievement of literacy standards across curricular areas by all students.

Goal 5: Design opportunities for students to identify their strengths and interests, discover options for employment, and acquire universal skills for work and life. (Connects with Core Value 1 Goal #2 College and Career Readiness)

Core Value - Create Learning Experiences

Goal 1: Design learning experiences where students apply their content and skills to real-world or simulated contexts.

Goal 2: Ensure that learning experiences are designed to meet the level of rigor to meet the expectations of college and career readiness.

Goal 3: Explore opportunities for work- based learning experiences in all CTE Industry Sectors.

Core Value - Plan for ALL Students

Goal 1: Support purposeful lesson planning that incorporates UDL design components to ensure equitable access for all students in all curricular areas.

Goal 2: Develop prescribed collaboration opportunities for teachers to learn about and share best practices when “planning for all students”.

Goal 3: Improve student achievement of English Learners and Special Education students on standardized tests and in meeting academic standards in all courses. (LCAP College and Career Ready)

Goal 4: Improve and expand our systematic communication with parents and guardians.

Atwater High School continues to use our AHS Instructional Plan to drive our ongoing professional development opportunities and topics. We strive to make observable and measurable improvement in the way we instruct our students.