

# Atwater High School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Atwater High School
<b>Street</b>	2201 Fruitland Ave.
<b>City, State, Zip</b>	Atwater, CA 95301
<b>Phone Number</b>	209-325-1200
<b>Principal</b>	Bret Theodozio
<b>Email Address</b>	btheodozio@muhsd.org
<b>School Website</b>	<a href="https://ahs.muhsd.org/atwater-high-school">https://ahs.muhsd.org/atwater-high-school</a>
<b>County-District-School (CDS) Code</b>	24657892430601

## 2021-22 District Contact Information

<b>District Name</b>	Merced Union High School District
<b>Phone Number</b>	209.325.2000
<b>Superintendent</b>	Alan Peterson
<b>Email Address</b>	apeterson@muhsd.org
<b>District Website Address</b>	<a href="http://www.muhsd.org">http://www.muhsd.org</a>

## 2021-22 School Overview

### Principal's Message

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

### AHS School-wide Learner Outcomes 2021-2022

#### 1. WE MAKE OUR COMMUNITY STRONG BY WORKING TOGETHER

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

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

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

#### 2. WE CELEBRATE OUR DIVERSE CULTURES AND PERSPECTIVES

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

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

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

## 2021-22 School Overview

cultures and perspectives leads to valuing the opinions of others.

### 3. WE CREATE CHANGE BY SHARING INNOVATIVE SOLUTIONS

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

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

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

### 4. WE USE OUR IMAGINATIONS TO PURSUE OUR OWN PATHS

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

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

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

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

#### School Description

Atwater High School is one of six comprehensive high schools in the Merced Union High School District. The school is rich in diversity: the multitude of ethnicities, backgrounds, and cultural heritages represented in the student population is a source of strength and learning at the school. Built in the northwest section of the city of Atwater in 1958, it covers 60 acres. AHS receives federal funds (Title 1, Title III) and is one of two comprehensive high schools in Atwater. The significant languages spoken by the student body at AHS are English, Spanish, and Hmong, representing the variety of cultural backgrounds of central California.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	555
Grade 10	532
Grade 11	467
Grade 12	461
Total Enrollment	2,015

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.7
Asian	2.6
Black or African American	1.4
Filipino	0.3
Hispanic or Latino	79
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.6
White	14.8
English Learners	13.2
Foster Youth	0.6
Homeless	4.3
Socioeconomically Disadvantaged	79
Students with Disabilities	10.9

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Main textbooks utilized within the district are listed below.

Year and month in which the data were collected

2021, January

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 9 - 11: California Collections, Houghton, Mifflin, Harcourt (HMH) 2017 Grade 12: ERWC Grades 9-12: Edge A - C, Hampton Brown 2009 (Adopted 2010) Grades 9-12: Measuring Up, Peoples Education 2007 (Adopted 2008) Grade 11: AP English Language NA Grade 12: AP English Literature Thomson Perrine's Literature Grade 12: Film Composition & Literature Novels	Yes	0.0
<b>Mathematics</b>	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) 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) AP Calculus BC Brooks/Cole Calculus (Adopted 2016) AP Statistics Freeman Practices of Statistics & Prentice Hall Stats: Modeling the World (Adopted 2016) Statistics & Probabilities Freeman Basic Practices for Statistics (Adopted 2016) Financial Algebra Cengage Financial Algebra (Adopted 2016)	Yes	0.0
<b>Science</b>	Prentice-Hall Science Explorer Life Science 2009 Prentice-Hall Biology 2002 Pearson Campbell Biology AP 2014	Yes	0.0

	Holt Modern Earth Science 2002 Addison Wesley Chemistry 2002 Prentice-Hall Chemistry: The Central Science 2014 Glencoe Physics: Principles and Problems 2002 Wiley & Sons Physics 2015 Holt Environmental Science 2006 Cengage Living in the Environment 2015 Elsevier/Mosby The Human Body in Health 2014 Delmar Introduction to Veterinary Science 2005 Cengage Forensic Science: Fundamentals 2012 Cengage Veterinary Anatomy & Physiology 2011 Cengage Introduction to Veterinary Science 2005 Thomson Introductory Horticulture 2007 UCAL History of the Sierra Nevada 2007 Cengage: Forensic Science Advanced Investigations 2016		
<b>History-Social Science</b>	Economics Principles in Action Prentice Hall 2007 (Adopted 2007) IMPACT California Social Studies: Principles of American Democracy. McGraw Hill 2019 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) World History the Modern World 2007 World Geography, Prentice Hall 2005 (Adopted 2006) Freshman Seminar Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History	Yes	0.0
<b>Foreign Language</b>	Grades 9-12: Asi Se Dice 1, 2016 Grades 9-12: Asi Se Dice 2, 2016 Grades 9-12: Asi Se Dice 3, 2016 Grades 9-12: El Espanol Para Nosotros 1, 2014 Grades 9-12: El Espanol Para Nosotros 2, 2014 AP Spanish Language - McDougal Abriendo Puertas Tomo 1-2 (2003)	Yes	0.0
<b>Health</b>	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
<b>Visual and Performing Arts</b>	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2)	Yes	
<b>Science Laboratory Equipment</b> (grades 9-12)	All science textbooks and lab equipment at AHS are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards aligned textbooks and instructional materials. AHS provides an adequate supply of lab equipment for its students.	Yes	0.0

## School Facility Conditions and Planned Improvements

Atwater High School, originally established in 1958, is currently comprised of 74 classrooms (including portables), a cafeteria, two staff lounges/workrooms, a library/media center, three computer labs, six science labs, two gymnasiums, the administrative office, two soccer fields, two baseball diamonds, and two softball diamonds. In the 2009-10 school year renovations included AG/IT Building and three remodeled shops and three classrooms. In November of 2017 the new gym was completed.

The school is inspected annually by the fire marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority.

### Cleaning Process

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

### Maintenance & Repair

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

### Deferred Maintenance Budget

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

### Year and month of the most recent FIT report

September 22, 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			120: Discolored ceiling tiles 124: Discolored ceiling tiles 126: Discolored ceiling tiles 129: Hallway- discolored ceiling tiles 204: Discolored ceiling tiles 205: Discolored ceiling tiles 312: Missing trim on ceiling 314: no EVAC plan 318: no EVAC plan 509: torn wallpaper 511: torn wallpaper 525: no EVAC plan 609: Discolored ceiling tiles SHOP 2: Discolored ceiling tiles Girls Locker Room: Missing trim on counters Fitness Lab: Missing light covers Gymnastics Room: Holes in walls

## School Facility Conditions and Planned Improvements

				Weight Room #1: Damaged wall tiles, no EVAC plan Weight Room #2: Discolored ceiling tiles, no EVAC plan Wrestling Room: Damaged wall tile, no panic bar on door Dance Room: Damaged wall tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Athletic Fields: uneven surface, squirrel and gopher holes
<b>Electrical</b>	X			605: no cover on electrical socket Gymnastics Room: no cover on light switch
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Stadium Track/Field: track pulling away from the edges Tennis Courts: cracks and gaps on the playing surfaces
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			201-207: chipped concrete in front of 201 202-208: chipped concrete in front of 202 301-305: chipped concrete in front of 301 311-315: concrete missing in front of 315 and 311 121-127: concrete missing in front of 127

## Overall Facility Rate

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 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	453	415	91.61	8.39	50.86
<b>Female</b>	214	199	92.99	7.01	58.25
<b>Male</b>	238	216	90.76	9.24	44.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	13	92.86	7.14	53.85
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	339	313	92.33	7.67	48.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	77	67	87.01	12.99	63.64
<b>English Learners</b>	52	47	90.38	9.62	11.36
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	48	40	83.33	16.67	26.32
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	177	161	90.96	9.04	40.38
<b>Students Receiving Migrant Education Services</b>	13	10	76.92	23.08	--
<b>Students with Disabilities</b>	46	34	73.91	26.09	9.09

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	455	418	91.87	8.13	18.75
Female	215	199	92.56	7.44	17.17
Male	239	219	91.63	8.37	20.18
American Indian or Alaska Native	--	--	--	--	--
Asian	14	13	92.86	7.14	7.69
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	340	315	92.65	7.35	18.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	78	68	87.18	12.82	17.65
English Learners	52	48	92.31	7.69	0.00
Foster Youth	--	--	--	--	--
Homeless	48	42	87.50	12.50	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	178	164	92.13	7.87	13.50
Students Receiving Migrant Education Services	13	10	76.92	23.08	--
Students with Disabilities	46	35	76.09	23.91	2.86

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA

American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA

Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA

Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA

English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA

<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	19.21	N/A	20.63	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	871	794	91.16	8.84	19.21
<b>Female</b>	452	411	90.93	9.07	18.67
<b>Male</b>	419	383	91.41	8.59	19.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	24	22	91.67	8.33	27.27
<b>Black or African American</b>	17	14	82.35	17.65	14.29
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	672	618	91.96	8.04	15.82
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	132	117	88.64	11.36	35.09
<b>English Learners</b>	96	88	91.67	8.33	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	88	74	84.09	15.91	11.11
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	345	304	88.12	11.88	15.38
<b>Students Receiving Migrant Education Services</b>	34	28	82.35	17.65	0.00
<b>Students with Disabilities</b>	65	51	78.46	21.54	0.00

## 2020-21 Career Technical Education Programs

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

### INDUSTRY SECTORS

Agriculture & Natural Resources

#### PATHWAY

Ag Mechanics Small Engines

Ag Mechanics Welding

Ag Mechanics Wood

Animal Science

Agri-Science

Agri-Business

Ornamental Horticulture

### INTRODUCTION COURSES

Ag Shop Skills

Explorations in Ag

### CONCENTRATION COURSES

Small Engines

Welding Tech 1

Ag Wood

Animal Anatomy & Physiology

Integrated Ag Biology

Ag Gov/Ag Econ

Ag Leadership & Technology

Floral Design 1

### CAPSTONE COURSES

Advanced Small Engines

Welding Tech 2

Equip Const 1

Equip Const 2

Ag Wood 2

Ag Wood 3

Vet Science

Ag & Soil Chemistry

Internships in Ag

Floral Design 2

Environmental Horticulture

Turfgrass & Sportsfield Management

### INDUSTRY SECTORS

Information & Communication Technology

Education & Child Development

#### PATHWAY

Software & Systems Development

Information Support & Services

Software & Systems Development

Education

Child Development

### INTRODUCTION COURSES

Intro to Computer Science & Javascript

Child Development

Child Development

### CONCENTRATION

Robotics 1 ++

Intro to Cyber Security

Programming

Health & Family Living

### CAPSTONE COURSES

Robotics 2 ++

## 2020-21 Career Technical Education Programs

Information Technology Essentials  
Programming 2  
AP Computer Science Principles  
AP Computer Science A  
Careers in Education  
Careers with Infants & Toddlers 1  
Careers with Infants & Toddlers 2

### INDUSTRY SECTORS

Art, Media & Entertainment  
Business & Finance

### PATHWAY

Graphic Design  
Performing Arts  
Visual and Commercial Arts  
Visual and Commercial Arts/Photo  
Film & Video Production

Financial Services

### INTRODUCTION

Computer Graphics 1  
Theater 1  
Elements of Art & Design

### CONCENTRATION

Computer Graphics 2  
Theater 2  
Principles of Art & Design 2  
Photography 1  
Film 1

Computer Applications 1

### CAPSTONE

Computer Graphics 3  
Yearbook Design & Publication  
Theater 3  
Theater 4  
Art & Design 3  
Photography 2  
Photography 3  
Film 2  
Computer Applications 2

### INDUSTRY SECTORS

Building & Construction Trades  
Transportation  
Marketing, Sales, & Services  
Health Science & Medical Terminology

### PATHWAY

Residential & Commercial Construction  
System Diagnostics, Service, & Repair  
Marketing

Forensic Science  
Patient Care

### INTRODUCTION

Const Trades 1  
Diesel 1  
Intro to Marketing  
Biology and Community Health  
Biology and Community Health

### CONCENTRATION

Const Trades 2  
Diesel 2

## 2020-21 Career Technical Education Programs

Sports & Entertainment Marketing  
Forensic Biology ++  
Intro to Health Careers ++  
Sports Medicine ++  
CAPSTONE  
Const Trades 3  
Const Trades 4  
Diesel 3  
Diesel 4  
Virtual Enterprise  
Careers in Marketing & Business  
Forensic Biology 2  
Med Tech 1

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

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

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

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

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

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

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

Ed Palomino, West Air Gas  
Breanne Ramos, Merced Farm Bureau  
Jay Sousa, Photographer  
Gwen Hagaman, Marketing Consultant  
Kathleen Lassle, Program Compliance Manager for Webcor Builders

## 2020-21 Career Technical Education Programs

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 3 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  
 Sara Hill & Robyn Donovan, El Capitan Hotel (JDVHotels)  
 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  
 Barbara Tanzillo, Community Member  
 Michelle Symes, MCOE Director of Student Support  
 Lily Pulido, CTE Pathway Coordinator  
 Greg Soto, Dean of Student Services  
 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

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,917
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	50

## 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.85
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	35.06

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

## 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.

#### 2021-22 Opportunities for Parental Involvement

Atwater High School parents participate in a variety of Booster Clubs that support different student activities, such as band, athletics and agriculture. Additional avenues of opportunity for parents include: School Site Council, Ag Advisory Committee, and English Learner Advisory Committee (ELAC).

This is the 12th year Atwater High School has had a Parent Resource Center available to both students and parents. The Parent Resource Center can be used by parents in many different ways including but not limited to: meeting with counselors, accessing the internet, checking student's grades or employing the use of our community liaisons for interpretation purposes.

AHS hosts Parent Resource Nights (PRN) every month. This monthly event allows parents an opportunity to learn about the programs available on campus. Topics for PRN include: graduation requirements, college entrance, monitoring grades and attendance, counseling services, and parent involvement opportunities.

Parents who wish to participate in Atwater High School's leadership teams, school committees, school activities, or become a volunteer, may contact the main office at (209) 325-1200. The AHS website (<http://www.ahs.muhsd.org/>) also provides a variety of resources and helpful information for parents, students, staff, and the community.

## 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	3.5	1.4	2.0	4.0	3.2	3.7	9.0	8.9	9.4
<b>Graduation Rate</b>	94.9	97.1	96.1	94.2	95.2	94.6	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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>	458	440	96.1
<b>Female</b>	252	245	97.2
<b>Male</b>	206	195	94.7
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	12	11	91.7
<b>Black or African American</b>	11	9	81.8
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	361	348	96.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	63	61	96.8
<b>English Learners</b>	74	65	87.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	29	27	93.1
<b>Socioeconomically Disadvantaged</b>	401	385	96.0
<b>Students Receiving Migrant Education Services</b>	32	27	84.4
<b>Students with Disabilities</b>	46	42	91.3

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2079	2035	1573	77.3
Female	1015	993	753	75.8
Male	1064	1042	820	78.7
American Indian or Alaska Native	14	14	13	92.9
Asian	54	54	39	72.2
Black or African American	35	33	25	75.8
Filipino	6	6	4	66.7
Hispanic or Latino	1631	1596	1253	78.5
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	13	13	9	69.2
White	314	307	221	72.0
English Learners	309	301	242	80.4
Foster Youth	17	14	12	85.7
Homeless	107	101	90	89.1
Socioeconomically Disadvantaged	1652	1612	1277	79.2
Students Receiving Migrant Education Services	100	95	77	81.1
Students with Disabilities	235	228	181	79.4

## 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.81	0.58	3.43	0.34	3.47	0.20
<b>Expulsions</b>	0.10	0.10	0.46	0.03	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.53	2.26	2.45
<b>Expulsions</b>	0.20	0.57	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.58	0.10
<b>Female</b>	0.59	0.10
<b>Male</b>	0.56	0.09
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.49	0.06
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.27	0.32
<b>English Learners</b>	0.32	0.00
<b>Foster Youth</b>	5.88	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.73	0.12
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.85	0.00

## 2021-22 School Safety Plan

One of Atwater High School's main concerns is the safety of students and staff. The campus is properly supervised before and after school, and during breaks by campus liaisons, the school resource officer, administrators and teachers. Atwater High School has 36 cameras, overhead eave lighting, and roof bullhorn lighting has been installed around the perimeter of the campus.

All visitors must sign in at the Counseling Office and be approved by an administrator in order to receive proper authorization to be on the campus. Visitors are asked by the school site staff to display their passes at all times. Student visitors are required to obtain prior approval before being allowed on campus at any time during school hours.

The School Site Safety Plan is updated annually by the Site Safety Committee and Student Support Administrator. The Safety Plan was reviewed and updated by the Safety Committee and approved by the School Site Council on October 20, 2021. All revisions are shared immediately with the staff and School Site Council. Key elements of the safety plan include annual safety goals, mandated policies and procedures, and emergency readiness training (Run - Hide - Fight). The school has implemented the text based Tip411 tip line for students, staff and concerned citizens who hear of potential safety issues. All school-site administrators and campus liaisons carry two-way radios in order to keep the lines of communication open at all times on campus. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills, including Lock Down, Fire, and Earthquake drills are held twice a year. All staff have been trained how to respond to these emergencies and how to coordinate an evacuation from the school.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	13	23	33
Mathematics	29	8	31	15
Science	29	4	14	14
Social Science	30	5	29	25

## 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	31	14	17	42
Mathematics	31	9	15	29
Science	26	5	15	6
Social Science	30	10	17	35

## 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	28	21	28	32
Mathematics	28	14	23	26
Science	28	4	12	10
Social Science	32	4	23	34

## 2020-21 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	335.8

## 2020-21 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)	6
Library Media Teacher (Librarian)	2.4
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0
Other	2.4

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$8,668,10	\$880.34	\$7,787.75	\$72,414.79
District	N/A	N/A	\$11,815	\$82,189
Percent Difference - School Site and District	N/A	N/A	-41.1	-12.6
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-8.1	-24.1

## 2020-21 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:

- Local Control Funding Formula (LCFF Supplemental)
- Title I, Part A - Basic Grant
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Part A - Limited English Proficiency (LEP)
- Title IV - Safe & Drug Free Schools & Communities (SDFSC)
- Title V - Innovative Programs

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$54,687
Mid-Range Teacher Salary	\$82,164	\$92,222
Highest Teacher Salary	\$105,121	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$144,903	\$162,322
Superintendent Salary	\$206,468	\$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	8.2
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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	3
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	2
Social Science	1
Total AP Courses Offered	11

## Professional Development

### The AHS Instructional Plan 2020-23

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

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

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

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

#### Core Value - Believe All Students Can Learn

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

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

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

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

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

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

#### Core Value - Teach Soft Skills

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

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

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

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

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

#### Core Value - Create Learning Experiences

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

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

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

#### Core Value - Plan for ALL Students

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

## Professional Development

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

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

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

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

# Merced Union High School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

District Name	Merced Union High School District
Phone Number	209.325.2000
Superintendent	Alan Peterson

<b>Email Address</b>	apeterson@muhsd.org
<b>District Website Address</b>	<a href="http://www.muhsd.org">http://www.muhsd.org</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	2695	2417	89.68	10.32	46.07
<b>Female</b>	1330	1205	90.60	9.40	53.06
<b>Male</b>	1364	1212	88.86	11.14	39.13
<b>American Indian or Alaska Native</b>	13	12	92.31	7.69	33.33
<b>Asian</b>	233	222	95.28	4.72	63.06
<b>Black or African American</b>	114	91	79.82	20.18	32.22
<b>Filipino</b>	19	18	94.74	5.26	77.78
<b>Hispanic or Latino</b>	1882	1691	89.85	10.15	41.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	24	85.71	14.29	47.83
<b>White</b>	398	352	88.44	11.56	60.29
<b>English Learners</b>	232	191	82.33	17.67	10.11
<b>Foster Youth</b>	19	11	57.89	42.11	27.27
<b>Homeless</b>	312	272	87.18	12.82	31.58
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1106	950	85.90	14.10	35.61
<b>Students Receiving Migrant Education Services</b>	63	49	77.78	22.22	27.08
<b>Students with Disabilities</b>	289	228	78.89	21.11	10.22

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2695	2421	89.83	10.17	19.86
Female	1329	1200	90.29	9.71	20.47
Male	1365	1221	89.45	10.55	19.26
American Indian or Alaska Native	13	12	92.31	7.69	8.33
Asian	233	223	95.71	4.29	30.18
Black or African American	114	93	81.58	18.42	11.11
Filipino	19	16	84.21	15.79	62.50
Hispanic or Latino	1882	1690	89.80	10.20	16.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	24	85.71	14.29	30.43
White	398	356	89.45		28.17
English Learners	232	187	80.60	19.40	2.19
Foster Youth	19	12	63.16	36.84	8.33
Homeless	312	270	86.54	13.46	12.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1106	948	85.71	14.29	12.57
Students Receiving Migrant Education Services	63	47	74.60	25.40	6.38
Students with Disabilities	290	228	78.62	21.38	2.64

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA

					Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level

\*At or above the grade-level standard in the context of the local assessment administered.