

# **Buhach Colony 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	Buhach Colony High School
Street	1800 Buhach Road
City, State, Zip	Atwater, CA 95301
Phone Number	209.325.1400
Principal	Jennifer Euker
Email Address	jeuker@muhsd.org
Website	bchs.muhsd.org
County-District-School (CDS) Code	24657892430205

### 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	www.muhsd.org

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

Jennifer Euker Principal - Welcome to Buhach Colony High School, "Home of the Thunder!" I am honored to join this incredible high school as its principal. Our goal is to provide a rigorous and relevant education to our students so they are college and career ready upon leaving our classrooms, athletic fields, and extra-curricular activities. Thunder PRIDE will always shine through.

Buhach Colony Students, Staff, Faculty and Administration share a common posture and core set of values.

We are Community Ready

Show P.R.I.D.E

We are College and Career Ready

Practice the 4Cs

We are BC!

Productivity: We at Buhach Colony are Productive Individuals Who:

- Are punctual and prepared as a means to be constructive.
- Utilize our time efficiently to create quality work and meet established goals.
- Inquire and research to become knowledgeable across a broad range of disciplines.

Respect: We at Buhach Colony are Respectful Citizens Who:

- Display and extend, through both language and appearance, kindness, dignity, and courtesy.
- Are positive interpersonal and digital communicators.
- Honor school rules and procedures
- Are caring and considerate of school and personal property.

Integrity: We at Buhach Colony are People of Integrity Who:

- Are principled and act responsibly.
- Display ethical behavior including but not limited to trustworthiness, responsibility, fairness, sportsmanship, and citizenship.
- Do and stand for what is right, because it is right.

Determination: We at Buhach Colony show determination through:

- Critically and creatively thinking, identifying, analyzing and finding solutions to challenges or problems.
- Displaying dedication, taking risks, and persevering despite difficulties.
- Reflective and purposeful preparation for lifelong learning and a balanced future.

Equality: We at Buhach Colony value equality by:

- Treating others as we would wish to be treated.
- Acting fairly
- Fostering an open-minded environment that welcomes diverse cultures, beliefs, and attitudes that may be different from our own.

#### BUHACH COLONY HIGH SCHOOL MISSION

Our mission is to educate and support our students through quality school-wide curriculum. We will offer programs targeted to meet the interests and needs of our diverse population. We are committed to educating all students with the school community mindset by developing positive relationships through commitment from students, staff, parents and community members.

#### BUHACH COLONY HIGH SCHOOL VISION

Buhach Colony High School provides a critical thinking environment that creates the opportunity for all students to be successful. By providing a rigorous and relevant curriculum that includes building relationships, we will prepare students for their individual futures in a global economy.

#### School Description

Buhach Colony High School first opened its doors during the 2001-02 school year and is currently one of six comprehensive high schools in the Merced Union High School District. Buhach Colony's current enrollment for the 2019-2020 school year was 1,890 students. During the 2019-20 school year, Merced Union High School District met the threshold for offering free lunch to all of its students. Eighty-three percent of the student population is considered socio-economically disadvantaged. The school has 81 classrooms, a library media center, theater, gymnasium, cafeteria, multipurpose room, dance room, an administrative wing and several athletic facilities and an aquatic center.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 9	493
Grade 10	501
Grade 11	452
Grade 12	475
Total Enrollment	1,921

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

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.4
Asian	9
Filipino	0.8
Hispanic or Latino	63.6
Native Hawaiian or Pacific Islander	0.4
White	20.7
Two or More Races	1
Socioeconomically Disadvantaged	69.2
English Learners	8.1
Students with Disabilities	7.8
Foster Youth	0.5
Homeless	5.4

**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	74	77	79	499
Without Full Credential	11	8	4	25
Teaching Outside Subject Area of Competence (with full credential)	10	8	27	150

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	10	8	28
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:** 2020, 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 each school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

All textbooks at BCHS are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards aligned textbooks and instructional materials.

Main textbooks utilized within the district are listed below.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	HMH California Collections 9 2017 HMH California Collections 10 2017 HMH California Collections 11 2017 ERWC provided yearly Thomson Perrine's Literature 2006 Novels Pearson EasyBridge iLit Online Curriculum	Yes	0.0
<b>Mathematics</b>	HMH Integrated Math 1 2015 HMH Integrated Math 2 2015 HMH Integrated Math 3 2015 Larson & Hostetler Precalculus with Limits 2001 Cengage Financial Algebra 2014 Pearson/Prentice Hall Third Edition Calculus: Graphical, Numerical, Algebraic 2007 Bedford, Freeman, Worth The Practice of Statistics 6th Edition 2020	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Prentice Hall Science Explorer Life Science 2009 Prentice Hall Biology 2002 Pearson Campbell Biology AP 2014 Holt Modern Earth Science 2002 Addison Wesley Chemistry 2002 Prentice Hall Chemistry: The Central Science 2014 Glencoe Physics: Principles and Problems 2002 Wiley & Sons Physics 2015 Holt Environmental Science 2006 Cengage Living in the Environment 2015 Elsevier/Mosby The Human Body in Health 2014 Delmar Introduction to Veterinary Science 2005 Cengage Forensic Science: Fundamentals 2012 Cengage Veterinary Anatomy & Physiology 2011 Cengage Introduction to Veterinary Science 2005 Thomson Introductory Horticulture 2007 UCAL History of the Sierra Nevada 2007 Cengage: Forensic Science Advanced Investigations 2016 copyright	Yes	0.0
<b>History-Social Science</b>	Prentice Hall Health 2007 Odysseyware Online course 2016 McDougal Littell Modern World History 1999 Holt American Anthem Modern Am History 2007 Prentice Hall Economics: Principles in Action 2007 Prentice Hall Magruder's American Government 1999 Prentice Hall Government by the People 2006 Wadsworth Western Civilization Since 1300 2019 LB When Everything Changed 2010 Brinkley American History: Connecting with the Past 2017 McGraw Hill IMPACT California Social Studies: Principles of American Democracy. 2019 Copyright	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	McDougal Discovering French 1-3 2004 Vista Temas 2014 McDougal Abriendo Puertas Tomo 1-2 2003 Asi Se Dice 1, 2016 Asi Se Dice 2, 2016 Asi Se Dice 3, 2016 El Espanol Para Nosotros 1, 2014 El Espanol Para Nosotros 2, 2014	Yes	0.0
<b>Health</b>	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
<b>Visual and Performing Arts</b>	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) Cengage: Design Basics 9th Ed 2016 copyright	Yes	
<b>Science Laboratory Equipment (grades 9-12)</b>	BCHS 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

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

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

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

### Cleaning Process

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

Maintenance & Repair

A scheduled maintenance program is administered by Buhach Colony High School’s custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status

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: 09/08/2020

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	<p>D 1st staff restroom- 3 leaks on sink D13- 3 leaks in sink</p> <p>Boys locker room- several damaged lockers/exterior name plates need replacing Band room- missing baseboards, base boards coming out, drywall damage Dance room- damaged wall panels Dance room Right Side Bathroom- drywall damage behind toilet and small areas around sink Theater- drywall damage on ceiling back of theater right hand side, light cover missing, gum on chairs SBO- missing baseboards under cabinets Library- water damage on wall by door that leads to the quad, drywall damage above toilet Custodial shop- drywall damage behind faucet and ceiling Cafeteria, floor tiles severely gouged, pitted and scratched in many areas. Light fixtures missing lenses cover, back since, faucet bent, blinds need to be replaced</p> <p>Varsity Softball Field- trash around fence, red ants, weeds and fences Varsity Baseball Field- trash around fence, weeds around fence and on field, red ants all over field JV/Frosh Softball Field- red ants, weeds around fence and on field JVFrosh Baseball Field- some trash around fence, red ants, weeds around fence and on field Main Football Field- some trash around field, red ants, weeds around fence and on track Basketball Courts- red ants, weeds around fence and on the black top, basketball courts and courts need to be repainted and 3 point line Back 9 Acres- trash around fence,, red ants, weeds around fence, three tree stumps must be removed from premises. very bad gopher problem, damage to fence by small gate to houses in back that will need to be repaired right away Tennis Courts- trash around fence, weeds around fence</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>Green House- needs to be better organized, clean and organize the whole area, red ants, weeds need to be pulled</p> <p>Girls restroom Pool- rust on bottom of door frame, back legs, lockers and doors, damaged tiles, floor paint is peeling off, needs to be repainted. Rust is very bad and needs to be taken care of right away</p> <p>Boys restroom Pool- rust on bottom of door frame, back legs, lockers and doors, damaged tiles, floor paint is peeling off, needs to be repainted. Rust is very bad and needs to be taken care of right away</p> <p>Pool- need new pool cover, old cover is worn out and torn.</p> <p>H Academy girls restroom- 4 broken tiles below the 2nd hand dryer</p> <p>H Academy boys restroom- 25 broken or damaged white tiles</p> <p>H Academy electrical room- needs to be cleaned badly</p> <p>H Academy closet- drywall damage behind faucet and ceiling</p> <p>H Academy Staff restroom LEFT- drywall damage on ceiling</p> <p>H Academy Staff restroom RIGHT_ drywall damage on ceiling</p> <p>H01- small tear in carpet, two outlets aren't working</p> <p>H04- missing baseboard</p> <p>H08- drywall damage behind faucet and ceiling</p> <p>H09- drywall damage on ceiling</p> <p>H10- drywall damage on ceiling</p> <p>H11- small tear in carpet, two outlets aren't working</p> <p>H15- missing baseboard</p> <p>F14- damaged carpet</p> <p>F20- Damaged Wall paper</p> <p>F21- missing baseboards piece and damaged wall paper</p> <p>F240 Damaged wall paper</p> <p>F25- missing baseboards</p> <p>F26- damaged wall paper, need to be painted</p> <p>F27- damaged wall paper</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>F28- damaged wall paper  F29-Damaged wall paper  F30= Damaged wall paper  F31- missing light cover  F32- small damaged wall paper  F33- damaged wall paper</p> <p>B7- worn and blistered floor tiles, corroded cabinet hinges  B7 storage room- chemical storage room  B8- worn floor tiles, several drawer handles missing  B10- worn floor tiles, cabinet missing door, sink water valve leaking (back-right sink)  B11- Rubber base under cabinets missing in several areas, several drawer handles are missing  B12- some worn floor tiles, water line leaking under back of double sink  B13- broken drawer at back of room, missing rubber base at cabinet, severely leaking faucet (right hand back sink)  B14- worn floor tiles, several missing drawer handles, water stained ceiling tiles  B15- stained ceiling tiles  B boys restroom- toilet flush valve leaks in handicap stall, cracked sink, toilet stall partitions sanded from graffiti removal  B girls restroom- several tiles missing, toilet stall partitions need sanded from graffiti removal</p>
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	<p>Good</p>	<p>Theater- gum on seats</p> <p>Varsity Softball Field-- trash around fences  Varsity Baseball Field-trash around fences  JV/Frosh Softball Field-trash around fences  JVFrosh Baseball Field-trash around fences  Back 9 Acres-trash around fences  Tennis Courts-trash around fences  H electrical- needs to be cleaned badly</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical: Electrical</b>	Good	<p>Theater- missing light cover Cafeteria-missing light fixture</p> <p>H01- two outlets are not working H11- two outlets are not working</p> <p>F31- missing light cover</p>
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	<p>Dance room Right Side Bathroom- drywall damage behind toilet and small areas around sink</p> <p>D 1st staff restroom- 3 leaks on sink</p> <p>Girls restroom Pool- rust on bottom of door frame, back legs, lockers and doors, damaged tiles, floor paint is peeling off, needs to be repainted. Rust is very bad and needs to be taken care of right away</p> <p>Boys restroom Pool- rust on bottom of door frame, back legs, lockers and doors, damaged tiles, floor paint is peeling off, needs to be repainted. Rust is very bad and needs to be taken care of right away</p> <p>H Academy girls restroom- 4 broken tiles below the 2nd hand dryer</p> <p>H Academy boys restroom- 25 broken or damaged white tiles</p> <p>H Academy Staff restroom LEFT- drywall damage on ceiling</p> <p>H Academy Staff restroom RIGHT_ drywall damage on ceiling</p> <p>B boys restroom- toilet flush valve leaks in handicap stall, cracked sink, toilet stall partitions sanded from graffiti removal</p> <p>B girls restroom- several tiles missing, toilet stall partitions need sanded from graffiti removal</p>
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Back 9 Acres- damage to fence by small gate to houses in back that will need to be repaired right away

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	50	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)	21	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.

## Career Technical Education Programs (School Year 2019-2020)

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BCHS offers 68 CTE courses, of which 9 are articulated courses. The program gives high school students the opportunity to earn college units by taking high school classes in which a formal articulation agreement with a professor at Merced College has been developed. Articulation means coursework taken by students in high school is recognized and approved by Merced College. A course could also transfer to California State University (CSU) and the University of California (UC). Students must pass the designated exam called, "Articulated Course Exam" (ACE) to receive the college units. There are several benefits for students who successfully complete an articulated course: simplifies student's registration process at Merced College once they have earned college units; saves students time and money; students gain confidence in their ability to do college work; and reduces duplication of coursework a student has already mastered. Buhach Colony High School also offers dual enrollment articulated classes.

The Mission of MUHSD 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. 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.

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, Buhach Colony High School has developed several pathways under the CTE sectors to equate college and career Readiness and ensure meeting an amended graduation policy that requires students to take two CTE courses.

Available pathways for BCHS students are as:

- Ag Mechanics Small Engines
- Ag Mechanics Welding
- Ag Mechanics Wood
- Agri-Business
- Agriscience
- Animal Science
- Ornamental Horticulture
- Graphic Design
- Performing Arts
- Visual/Commercial Art Photo
- Visual & Commercial Art
- Business Management
- Financial Services
- Engineering Design
- Marketing, Sales and Services
- Information Support & Services
- Networking



Software & System Development  
Biotechnology: Forensic Science  
Patient Care  
System Diagnostics Service & Repair: Diesel  
Child Development  
Education  
Residential & Commercial Construction  
Food Service & Hospitality

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 Lassle, 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	1720
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	44.8

### 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	99.33
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	44.99

### 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)

Buhach High School parents participate in a variety of Booster Clubs that support different co-curricular and extra-curricular student activities. In addition to volunteer positions on campus, parents are also encouraged to participate on the School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Local Control and Accountability Plan meetings (LCAP).

Buhach Colony High School promotes parent involvement through the Parenting Partners. The Parenting Partners program consists of 8 weekly workshops involving Hmong and Spanish speaking parents in which parents develop an understanding of (1) communicating with the school; (2) roles and responsibilities of parent partnerships for student learning; (3) acculturating to American schools; (4) school rules related to attendance and behavior; (5) gang awareness and the consequences of gang activity; and (6) community and support resources available for families. At the end of the workshops, attending parents receive a certificate of completion.

Our Parent Resource Center is established in a section of the library. Currently it is replete with computers, printers, and direct access to the Spanish Liaison. It is open to all parents during the school day for informational services. It is also the site of ELAC, Club Triunfadores, and Migrant Education after school advisory meetings.

Parent Engagement Workshops/events focused on academic support and college and career readiness coordinated through the BCHS Parent Resource Center are held regularly. We have partnered with UC Merced and 4H to offer the Juntos program, as well as PIQUE, offering workshops giving parents tools and strategies for assisting their students academically, socially, and emotionally, as well as, providing information regarding graduation requirements, college entrance requirements, financial aid, etc. We also offer weekly mental health meetings through Merced County Public Health. BCHS offers informational meetings on mental and physical health, marriage counselling, depression, and various other topics led by Livingston Community Health. We have also utilized MUHSD Nurture Heart Approach trainer to coach parents in the approach. Annually, BCHS conducts a Back to School Night, Senior Parent Night, Scholarship Night, and Incoming Freshmen Parent Night. Last year, BCHS started a Parent Club, giving parents an avenue to express concerns, offer feedback and/or assistance, and gain knowledge of the workings of BCHS.

Through ELAC, our parents have the opportunity to attend parent conferences through MCOE.

BCHS opens our campus to all community members to participate in various events such as Cinco de Mayo, Dia de los Muertos, Talent Show, the Nutcracker and other drama performances, BCHS Band and Choir performances, and Mr Thunder.

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 325-1400. The BCHS school website (<http://bchs.muhsd.org/>) and the district's website ([www.muhsd.org](http://www.muhsd.org)) also provide helpful information to parents, students, and the community.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the 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
<b>Dropout Rate</b>	1.8	4.4	3.2	5.6	6.7	4	9.1	9.6	9
<b>Graduation Rate</b>	94.9	94.1	95.3	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	5.9	4.4	5.0	3.4	3.5	3.5
Expulsions	0.2	0.3	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	1.4	2.6	
Expulsions	.3	.3	

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)

The Buhach Colony High School Safety Plan was last adopted and approved by School Site Council on September 16, 2020. Safety meetings are held quarterly.

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

The school's safety program is fully compliant with federal and state regulations, and the School Site Safety Plan is updated annually by the Safety Committee. Key elements of the safety plan include:

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

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

### 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	14	17	34	31	10	18	37	30	16	18	31
Mathematics	30	10	24	26	32	8	19	31	31	7	23	27
Science	31	6	15	24	30	10	7	32	36	3	15	22
Social Science	29	6	20	19	32	8	10	41	32	5	19	32

\*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*	400.2

\*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	\$9222	\$1453	\$7768	\$89,481
District	N/A	N/A	\$12977	\$79,619
Percent Difference - School Site and District	N/A	N/A	-50.2	11.7
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	0.2	-0.9

## 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:

- Economic Impact Aid (EIA)
- Title I, Part A - Basic Grant
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Part A - Limited English Proficiency (LEP)
- Title IV - Safe & Drug Free Schools & Communities (SDFSC)
- Title V - Innovative Programs

## Teacher and Administrative Salaries (Fiscal Year 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	5	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
All courses	18	14.7

\*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	4	2	10

Staff members build teaching skills and concepts through participation in conferences, workshops, webinars, prep period voluntary training, and all staff trainings throughout the year. Staff development topics for the 2020-2021 school year include: Instructional Norms, Technology Literacy, ELL strategies, Implicit Bias and Culturally Responsive Teaching. Staff members are encouraged to attend any/all trainings with the incentive of out PD Game "Going the Distance". Staff members earn awards for attending and extra awards for utilizing the concepts taught in the training.

For additional support in their profession, all first and second-year teachers throughout the district may participate in the Induction program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation.

The district/site focus of professional development during the 2020-2021 school year was on Universal Design of Learning and Essential Standards.

The Merced Union High School District also offers Summer Institute which is a conference like setting with various sessions on instructional strategies, technology tools for implementation, or teacher's best practices. Summer Institute is voluntary, but teachers are compensated for their time as presenters and participants. Teachers can also work independently with the district program development platform, InnovatEd, which offers a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies.