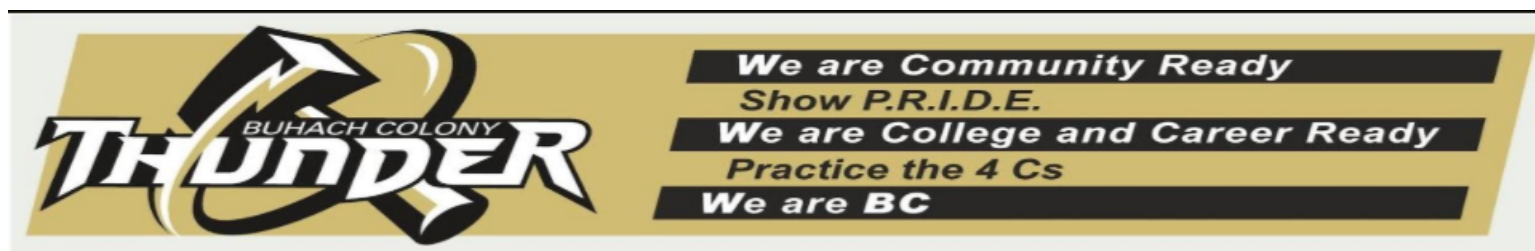


# Buhach Colony High School

## 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	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
School Website	<a href="https://bchs.muhsd.org/bchs">https://bchs.muhsd.org/bchs</a>
County-District-School (CDS) Code	24657892430205

## 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	www.muhsd.org

## 2022-23 School Overview

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.

## 2022-23 School Overview

- 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 2022-2023 school year was 1,755 students. During the 2022-2023 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	480
Grade 10	459
Grade 11	446
Grade 12	442
Total Enrollment	1,827

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.4
Asian	9.4
Black or African American	2.8
Filipino	0.8
Hispanic or Latino	67.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.3
White	18.0
English Learners	10.5
Foster Youth	0.9
Homeless	2.4
Migrant	1.8
Socioeconomically Disadvantaged	74.4
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)	63.50	72.92	373.30	71.61	228366.10	83.12
Intern Credential Holders Properly Assigned	1.30	1.53	16.20	3.11	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	8.12	39.30	7.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.20	11.78	54.40	10.45	12115.80	4.41
Unknown	4.90	5.62	37.90	7.27	18854.30	6.86
<b>Total Teaching Positions</b>	<b>87.10</b>	<b>100.00</b>	<b>521.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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						
<b>Total Teaching Positions</b>						

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	0.90	
Misassignments	6.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>7.00</b>	

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	8.20	
<b>Total Out-of-Field Teachers</b>	<b>10.20</b>	

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.40	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.00	

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 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.

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	English 9 HMH California Collections 9 (Adopted 2016) English 10 (H) HMH California Collections 10 (Adopted 2016) English 11 HMH California Collections 11 (Adopted 2016) Literacy, Advocacy & Public Service HMH California Collections 11 (Adopted 2016) AP English Language NA ERWC ERWC provided AP English Literature Thomson Perrine's Literature Film Composition & Literature (Eng12) Novels ELD 1 Hampton Brown Edge A (Adopted 2010) ELD 2 Hampton Brown Edge A (Adopted 2010) ELD 3 Hampton Brown Edge B (Adopted 2010) ELD 4/5 Hampton Brown Edge C (Adopted 2010) Intensive English and SDC HMH Read 180 (Adopted 2022) 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)	Yes	0.0
Mathematics	Intro to Integrated Math Carnegie (Adopted 2021) Integrated Math A Carnegie (Adopted 2021) Integrated Math B Carnegie (Adopted 2021) Integrated Math 1 Carnegie (Adopted 2021)	Yes	0.0

	Integrated Math 2 Carnegie (Adopted 2021) Integrated Math C Carnegie (Adopted 2021) Integrated Math D Carnegie (Adopted 2021) Integrated Math 2 Advanced Carnegie (Adopted 2021) Integrated Math 3 Carnegie (Adopted 2021) Integrated Math 3 Advanced Carnegie (Adopted 2021) PreCalculus ( & H) Larson & Hostetler Precalculus with Limits (Adopted 2016) AP Calculus AB Key Cur Press Calculus Concepts & HMH Calculus of a Single Variable (Adopted 2016)		
<b>Science</b>	Life Science, Prentice Hall 2009 (Adopted 2008) Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Biology, Pearson Education 2002 (Adopted 2002) Chemistry, Pearson Education 2002 (Adopted 2002) Modern Earth Science, Holt 2002 (Adopted 2002) Physics: Principles and Problems, Glencoe 2002 (Adopted 2002) Anatomy & Physiology Elsevier/Mosby The Human Body in Health Animal Anatomy & Physiology Delmar Introduction to Veterinary Science Biotechnology 1-2 Pearson Biotechnology, Introduction to Marine Biology H Prentice Hall Marine Biology an Ecological Approach Forensic Science Advanced Investigations Cengage: 2016 Discovery Education, Science (all courses with digital access)	Yes	0.0
<b>History-Social Science</b>	Economics Principles in Action Prentice Hall 2007 (Adopted 2007) CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007) Government by the People, Pearson Education 2006 (Adopted 2007) Magruder's American Government, Prentice Hall 1999 (Adopted 1999) Modern World History, Patterns of Interaction, McDougal Littell 1999 World History the Modern World 2007 Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004) Modern World History, West Publishing 1999, (Adopted 2005) World Geography, Prentice Hall 2005 (Adopted 2006) Why Women Should Rule the World, HARP 2008 (BCHS) Freshman Seminar	Yes	0.0
<b>Foreign Language</b>	Hmong Arts, Books & Crafts (Adopted 2008) Santillana USA 2007 (Adopted	Yes	0.0

	2007) Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Punjabi (Adopted 2006) Buen Viaje, Glencoe/McGraw Hill (Adopted) Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005) Medical Spanish Heinle & Heinle Medical Spanish A Conversation AP Spanish Language McDougal Abriendo Puertas Tomo 1-2 AP Spanish Literature Abriendo Paso Gramatica & Abriendo Paso Lectura Discovering French 1-3 McDougal 2004 Vista Temas 2014 Abriendo Puertas Tomo 1-2 McDougal 2003 (supplemental) 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		
<b>Health</b>	Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
<b>Visual and Performing Arts</b>	Understanding Movies, Prentice Hall 2008 (Adopted 2007) Art Talk, Glencoe 2000 (Adopted 1999) The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Design Basics 9th Ed Cengage: 2016 Foundations of Restaurant Management and Culinary Arts (Level 1 and 2)	Yes	
<b>Science Laboratory Equipment (grades 9-12)</b>	All textbooks 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 School provides an adequate supply of lab equipment for its students.	Yes	0.0

## 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.

Year and month of the most recent FIT report

08/26/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			AC drain pan leaks.bubbling
<b>Interior:</b> Interior Surfaces		X		Stained carpet Ceiling tile wear Paint touch up Worn floor tile Baseboard replacement Right rear window latch Missing drawer handle Partition wear Water damage Sheet rock damage Drawer handles needing to be replaced Ceiling molding damaged Floor epoxy damaged Ice Machine needing repaired Cracked electrical plate Whiteboard loose

School Facility Conditions and Planned Improvements				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			trash around dugouts and field areas
<b>Electrical</b>	X			Electrical board sagging on wall Electrical plate install roof. Burnt electrical replace light bulb
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			peeled paint Showerhead leaking
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Roof tile
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			weed/ants need to repaint lines dried grass patches  Slight rust on girls pool restroom

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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	44	N/A	41	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	12	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
<b>All Students</b>	433	417	96.30	3.70	43.75
<b>Female</b>	197	190	96.45	3.55	54.21
<b>Male</b>	236	227	96.19	3.81	34.96
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	42	42	100.00	0.00	61.90
<b>Black or African American</b>	17	16	94.12	5.88	18.75
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	281	269	95.73	4.27	39.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	82	80	97.56	2.44	52.50
<b>English Learners</b>	28	25	89.29	10.71	12.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	17	89.47	10.53	29.41
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	316	306	96.84	3.16	39.34
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	52	52	100.00	0.00	5.77

## 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
<b>All Students</b>	433	420	97.00	3.00	12.38
<b>Female</b>	197	193	97.97	2.03	10.88
<b>Male</b>	236	227	96.19	3.81	13.66
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	42	42	100.00	0.00	14.29
<b>Black or African American</b>	17	16	94.12	5.88	12.50
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	281	271	96.44	3.56	9.96
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	82	81	98.78	1.22	14.81
<b>English Learners</b>	28	25	89.29	10.71	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	18	94.74	5.26	11.11
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	316	308	97.47	2.53	9.42
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	52	52	100.00	0.00	1.92

## 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
<b>Science</b> (grades 5, 8 and high school)	20.37	19.81	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
<b>All Students</b>	895	866	96.76	3.24	19.81
<b>Female</b>	441	429	97.28	2.72	20.14
<b>Male</b>	454	437	96.26	3.74	19.5
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	86	85	98.84	1.16	28.24
<b>Black or African American</b>	28	26	92.86	7.14	15.38
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	596	577	96.81	3.19	14.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	164	158	96.34	3.66	31.85
<b>English Learners</b>	58	53	91.38	8.62	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	35	32	91.43	8.57	12.5
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	667	651	97.6	2.4	14.97
<b>Students Receiving Migrant Education Services</b>	14	11	78.57	21.43	0
<b>Students with Disabilities</b>	96	90	93.75	6.25	0





BCHS offers 68 CTE courses, of which 9 are dual enrolled 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 MUHSD students are as:

The CTE pathways and courses in MUHSD:

Ag Mechanics: Small Engines - Ag Shop Skills, Small Engines, Advanced Small Engines, Diesel Ag Mechanics  
 Ag Mechanics: Welding - Ag Shop Skills, Ag Welding Technology 1 & 2, Equipment Construction 1 & 2  
 Agribusiness - Explorations in Ag, Agribusiness Management, Ag Communications, Ag Government/Economics, Ag Leadership & Technology, Ag Sales & Marketing, Internships in Ag  
 Agriscience - Explorations in Ag, Ag Biology of the Living Earth, Ag Earth & Space Science, Ag Chemistry in the Earth System, Farm to Fork: Ag Food Science  
 Animal Science - Explorations in Ag, Intro to Ag Vet Science, Animal Anatomy & Physiology, Veterinary Science  
 Ornamental Horticulture - Exploration in Ag, Environmental Horticulture, Turfgrass & Sports Management 1 & 2, Horticulture 2, Art & History of Floral Design 1 & 2, Retail Floral 3  
 Graphic Design - Digital Arts 1, 2, 3 & 4, Yearbook Design and Publication  
 Animation - Animation 1 & 2  
 Performing Arts - Theatre 1, 2, 3, & 4  
 Media Arts - Digital Media Productions, Advanced Media Broadcasting  
 Visual/Commercial Arts: Photo - Photo 1, 2, 3, & 4  
 Visual/Commercial Arts: Art - Elements of Art & Design 1, Principles of Art & Design 2, Art & Design 3  
 Film/Video Production - Film 1, 2, & 3  
 Business Management - Computer Applications 1 & 2  
 Financial Services - Accounting 1 & 2  
 Child Development - Child Development, Careers w/ infant and Toddlers 1 & 2  
 Education - Child Development, Health & Family Living, Cross-Age Physical Education teaching, Careers in Education  
 Food Service & Hospitality - Intro to Culinary Arts, Culinary Arts 1 & 2, Culinary Arts Cafe Lab  
 Biotechnology - Intro to Genetics, Microbiology, Biotechnology 1 & 2  
 Biotechnology: Forensic Science - Biology and Community Health, Forensic Biology 1 & 2  
 Patient Care - Intro to Health Careers, Emergency Medical Response, Sports Medicine, Medical Technologies, Nursing Assistant  
 Information Support & Services - Intro to Computer Science & Javascript, Computer Programming 1 & 2, AP Computer Science Principles, AP Computer Science A  
 Networking - Intro to Computer Science & Javascript, Intro to Cyber Security, IT Essentials  
 Software & Systems Development - Robotics 1 & 2

## 2021-22 Career Technical Education Programs

Marketing - Intro to Marketing, Advanced Marketing, Sports & Entertainment Marketing, Careers in Business and Marketing, Virtual Enterprise  
Building & Construction Trades - Construction Trades 1, 2, 3, & 4  
Energy and Power Technology - Career Exploration OSHA & Work Site Safety, Green Technology & Energy Conservation1  
Architectural Design - Computer Aided Drafting Design, Architectural Design, Advanced Architecture  
Engineering Design - Intro to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, Digital Electronics  
Fashion Design & Merchandising - Fashion, Textiles, & Apparel 1, Fashion, Design, and Visual Merchandising  
Public Service - Intro to Public Service, Community Emergency Response  
Systems Diagnostics, Service & Repair: Auto - Auto Mechanics 1, 2, & 3  
Systems Diagnostics, Service & Repair: Diesel - Diesel Engines 1, 2, & 3

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

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 Tasse, 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	1703
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	38.3
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	99.89
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	38.76

## 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	91.81	95.04	95.66	95.01	68.33

## 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

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).

## 2022-23 Opportunities for Parental Involvement

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.

### 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		2	2.7		3.2	3.9		8.9	7.8
Graduation Rate		97.8	96.2		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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	446	429	96.2
<b>Female</b>	230	226	98.3
<b>Male</b>	216	203	94.0
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	46	43	93.5
<b>Black or African American</b>	11	10	90.9
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	301	290	96.3
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	77	75	97.4
<b>English Learners</b>	51	47	92.2
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	20	16	80.0
<b>Socioeconomically Disadvantaged</b>	368	351	95.4
<b>Students Receiving Migrant Education Services</b>	11	9	81.8
<b>Students with Disabilities</b>	51	46	90.2

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1964	1907	594	31.1
Female	943	909	317	34.9
Male	1020	997	276	27.7
American Indian or Alaska Native	10	9	1	11.1
Asian	177	175	39	22.3
Black or African American	63	58	23	39.7
Filipino	15	15	4	26.7
Hispanic or Latino	1318	1280	413	32.3
Native Hawaiian or Pacific Islander	8	8	3	37.5
Two or More Races	6	6	2	33.3
White	353	342	103	30.1
English Learners	223	214	68	31.8
Foster Youth	27	25	13	52.0
Homeless	54	49	25	51.0
Socioeconomically Disadvantaged	1478	1430	482	33.7
Students Receiving Migrant Education Services	44	42	15	35.7
Students with Disabilities	220	216	78	36.1

### 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
<b>Suspensions</b>	1.24	2.26	2.45
<b>Expulsions</b>	0.25	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
<b>Suspensions</b>	0.26	2.09	0.34	3.01	0.20	3.17
<b>Expulsions</b>	0.00	0.15	0.03	0.70	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.09	0.15
<b>Female</b>	1.48	0.11
<b>Male</b>	2.65	0.20
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	9.52	0.00
<b>Filipino</b>	6.67	0.00
<b>Hispanic or Latino</b>	2.05	0.23
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.98	0.00
<b>English Learners</b>	2.24	0.90
<b>Foster Youth</b>	7.41	0.00
<b>Homeless</b>	3.70	0.00
<b>Socioeconomically Disadvantaged</b>	2.57	0.20
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.36	0.00

## 2022-23 School Safety Plan

The Buhach Colony High School Safety Plan was last adopted and approved by School Site Council on August 31, 2022 and MUHSD School Board on October 12, 2022. 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 Merced County Sheriff and Atwater Fire Departments to ensure proper protocol and communication with Incident Command Systems (ICS).

## 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	16	18	31
Mathematics	31	7	23	27
Science	36	3	15	22
Social Science	32	5	19	32

## 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	29	12	24	28
Mathematics	30	13	15	30
Science	31	4	17	19
Social Science	32	2	22	23

## 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	30	20	10	45
Mathematics	27	15	20	26
Science	26	15	17	15
Social Science	33	4	15	33

## 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)	1.2
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	0.4
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	8097.05	1919.02	6179.02	71,457.59
District	N/A	N/A	9080	\$82,758
Percent Difference - School Site and District	N/A	N/A	-38.0	-14.7
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	-6.5	-27.4

## 2021-22 Types of Services Funded

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

## 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	14.9
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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	3
Science	2
Social Science	5
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	17

Professional Development

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 2022-2023 school year include: Instructional Norms,, ELL strategies, 4Cs, project based learning, essential standards, gamification, supporting special populations, writing/literacy, and social emotional learning. Staff members are encouraged to attend any/all trainings with the incentive of out PD Game. 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 2022-2023 school year was on Universal Design of Learning and Student Centered Learning.

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.

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	10	10	15