Buhach Colony High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district 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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

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	Lance Morrow
E-mail Address	lmorrow@muhsd.org
Web Site	bchs.muhsd.org
CDS Code	24657892430205

District Contact Information	
District Name	Merced Union High School District
Phone Number	209.325.2000
Superintendent	Alan Peterson
E-mail Address	apeterson@muhsd.org
Web Site	www.muhsd.org

School Description and Mission Statement (School Year 2017-18)

Lance Morrow 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 strive daily to embody our Thunder PRIDE.

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. The student population for the 2017-2018 school year is 1,845, consisting of of 62.5% Hispanic or Latino, 22.2% White, 9.8% Asian and Pacific Islander and 2.6% African American. The school currently has one established academy: Engineering. 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 2016-17)

Grade Level	Number of Students
Grade 9	515
Grade 10	471
Grade 11	443
Grade 12	389
Total Enrollment	1,818

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.7
Asian	9.4
Filipino	1.1
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0.4
White	22.2
Two or More Races	0.1
Socioeconomically Disadvantaged	70.4
English Learners	7.5
Students with Disabilities	10.2
Foster Youth	0.3

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	67	74.2	74	481
Without Full Credential	9	8	8	38
Teaching Outside Subject Area of Competence (with full credential)	12	11	8	87

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	12	1	1
Vacant Teacher Positions	0	2	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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2015, December

Pursuant to the settlement of Williams vs. the State of California, Merced Union High School District thoroughly inspected each of its school sites at the start of the 2008-09 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 (+Pre) - HMH California Collections 9 English 10 (+Pre) - HMH California Collections 10 English 11 - HMH California Collections 11 Literacy, Advocacy & Public Service - HMH California Collections 11 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 ELD 2 - Hampton Brown Edge A ELD 3 - Hampton Brown Edge B ELD 4/5 - Hampton Brown Edge C Strategic English - Binders/copies Intensive English - Hampton Brown Edge A	Yes	0.0
Mathematics	Intro to Integrated Math - HMH Integrated Math 1 Integrated Math A - HMH Integrated Math 1 Integrated Math B - HMH Integrated Math 1 Integrated Math 1 - HMH Integrated Math 1 Integrated Math 2 - HMH Integrated Math 2 Integrated Math 2: Robotics - HMH Integrated Math 2 Integrated Math 2 Advanced - HMH Integrated Math 1 & 2 Integrated Math 3 - HMH Integrated Math 3 Integrated Math 3 Advanced - HMH Integrated Math 2 & 3 PreCalculus (& H) - Larson & Hostetler Precalculus with Limits AP Calculus AB - Key Cur Press Calculus Concepts • HMH Calculus of a Single Variable AP Calculus BC - Brooks/Cole Calculus AP Statistics - Freeman Practices of Statistics • Prentice Hall Stats: Modeling the World Statistics & Probabilities - Freeman Basic Practices for Statistics Preparing for College Math - MUHSD Preparing for College Math Financial Algebra - Cengage Financial Algebra	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Life Science (Ag) - Prentice Hall Science Explorer Life Science Biology (Ag) - Prentice Hall Biology AP Biology - Pearson Campbell Biology AP Earth Science (Ag) - Holt Modern Earth Science Chemistry (Ag) - Addison Wesley Chemistry AP Chemistry - Prentice Hall Chemistry: The Central Science Physics - Glencoe Physics: Principles and Problems AP Physics - Wiley & Sons Physics Environmental Science (Ag) - Holt Environmental Sciecne AP Environmental Science - Cengage Living in the Environment Anatomy & Physiology - Elsevier/Mosby The Human Body in Health Animal Anatomy & Physiology - Delmar Introduction to Veterinary Science Biotechnology 1-2 - Pearson Biotechnology, Introduction to Food Science - Thomas Learning Introduction to Food Science Forensic Science Cengage Forensic Science: Fundamentals Intro to Genetics - NA Marine Biology H - Prentice Hall Marine Biology an Ecological Approach Microbiology - NA ROP Veterinary Science - Cengage Veterinary Anatomy & Physiology • Cengage Introduction to Veterinary Science ROP Environmental Horticulutre - Thomson Introductory Horticulture Sierra Nevada Science -UCAL History of the Sierra nevada	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Health - Prentice Hall Health Freshman Seminar - Odysseyware Online course World History (H) - McDougal Littell Modern World History • Prentice Hall World History Modern World U.S. History - Glencoe American Vision Modern Times • Holt American Anthem Modern Am History AP US History - McGraw-Hill American History a Survey • Carnes/Garraty American Nation: A History • McDougal Littell American Pageant U.S. History & Public Health - Holt American Anthem Modern Am History Economics (H) - Prentice Hall Economics: Principles in Action Governement - Prentice Hall Magruder's American Government Journey for Justice - Prentice Hall Magruder's American Government We dot the People: Govern & Cyber Sec - Prentice Hall Magruder's American Government AP Government - Prentice Hall Governemnt by the People AP European History (elective) - HMH History of Western Societies since 1300 Women in Society & History (elective) - LB When Everything Changed • Harpers Why Women Should Rule the World	Yes	0.0
Foreign Language	French 1 - McDougal Discovering French 1-3 Hmong for Hmong 1-2 - MUHSD materials Punjabi for Punjabi 1-2 - Singh Brothers Let Us Learn Gurmukhi 1-4 Spanish 1-3 - Glencoe Buen Viaje 1-3 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 R/W Spanish - Holt Nuevas Vistas Curso de Introduccion Spanish for Spanish 1-2 -Holt Nuevas Vistas Curos Uno	Yes	0.0
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Mangement and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	
Science Laboratory Equipment (grades 9-12)	BCHS provides an adequate supply of lab equipment for its students.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 a newly constructed (July, 2010) 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 (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 12/8/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Administration Building: 4: stained ceiling tiles. 4: worn carpet B-1: 5: stained carpet B-10: 4: stained ceiling tiles 4: worn floor tiles 4: two broken cabinet doors. B-11: 4: base cap missing 4: worn floor tiles 4: damage to sheet rock wall under sink. B-12: 4: Stained ceiling tiles, 4: worn floor tiles B-13: 7: Lack of light fixtures at front of room causing low illumination B-14: 4: Severe corrosion of gas lines in two sink cabinets B-7: 4: stained ceiling tiles in chemical room 4: worn floor tiles 4: corrosion cabinet door hinges. B-8: B-9: 4: stained ceiling tile. B-Academy Restrooms Boys: 4: stained ceiling 4: partitions scratched and sanded 7: ligt fixture not working 9: cracked sink 9: two faucets don't work B-Academy Restrooms Girls: 4: dirty ceiling 4: missing floor tiles 4: partitions scratched and sanded 4: loose toilet 7: light fixture not working 7: hand dryer not working. Band/Music Room: 4: missing and stained ceiling tiles in the practice rooms 4: stained ceiling tiles with holes 4: water damage to upper wall 4: missing base cap 4: stained wall fabric cover 7: missing plate on ceiling outlet box Boys Locker Room: 4: broken floor tiles 4: crakced wall tiles 4: water damage to upper wall 4: missing top locker panel, bent locker door 4: several missing light fixture covers 4: light fixture not working 4: worn floor tiles staff office 4: stained ceiling tiles in staff office 4: several missing shower heads 4: dirty upper wall 8: loose toilet 9: loose sink from wall 4: dirty walls in training room 4: severe corrosion of water line of waterheater 4: wall water valve box cover damaged Cafeteria: 4: stained ceiling tiles 4: hole at the base of the wall 4; damaged floor tiles 4: several missing drawer handles 4: stained wall fabric cover 4: wall partitions don't close completely 9: bent sink faucet 4: broken light cover D-1:

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				D-10: 4: stained ceiling tiles in classroom and snackbar. 4: damanged laminate of counter top 8: rest room sink detached from wall 4: cracked light fixture cover. D-13 Wood Shop: 4: stained ceiling tiles 4: ceiling moulding peeling off 4: floor sealant paint peeling off 5: Garage door doesn't close D-14: 4: stained ceiling tiles 4: broken floor tiles D-15 Small Engine Shop: 4: paint floor sealant peeling off D-16 Welding Shop: 4: floor sealant & paint peeling 4: many cracks in concrete floor 4: sheet rock wall damaged by sink D-17: 4: worn floor tiles 7: two floor electrical/ data port outlets missing plate. D-19 shop: 4: stained ceiling tiles 4: floor sealant paint peeling 4: cracks in cement floor 7: several light fixtures not working 10: fire extinguisher low pressure D-2 kitchen: 4: stained ceiling tiles 7: exposed electrical wiring and missing plate cover D-20 Weight Room: 4: damage to ceiling tile support frames 4: several holes in the wall D-21: 4: Worn carpet D-22: 4: missing ceiling tiles 4: worn carpet D-23: 4: stained ceiling tile 4: worn carpet D-3 kitchen: 4: Stained ceiling tiles 7: ceiling electrical box missing plate. D-7 offices: 4: worn floor tiles 4: hole in the wall in one of the offices D-8: 4: stained ceiling tiles 4: worn floor tiles 7: ceiling electrical box exposed wire and missing plate. D-9: 4: stained ceiling tiles 13: roof leak at light fixture D-Academy Restrooms Boys: 4: broken wall tiles 4: partitions sanded and scrathed 8: loose toilet at floor 9: loose sink faucets 9: faucet doesn't work D-Academy Restrooms Girls: 4: partitions scratched and sanded 4: broken wall tiles 4: sink loose from wall 9: loose sink faucet Dance Room: 4: stained ceiling tiles 4: broken drawer in changin groom 4: water damage to wall near door in hallway and stained ceiling tile 7: ceiling outlet box missing plate F-1: 4: stained ceiling tiles F-13 Offices and Conference Room: 4: stained ceiling tile in hallway F-14: 4: several stained ceiling tiles 4: frayed carpet 13: water leak at light fixture F-16: 4: several stained ceiling tiles 4: frayed carpet F-17: 4: stained ceiling tile F-18: 4: Frayed carpet

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				F-19: 4: stained ceiling tiles 4: Frayed carpet F-2: 4: several stained ceiling tiles 4: frayed carpet 4: dirty walls F-20: 4: Frayed carpet F-21: 4: base cap missing F-24: 4: portable wall ripped F-25: 4: portable wall ripped and missing section of base cap F-26: 4: stained ceiling tiles 4: portable walls ripped and base cap peeling 4: ink stained carpet 4: portable walls dirty 4: water damage back window 7: missing outlet plates F-27: 4: stained and sagging ceiling tiles 4: portable walls ripped 7: missing outlet plate. F-28: 4: stained ceiling tiles 4: portable walls ripped and dirty 4: frayed carpet 4: cracked back window 7: ceiling light fixture not working F-29: 4: ink stain back wall 4: frayed carpet F-3: 4: dirty wall F-30: 4: portable wall ripped F-32: 4: Fraying of carpet F-33: 4: Ripped portable wall F-4: 4: Stained ceiling tile F-Academy Restrooms Girls: 4: partitions scratched and sanded 8: several loose toilet at the floor 9: sink faucet doesn't work Girls Locker Room: 4: broken floor tiles in staff offfice 4: several light fixtures missing covers 4: stained ceiling tiles in staff office 4: shower station doesn't work 8: loose toilet from floor Gymnasium: 4: base cap missin gnear back door 4: pole cover on gym floor loose 4: extinguisher storage box damaged 4: outside door handle broken 10: extinguisher low pressure H-1: 4: stained wasll fabric cover; stained ceiling tiles in the H-1 office. 7: Missing plate on ceiling electrical box H-10: 4: Damage to carpet H-2: 4: stained ceiling tiles 4: cement floor sealing cover scratched and peeling. H-3: 4: stained ceiling tiles 4: cement floor sealing cover scratched. H-4: 4: sink cabinet door broken 4: several cabinet handles missing 6: mice problem. H-5: 4: Stained ceiling tiles H-6: 4: stained ceiling tiles in H-6 office. H-Academy Restrooms Boys: 4: loose toilet from floor 4: partitions scratched and sanded 4: several loos sink faucets 4: several broken wall tiles. H-Academy Restrooms Girls: 4: several loose sink faucets 4: partitions are sanded. H-Academy Restrooms staff: 4: peeling ceiling paint

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Pool/Lockers Mechanical Building: 4: corrosion of diving board platform. SBO/Library/ Media Center: 4: stained ceiling tiles Theater: 4: water damage to stone wall (water seepage) 4: upholstery torn on two seats 4: paint stained door in hallway 4: water damage to ticket room wall 7: handicapped not working 9: washout sink filled with debris 11: paint needs to be propertly stores 15: two front doors are hard to close. Weight Room: 4: holes in ceiling tiles and broken ceiling tiles 4: water damage to upper wall Wrestling Room: 4: holes in ceiling tiles and broken ceiling tiles 4: water damage to upper wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			B-4: 5: stained carpet B-5: 5: stained carpet H-4: 4: sink cabinet door broken 4: several cabinet handles missing 6: mice problem. Janitorial Shop: 5: dirty 7: light fixture out 7: garage door power line frayed and broken
Electrical: Electrical		X		B-13: 7: Lack of light fixtures at front of room causing low illumination B-6 & offices: 7: missing plate on electrical box. B-Academy Restrooms Boys: 4: stained ceiling 4: partitions scratched and sanded 7: ligt fixture not working 9: cracked sink 9: two faucets don't work B-Academy Restrooms Girls: 4: dirty ceiling 4: missing floor tiles 4: partitions scratched and sanded 4: loose toilet 7: light fixture not working 7: hand dryer not working. Band/Music Room: 4: missing and stained ceiling tiles in the practice rooms 4: stained ceiling tiles with holes 4: water damage to upper wall 4: missing base cap 4: stained wall fabric cover 7: missing plate on ceiling outlet box D-17: 4: worn floor tiles 7: two floor electrical/ data port outlets missing plate. D-18: 7: ceiling electrical outlet box missing plate D-19 shop: 4: stained ceiling tiles 4: floor sealant paint peeling 4: cracks in cement floor 7: several light fixtures not working 10: fire extinguisher low pressure D-2 kitchen: 4: stained ceiling tiles 7: exposed electrical wiring and missing plate cover D-3 kitchen: 4: Stained ceiling tiles 7: ceiling electrical box missing plate. D-8: 4: stained ceiling tiles 4: worn floor tiles 7: ceiling electrical box exposed wire and missing plate.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Dance Room: 4: stained ceiling tiles 4: broken drawer in changin groom 4: water damage to wall near door in hallway and stained ceiling tile 7: ceiling outlet box missing plate F-26: 4: stained ceiling tiles 4: portable walls ripped and base cap peeling 4: ink stained carpet 4: portable walls dirty 4: water damage back window 7: missing outlet plates F-27: 4: stained and sagging ceiling tiles 4: portable walls ripped 7: missing outlet plate. F-28: 4: stained ceiling tiles 4: portable walls ripped and dirty 4: frayed carpet 4: cracked back window 7: ceiling light fixture not working H-1: 4: stained wasll fabric cover; stained ceiling tiles in the H-1 office. 7: Missing plate on ceiling electrical box Janitorial Shop: 5: dirty 7: light fixture out 7: garage door power line frayed and broken Theater: 4: water damage to stone wall (water seepage) 4: upholstery torn on two seats 4: paint stained door in hallway 4: water damage to ticket room wall 7: handicapped not working 9: washout sink filled with debris 11: paint needs to be propertly stores 15: two front doors are hard to close.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	B-Academy Restrooms Boys: 4: stained ceiling 4: partitions scratched and sanded 7: ligt fixture not working 9: cracked sink 9: two faucets don't work Boys Locker Room: 4: broken floor tiles 4: crakced wall tiles 4: water damage to upper wall 4: missing top locker panel, bent locker door 4: several missing light fixture covers 4: light fixture not working 4: worn floor tiles staff office 4: stained ceiling tiles in staff office 4: several missing shower heads 4: dirty upper wall 8: loose toilet 9: loose sink from wall 4: dirty walls in training room 4: severe corrosion of water line of waterheater 4: wall water valve box cover damaged Cafeteria: 4: stained ceiling tiles 4: hole at the base of the wall 4; damaged floor tiles 4: several missing drawer handles 4: stained wall fabric cover 4: wall partitions don't close completely 9: bent sink faucet 4: broken light cover D-10: 4: stained ceiling tiles in classroom and snackbar. 4: damanged laminate of counter top 8: rest room sink detached from wall 4: cracked light fixture cover. D-Academy Restrooms Boys: 4: broken wall tiles 4: partitions sanded and scrathed 8: loose toilet at floor 9: loose sink faucets 9: faucet doesn't work

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				D-Academy Restrooms Girls: 4: partitions scratched and sanded 4: broken wall tiles 4: sink loose from wall 9: loose sink faucet F-Academy Restrooms Girls: 4: partitions scratched and sanded 8: several loose toilet at the floor 9: sink faucet doesn't work F-Academy Restrooms Staff: 9: loose sink from wall Girls Locker Room: 4: broken floor tiles in staff offfice 4: several light fixtures missing covers 4: stained ceiling tiles in staff office 4: shower station doesn't work 8: loose toilet from floor Gymnasium: 4: base cap missin gnear back door 4: pole cover on gym floor loose 4: extinguisher storage box damaged 4: outside door handle broken 10: extinguisher low pressure Theater: 4: water damage to stone wall (water seepage) 4: upholstery torn on two seats 4: paint stained door in hallway 4: water damage to ticket room wall 7: handicapped not working 9: washout sink filled with debris 11: paint needs to be propertly stores 15: two front doors are hard to close.
Safety: Fire Safety, Hazardous Materials	X			D-19 shop: 4: stained ceiling tiles 4: floor sealant paint peeling 4: cracks in cement floor 7: several light fixtures not working 10: fire extinguisher low pressure Theater: 4: water damage to stone wall (water seepage) 4: upholstery torn on two seats 4: paint stained door in hallway 4: water damage to ticket room wall 7: handicapped not working 9: washout sink filled with debris 11: paint needs to be propertly stores 15: two front doors are hard to close.
Structural: Structural Damage, Roofs	X			D-9: 4: stained ceiling tiles 13: roof leak at light fixture F-14: 4: several stained ceiling tiles 4: frayed carpet 13: water leak at light fixture
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D-13 Wood Shop: 4: stained ceiling tiles 4: ceiling moulding peeling off 4: floor sealant paint peeling off 5: Garage door doesn't close F-28: 4: stained ceiling tiles 4: portable walls ripped and dirty 4: frayed carpet 4: cracked back window 7: ceiling light fixture not working F-3: 4: dirty wall Theater: 4: water damage to stone wall (water seepage) 4: upholstery torn on two seats 4: paint stained door in hallway 4: water damage to ticket room wall 7: handicapped not working 9: washout

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				sink filled with debris 11: paint needs to be propertly stores 15: two front doors are hard to close.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/8/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	62	55	53	50	48	48
Mathematics (grades 3-8 and 11)	26	19	25	21	36	37

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	419	413	98.57	54.96
Male	206	203	98.54	50.25
Female	213	210	98.59	59.52
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	53	53	100	66.04
Filipino	--	--	--	--
Hispanic or Latino	250	245	98	47.35
White	97	96	98.97	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	289	285	98.62	46.32
English Learners	75	74	98.67	18.92
Students with Disabilities	46	46	100	10.87
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	419	413	98.57	19.13
Male	206	203	98.54	22.17
Female	213	210	98.59	16.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	53	100	35.85
Filipino	--	--	--	--
Hispanic or Latino	250	246	98.4	12.6
White	97	95	97.94	26.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	289	284	98.27	12.68
English Learners	75	75	100	4
Students with Disabilities	46	46	100	2.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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 Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50	50	43	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Buhach Colony High School utilizes the Merced County Office of Education's Regional Occupational Program (ROP) and offers ROP sections on site, as well as providing student access to various ROP courses throughout the county. The ROP courses offered include: (1) Internships in Agriculture; (2) Floral design; (3) Graphic Arts; and (4) Medical Occupations. There are approximately 175 junior and senior students enrolled in ROP courses year-long.

The MUHSD offers articulated CTE 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 or Regional Occupational Program (ROP) 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 offers twenty-two 2 + 2 articulated classes.

Buhach Colony also has an Engineering Academy that began in the Fall Term of 2011. The Engineering Academy Program is a four year sequence of courses which, when combined with traditional mathematics, science and social studies courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. The Academy offers three foundation courses, one specialized elective and one (planned) capstone course for a total of five courses. The capstone course is designed as a natural extension into college that will also expose students to business and industry and workforce needs within the community. This program continues to grow yearly.

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. Set aside $1,000,000 per year for implementation of Career Pathways. Phase 2 of pathways and survey courses to be offered at each site. The CTE committee will start making recommendations for actions/services/supports for students to begin a transition to a CTE model program.
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 13 CTE sectors to equate college and career Readiness and ensure meeting and 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
- Agriscience
- Ornamental Horticulture
- Animal Science
- Graphic Design
- Performing Arts
- Visual/Commercial Art
- Residential & Commercial Construction
- Business Management
- Marketing
- Child Development/Education
- Architectural Design
- Engineering Design
- Patient Care
- System Diagnostics Service & Repair Automotive/ Diesel

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	884
% of pupils completing a CTE program and earning a high school diploma	21.6%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.24
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	46.81

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.3	23.7	25.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 or ELAC or English Learner Advisory Committee.

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.

In the 2011-2012 school year, based on recommendations by the English Learner Advisory Committee, a Parent Resource Center was established in a section of the library. In the 2012-2013 school year the Parent Resource Center was moved and firmly established in B6. Currently it is replete with computers, printers, and direct access to the Spanish and Hmong Community Liaisons. It is open to all parents during the school day for informational services. It is also the site of ELAC, Triunfadores, and Migrant Education after school advisory meetings.

In the 2013-2014 school year, Merced Adult School Courses in Technology and English as a Second Language were funded through the ASSETS after school program.

Parent Engagement Workshops/events focused on academic support and college and career readiness coordinated through the BCHS ELAC were held quarterly. This year Parent Engagement Workshops/events have increased to eight events. We have partnered with UC Merced and 4H to offer the Juntos program. We also offer weekly mental health meetings

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) 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.8	4.1	4.6	5.9	6.4	6.1	11.5	10.7	9.7
Graduation Rate	93.27	92.05	91.26	90.95	90.28	91.06	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	91.48	88.17	87.11
Black or African American	91.67	84.95	79.19
American Indian or Alaska Native	100	93.75	80.17
Asian	93.33	95.09	94.42
Filipino	100	100	93.76
Hispanic or Latino	87.85	86.86	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	96.15	88.3	90.99
Two or More Races	0	94.12	90.59
Socioeconomically Disadvantaged	89.32	86.02	85.45
English Learners	41.18	48.94	55.44
Students with Disabilities	62.5	55.77	63.9
Foster Youth	100	69.57	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.4	5.0	4.3	5.4	6.3	4.6	3.8	3.7	3.6
Expulsions	0.5	0.7	0.7	0.7	0.8	0.5	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Buhach Colony High School Safety Plan was last reviewed and updated on 9.30.2017. 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, the School Resource Officer (SRO), administrators, and teachers. 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). Also the SRO is on campus 5 days a week to ensure safety.

The school ordered 8 new two-way radios and which have been distributed according to need; including the school nurse, special education staff, liaisons and administration.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	14	17	33	30	9	20	33	30	9	22	33
Mathematics	29	9	23	24	31	7	19	28	32	7	13	35
Science	31	7	14	22	31	7	10	27	29	10	14	22
Social Science	32	8	6	31	28	11	13	22	29	10	12	24

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	461
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8567	$1341	$7225	$84,373
District	N/A	N/A	$4,952	$74,987
Percent Difference: School Site and District	N/A	N/A	45.9	12.5
State	N/A	N/A	$6,574	$82,770
Percent Difference: School Site and State	N/A	N/A	9.9	1.9

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,892	$50,221
Mid-Range Teacher Salary	$74,080	$83,072
Highest Teacher Salary	$94,779	$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$128,094
Average Principal Salary (High)	$125,952	$146,114
Superintendent Salary	$177,200	$226,121
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	1	N/A
All courses	10	16.7

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past four years, the district has regularly offered three annual staff development days where teachers are offered a broadbased variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies. Staff development topics for the 2010-11 school year included: Explicit Direct Instruction; Professional Learning Communities; Character Counts, Academic Vocab Strategies & Checks for Understanding; Improving Classroom Climate; Poverty & Learning Structures; Xtreme Reading Program; Instructional Norms

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

The district/site focus of professional development during the 2011-2012 school year was on refining and support regarding instructional norms and literacy strategies provided by the International Center for Leadership in Education. These trainings were included along with Higher Order Thinking questioning strategies and high-impact lesson planning to raise the rigor of instruction and student expectation in preparation for the transition to Common Core State Standards (CCSS). The district also implemented a pilot program of early adopters from each site to begin the curriculum integration of CCSS standards and performance task assessment development necessary to facilitate the transition to CCSS. In the 2011-2012 and 2012-2013 school year a cohort of BCHS staff participated in IB Diploma Program Category 1 trainings necessary to acquire IB authorization. Category 2 trainings will be completed in the spring and summer of 2015.

The district/site focus of professional development during the 2012-2013 school year was on enhanced Higher Order Thinking questioning and assignments/projects, high impact lesson planning and targeted integration of technology to raise the rigor of instruction and student expectation in the transition to Common Core State Standards. The CCSS early adopter program continued throughout the school year and summer resulting in increased representation of CCSS instructors in major core areas for district and site implementation via collaboration.

In addition to CCSS continuous training via district collaboration, the district/site focus for professional development was the Urban Essentials 101 Teacher Student MediationProcess (TSMP) based on Restorative Justice. All certificated and classified staff and students received training. This training has been on-going since the summer of the 2012-2013 school through the 2013-2014 school year supported by followup coaching from the trainer.

Attendance at conference, district and on-site technology implementation trainings has greatly increased in the 2013-2014 school year as several sites prepare for 1 to Web implementation in the 2014-2015 school year. The 2014-2015 school year professional development plan includes refinement training, coaching and collaboration in CCSS curriculum development, UE 101 maintenance, and 1 to Web implementation districtwide.

To continue growth through professional development, in 2014 - 2015 the district has provided training for teachers in special programs such as IB, AP and AVID. Teachers were able to attend training over the summer to become better equipped to teach students in advanced courses.

For 2017-2018, the instructional focus has been on raising the Depth of Knowledge (DOK) levels. Besides encouragement and financial support to attend off-site Professional Development opportunities, the instructional coach and teacher librarian along with Mr. Knott have created a comprehensive plan for professional learning and instructional improvement that is voluntary. There is a variety of opportunities offered. There are incentives built in for participating staff. Participation in professional learning activities (The BC Bingo board, Tuned in Tuesdays, Instructional Rounds) has increased and is growing. Ongoing trainings in Google applications, CFU strategies, technology integration, classroom management, Learning Objectives, lesson studies, and student engagement are offered. BCHS offers Tuned in Tuesdays where teachers can drop in on their preps for variety of different development opportunities. All teachers have the opportunity to take part in the Instructional Focus Cycle, which is an individualized goal setting and instructional planning. The teacher works one on one with the site instructional coach to plan, be observed, and have conversation regarding his/her instruction and ways to improve instructional practices. Teachers can work independently with the district program development platform, InnovatEd.

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.