

Merced High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

2022-23 School Contact Information

School Name	Merced High School
Street	205 West Olive Avenue
City, State, Zip	Merced, CA 95348
Phone Number	209.325.1000
Principal	Marcus Knott
Email Address	mknott@muhsd.org
School Website	mhs.muhsd.org/merced-high-school
County-District-School (CDS) Code	2465789-2435204

2022-23 District Contact Information

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

2022-23 School Overview

MHS Mission Statement

Merced High School is to empower all students with the academic, vocational, and social skills necessary to succeed in a dynamic society.

School Description

Merced High School was the first of six comprehensive high schools to be established in the Merced Union High School District. MHS steadily proves itself to be the flagship school of the district and the Home of Scholars and Champions.

MHS continues to be a very diverse campus. Merced High's current ethnic make-up is 63.9% Hispanic, 15.3% White, 8.3% Asian, and 8.2% African American. Approximately 8% of the students are classified as English Learners with Spanish most prevalent non-English language, with a small percentage of Hmong and Arabic. Diversity also extends into the socio-economic make-up of the school. Equitable access to a comprehensive education for all students is a goal at Merced High School.

School-to-home communication is provided in two languages (English and Spanish), and with the use of Parent Square communications, parents may choose from any language to translate communications. 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. In 1995, Merced was selected as the home of the tenth University of California campus. UC Merced is now in its 17th year and a frequent choice for MHS grads.

In spring 2018, MHS was awarded a full six-year Western Association of Schools and Colleges (WASC) accreditation. The Self-study is available on the school website. MHS strives to prepare students who are college and career ready, with a school

2022-23 School Overview

climate that is welcoming and safe with highly qualified professional staff.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	469
Grade 10	489
Grade 11	402
Grade 12	467
Total Enrollment	1,827

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	50.6
American Indian or Alaska Native	0.7
Asian	8.3
Black or African American	8.2
Filipino	0.8
Hispanic or Latino	63.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	15.3
English Learners	8.0
Foster Youth	1.2
Homeless	6.9
Migrant	3.1
Socioeconomically Disadvantaged	76.5
Students with Disabilities	11.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.90	74.31	373.30	71.61	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	2.52	16.20	3.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.70	8.48	39.30	7.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.80	9.87	54.40	10.45	12115.80	4.41
Unknown	3.80	4.80	37.90	7.27	18854.30	6.86
Total Teaching Positions	79.30	100.00	521.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	5.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	6.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.00	
Local Assignment Options	5.80	
Total Out-of-Field Teachers	7.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2022-23 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 access to their own individual textbooks and/or instructional materials (in core subjects). 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. Merced High School is a one student to one device web school. Chromebooks are used with digital curriculum. Students can have access to the hard copies if needed.

Main textbooks utilized within the district are listed below.

Year and month in which the data were collected

2023, January

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 English: HMH California Collections 9, 10, 11, 2017 (adopted 2016) Grade 9 HMH Read 180 (Adopted 2022) ELD 1 Edge, Hampton Brown 2009 (Adopted 2010) ELD 2 Edge, Hampton Brown 2009 (Adopted 2010) ELD 3 Edge, Hampton Brown 2009 (Adopted 2010) ELD 4/ Edge, Hampton Brown 2009 (Adopted 2010) ELD 1 Time Zones, Third Edition, National Geographic (Supplemental) ELD 2 World English, Third Edition, National Geographic (Supplemental) ELD 3 Perspectives, National Geographic (Supplemental) ELD 4 Perspectives, National Geographic (Supplemental) ELD 1-4 Fast ForWord, Carnegie (Supplemental) Grade 12: ERWC ERWC Provided AP English Literature Thomson Perrine's Literature	Yes	0.0
Mathematics	Integrated Math A Carnegie (Adopted 2021) Integrated Math B Carnegie (Adopted 2021) Integrated Math 1 Carnegie (Adopted 2021) Integrated Math 2 Carnegie (Adopted 2021) Integrated Math 3 Carnegie (Adopted 2021) Pre-Calculus Larson & Hostetler Precalculus with limits (Adopted 2016) AP Calculus Key Cur Press Calculus Concepts & HMH Calculus of a Single Variable (adopted 2016) AP Statistics Freeman Practice of Statistics & Prentice Hall Stats: Modeling the World (Adopted 2016) Financial Algebra Cengage Financial Algebra (Adopted 2016)	Yes	0.0
Science	Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008) Grade 9-12: Biology, Pearson Education 2002 (Adopted 2002)	Yes	0.0

	<p>Grade 10-12: Chemistry, Pearson Education 2002 (Adopted 2002)</p> <p>Grade 9-12: Modern Earth Science, Holt 2002 (Adopted 2002)</p> <p>Grade 10-12: Physics: Principles and Problems, Glencoe 2002 (Adopted 2002)</p> <p>Grade 11, 12: Understanding Human Anatomy and Physiology, Mader's 2011</p> <p>Grade (9)-12: Forensic Science, Fundamentals and Investigations; Cengage Learning, 2012 (adopted 2012)</p> <p>Grade (9)-12: Science- Cengage: Forensic Science Advanced Investigations 2016 copyright</p> <p>Grade (9)-12: Marine Biology, Prentice Hall 2005 (adopted 2006)</p> <p>Grade 9-12 Living in the Environment (Ap Edition Miller/Spoolman Cengage 18 2015</p> <p>Discovery Education, Science (all courses with digital access)</p>		
History-Social Science	<p>Grade 12: Economics Principles in Action, Prentice Hall 2007</p> <p>Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007)</p> <p>Grade 12: McGraw Hill IMPACT California Social Studies: Principles of American Democracy. 2019 (Adopted 2020)</p> <p>Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007)</p> <p>Grade 10: Modern World History, McDougalLittell, 2003 (Adopted 2004)</p> <p>Grade 11: American History: A Survey, McGraw Hill, 2018</p> <p>Grade 11: Study Guide to American History: A Survey. Vol 1, 1995, Vol 2, 1995, McGraw Hill</p> <p>Land of Liberty, Steck Vaughn, 1997</p> <p>Spec. Educ. grade 10: World History and You, Steck Vaughn, 1997</p> <p>Spec. Educ., grade 9: World Geography, Steck Vaughn, 1998</p> <p>Grade 10 Western Civilization Since 1300 Spielvogel Cengage 10th 2019</p>	Yes	0.0
Foreign Language	<p>Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) -uno, dos, intro</p> <p>Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997)</p> <p>Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted 2018) Level 1 & 2</p> <p>Grade 11, 12: Situations: Spanish Mastery 3, D>C> Heath, 1988</p> <p>Grade 9-12: Abriendopaso: Lectura, Pearson, 2012</p> <p>Grade 9-12; AP Spanish: Preparing for the Language Exam, Pearson, 2007</p> <p>Grades 9-12: Vista Temas 2014</p> <p>Grades 9-12: McDougal Abriendo Puertas Tomo 1-2 2003 (supplemental)</p> <p>Grades 9-12: Asi Se Dice 1, 2016</p> <p>Grades 9-12: Asi Se Dice 2, 2016</p> <p>Grades 9-12: Asi Se Dice 3, 2016</p> <p>Grades 9-12: El Espanol Para Nosotros 1, 2014</p> <p>Grades 9-12: El Espanol Para Nosotros 2, 2014</p>	Yes	0.0
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
Visual and Performing Arts	Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) - class set	Yes	0.0

	<p>Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) - class set</p> <p>Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS) - class set</p> <p>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).</p> <p>Grade 9: Foundations of Personal Fitness (2005).</p> <p>Grades 9-12: Art- Cengage: Design Basics 9th Ed 2016 copyright</p> <p>Grade 9-12 Focus on Photography Joyner, Hermon Davis publishing 2007</p> <p>Grade 11-12 Music in Theory and Practice Benward, Bruce McGraw-Hill Education 9th 2015</p> <p>Grade 9-12 Fashion Wolfe, Mary Goodheart-Wilcox 2006</p>		
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

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 102 classrooms (including portables), a cafeteria, a staff lounge, a library, three computer labs, four science labs, two gymnasiums, athletic fields, a swimming pool, a fine arts theater, a music room, four Industrial Art and Agriculture shops, and two administrative buildings housing offices and classrooms.

MHS completes a yearly Williams Facility Inspection which is kept on file at the MUHSD District Maintenance and Operations office. The school is inspected annually by the Fire Marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority.

Cleaning Process

Merced High School provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Nine full-time custodians have developed sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Merced High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent condition. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. During summer 2013, 16 portables were removed from the campus due to a reduction in student population resulting from the opening of a new high school campus in the MUHSD. Former portable locations were either paved or sodded. Placement of additional security lighting has increased campus safety. In addition, the new gym was completed in the fall of 2017. Parking and landscaping have been changed to meet the new facilities' layout and solar panels have been added over Student and Staff parking areas. Sewage lines were also replaced and upgraded in 2019 in conjunction with the renovation of the 300 wing bathrooms. A football stadium project has been completed at the back of the school.

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.

Year and month of the most recent FIT report

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Floor drains are not draining in Pool Mechanical Room
Interior: Interior Surfaces	X			Wrestling room- section right in front of door the hardwood floor is heavily rotted training room- Bottom of sink cabinets are heavily rotted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Pigeons nesting near pool office, pool deck, mechanical room and pool restrooms
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100 Men's restroom Partitions rusted out/not attached to floor
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Pool deck is pitted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	13	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	378	97.17	2.83	43.12
Female	168	163	97.02	2.98	47.85
Male	218	212	97.25	2.75	38.68
American Indian or Alaska Native	--	--	--	--	--
Asian	38	37	97.37	2.63	59.46
Black or African American	32	30	93.75	6.25	30.00
Filipino	--	--	--	--	--
Hispanic or Latino	236	230	97.46	2.54	39.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	69	97.18	2.82	53.62
English Learners	40	38	95.00	5.00	5.26
Foster Youth	--	--	--	--	--
Homeless	30	28	93.33	6.67	28.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	294	288	97.96	2.04	37.50
Students Receiving Migrant Education Services	17	16	94.12	5.88	31.25
Students with Disabilities	32	32	100.00	0.00	21.88

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	376	96.66	3.34	13.87
Female	168	162	96.43	3.57	9.26
Male	218	211	96.79	3.21	17.14
American Indian or Alaska Native	--	--	--	--	--
Asian	38	37	97.37	2.63	32.43
Black or African American	32	30	93.75	6.25	3.33
Filipino	--	--	--	--	--
Hispanic or Latino	236	229	97.03	2.97	12.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	71	68	95.77	4.23	13.43
English Learners	40	38	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless	30	28	93.33	6.67	3.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	294	287	97.62	2.38	10.80
Students Receiving Migrant Education Services	17	16	94.12	5.88	6.25
Students with Disabilities	32	32	100.00	0.00	9.38

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	25	21.18	20.63	18.77	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	846	824	97.4	2.6	21.18
Female	409	397	97.07	2.93	19.85
Male	429	419	97.67	2.33	22.36
American Indian or Alaska Native	--	--	--	--	--
Asian	74	73	98.65	1.35	36.99
Black or African American	68	65	95.59	4.41	4.69
Filipino	--	--	--	--	--
Hispanic or Latino	538	526	97.77	2.23	18.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100	0	25
White	138	132	95.65	4.35	30.3
English Learners	63	60	95.24	4.76	0
Foster Youth	--	--	--	--	--
Homeless	71	67	94.37	5.63	11.94
Military	--	--	--	--	--
Socioeconomically Disadvantaged	627	612	97.61	2.39	16.86
Students Receiving Migrant Education Services	26	26	100	0	11.54
Students with Disabilities	71	66	92.96	7.04	4.84

Merced High School provides a comprehensive Career Technical Education program through courses offered in the Agriculture; Art, Media, Entertainment, Family Consumer Science; Industrial Technology; Medical Technologies; and Business departments. Career and Technical Education (CTE) is a program of study which involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. MHS has twenty-five pathways - Small Engines, Welding, Agribusiness, Agriscience, Animal Science, Ornamental Horticulture, Floral Design, Graphic Design, Performing Arts, Visual/Commercial Art Photo, Visual/Commercial Art, Residential & Commercial Construction, Business Management, Financial Services, Child Development, Education, Fashion Design & Merchandising, Biotechnology, Patient Care, Food Service & Hospitality, Information Support & Services, Networking, Marketing, System Diagnostics, Service & Repair: Automotive and Diesel System Diagnostic, Service & Repair.

The vision for the MUHSD school district is that every student will walk off the graduation stage with a diploma in one hand and CTE certification/proficiency in the other along with college credit on their transcript. With a 7 period day students are able to explore more elective classes and determine a pathway that fits with them by the time they graduate. Courses are open to all students, and appropriate support staff and counselors are able to assist students in this process.

Through these various industry sectors, pathways and course offerings, the following is a list of the district's CTE advisory committee that supports our CTE program:

Breanne Ramos, Merced Farm Bureau
Jay Sousa, Photographer
Gwen Hagaman, Marketing Consultant
Kathleen Lassle, Program Compliance Manager for Webcor Builders
Lisa Vigil, Field & Marketing Representative for Carpenters Local Union 152
Scott Lewis, District Coordinator for Carpenters Training Committee
Brian Teague, Labors Relations Representative for Liuna
David Marvulli, Construction Owner for DMC Construction
Terry Rolfe, Construction Owner Phase 1 Construction
Kevin Kennedy, Pres.of Valley Business Center
Nancy Deavours, President/CEO Merced School EFCU
Ana Boyenga, Assistant Superintendent of Atwater Elementary School District.
Brent Jerner, CEO APG Solar
Kahri Boykin, MUHSD Teacher
Dena Traina, Civil Engineer, Provost & Pritchard Consulting Group
Marisol Duran, Abercrombie and Fitch Company
Leslie Abasta-Cummings, CEO of Livingston Community Health
Dr. Thelma Hurd, UC Merced Director, Medical Education
Megan Mets and Kim Garner, El Capitan Hotel (JDV Hotels)
John Livria, Vice President of Focus Publishing
Anthony Thomas, Converge One
Brenda Reyna, Merced Superior Courtroom Clerk (Supervisor)
Mickey Brunelli, Fire Battalion Chief
Harry Dhaliwal, Service Manager for Interstate Trucking
Timothy Donovan, Merced College Instructor
Autumn Gardia, Merced College Director of Special Projects and Grants
Kathleen Kanemoto, Merced College Instructor
Sukhraj Mehat, MUHSD Instructor
Barbara Tanzillo, Community Member
Michael Hammar, Native American Representative
Laurie Goodwin, Parent
Michelle Symes, Parent
Lily Pulido, CTE Pathway Coordinator
Greg Soto, Dean of Student Services
Bryan Tassej, Merced College, Dean of CTE
Jennifer Sousa, Adjunct Counselor
Student, AHS (Name Redacted) Student
Student, LHS (Name Redacted) Student
Student, MHS (Name Redacted) Student
Jannette McAuley, Program Administrator
Kimberly Zamudio, Educational Services Program Administrative Assistant

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1664
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.95
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	22.85

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	66.31	64.17	65.25	62.9	68.02

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to be partners in their child's academic progress through online access to Aeries gradebook and Google Classroom and to communicate with counselors and teachers as needed. Emails and dialers go out communicating school activities, assessments and daily attendance reporting. Parents are invited and encouraged to attend Back to School

2022-23 Opportunities for Parental Involvement

night, Senior Parent night, 8th grade Orientation, EL Parent Nights, LCAP information meetings and special recognition evenings such as scholarship nights, sport team award events, FFA banquets, AVID senior recognition, and course fairs, to name a few.

Parents 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 district and site parent meetings, booster clubs, and parent classes that support different student activities, district and site informational presentations, and community educational classes. Additionally, parents are encouraged to participate in the School Site Council, Local Control and Accountability Plan meetings, English Learners' Advisory Council (ELAC), and MUHSD African American Parent Advisory Council (AAPAC). A parent and community support center is available with Spanish and Hmong Community liaisons.

Parents who wish to participate in Merced High School's leadership teams, school committees, school activities, or become a volunteer may contact Associate Principal, Joel Sebastian at 325-1006 or jsebastian@muhsd.org. The district (<http://www.muhsd.org/>) and site (<https://mhs.muhsd.org/merced-high-school>) websites also provide a variety of resources and helpful information for parents, students, staff, and the community.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.5	4.5		3.2	3.9		8.9	7.8
Graduation Rate		95.4	92.9		95.2	94.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	462	429	92.9
Female	239	230	96.2
Male	218	195	89.4
American Indian or Alaska Native	--	--	--
Asian	39	36	92.3
Black or African American	39	38	97.4
Filipino	--	--	--
Hispanic or Latino	304	282	92.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	65	59	90.8
English Learners	33	25	75.8
Foster Youth	--	--	--
Homeless	63	53	84.1
Socioeconomically Disadvantaged	373	345	92.5
Students Receiving Migrant Education Services	17	13	76.5
Students with Disabilities	58	51	87.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2000	1927	895	46.4
Female	978	942	462	49.0
Male	1008	971	425	43.8
American Indian or Alaska Native	12	12	5	41.7
Asian	165	160	40	25.0
Black or African American	163	157	83	52.9
Filipino	14	14	3	21.4
Hispanic or Latino	1279	1231	605	49.1
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	12	11	6	54.5
White	304	294	129	43.9
English Learners	176	166	89	53.6
Foster Youth	29	24	12	50.0
Homeless	148	142	96	67.6
Socioeconomically Disadvantaged	1559	1496	764	51.1
Students Receiving Migrant Education Services	65	64	37	57.8
Students with Disabilities	223	216	123	56.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.28	2.26	2.45
Expulsions	0.38	0.57	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.40	0.34	3.01	0.20	3.17
Expulsions	0.00	0.30	0.03	0.70	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.40	0.30
Female	2.25	0.10
Male	2.38	0.50
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.52	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.19	0.39
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.33	0.00
White	2.63	0.33
English Learners	1.70	0.00
Foster Youth	13.79	0.00
Homeless	2.70	0.00
Socioeconomically Disadvantaged	2.82	0.32
Students Receiving Migrant Education Services	4.62	0.00
Students with Disabilities	3.59	0.45

2022-23 School Safety Plan

The safety of students and staff is a primary concern of Merced High School. When students are on campus, the five site administrators maintain high visibility throughout the day, particularly before school, break, during lunch, and after school. Six full and part-time campus supervisors patrol the campus, equipped with two-way radios and First Aid supplies. Merced High School also employs a School Resource Officer from the Merced police department on campus.

Students are encouraged to wear a lanyard with their student ID in view at all times, and ID must be presented upon leaving and entering the campus. An electronic ID through the use of Minga also allows students to identify themselves. Students are not allowed to bring visitors onto campus at any time. All non-students are required to register at the front gate before entering school premises. Guest speakers and/or parents are required to report to the Principal's office prior to visiting classrooms. There are two designated areas for student drop-off and pick-up, one for bus riders and one for parents. Traffic is monitored before and after school. During the day, vehicle access to the staff lot, bus lane and transportation department, and rear of the school is restricted by a remote/code-operated gate.

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 and School Site Council (SSC). The Safety Committee met in the fall and the SSC approved the Safety Plan on September 21, 2022. (Board Approved Oct., 12, 2022) Students and faculty were presented the school's safety plan virtually this year in August. 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	21	13	33
Mathematics	29	8	22	22
Science	32	4	16	21
Social Science	30	12	16	26

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	25	13	37
Mathematics	28	11	24	24
Science	31	5	10	21
Social Science	29	11	16	34

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	30	18	35
Mathematics	27	12	32	19
Science	30	4	13	25
Social Science	30	11	11	38

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	397.17

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7733.70	1771.17	5962.52	69014.84
District	N/A	N/A	9080	\$82,758
Percent Difference - School Site and District	N/A	N/A	-41.4	-18.1
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	-10.1	-30.8

2021-22 Types of Services Funded

In addition to general state funding, Merced High School and the 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,336	\$55,947
Mid-Range Teacher Salary	\$82,164	\$90,080
Highest Teacher Salary	\$105,121	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$146,354	\$164,633
Superintendent Salary	\$212,662	\$261,984
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	12.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	2
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

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 the essential standards and then to identify and implement the instructional strategies necessary to teach them and make them accessible to students. As we now receive data related to the LCAP dashboard, we will again move to a model of data disaggregation related to the effectiveness of instruction. This will also be true of data that will be gathered by the Smarter Balanced Assessments each spring. With the COVID pandemic, LCAP data had a gap in reporting.

The Instructional Leadership Team (ILT) has been working with subject levels on backwards designing from the essential standards and incorporating relevant learning targets and experiences. Our Instructional Coach works individually and collaboratively with math, English, science, Social Science, elective, and CTE teachers on the implementation of the standards as they relate to classroom instruction. Additionally, there have been several district and site professional development days for subject level and departmental collaboration on CCSS state standards and deeper learning concepts. All staff had three dedicated days to staff development.

Staff Development has also focused on technology (Google platforms, applications and extensions) as students are 1:1. Integration of technology, its effective use by staff and students as a tool with which to access information and engage in rigorous tasks critical thinking and problem-solving tasks will continue to require additional professional development. In addition our focus this year continues to build on the focus of increasing student-lived Depth of Knowledge (DOK), the intentional incorporation of the 4Cs (communication, creativity, collaboration and critical thinking) in the classroom, and the development of the 4 domains of literacy (listening, speaking, reading, and writing). All of these revolve around creating STRONG (successful, trustworthy, respectful, optimistic, never-giving-up, goal-oriented) scholars and champions, which are our student learner outcomes. Starting in 2019, staff has been trained on topics that support educating the whole child (UDL, Nurtured Heart Approach, Culturally Relevant Instruction). 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, DOK training, and incorporation of the 4C's with an opportunity for other staff to participate upon request. Tying all of this together is our MHS Vision for readiness which focuses on graduates who are effective communicators and collaborators who are also creative and critical thinkers. They should be responsible users of technology who are self directed and resilient learners.

For additional support in their profession, all first and second-year teachers throughout the district may participate in an Induction program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. MHS is currently supported by one part-time Induction mentor.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3