

# Atwater High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<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>	Torrin Johnson
<b>E-mail Address</b>	tjohnson@muhsd.org
<b>Web Site</b>	<a href="http://ahs.muhsd.org/atwater-high-school">http://ahs.muhsd.org/atwater-high-school</a>
<b>CDS Code</b>	24657892430601

<b>District Contact Information</b>	
<b>District Name</b>	Merced Union High School District
<b>Phone Number</b>	209.385.6412
<b>Superintendent</b>	Alan Peterson
<b>E-mail Address</b>	apeterson@muhsd.org
<b>Web Site</b>	<a href="http://www.muhsd.org">http://www.muhsd.org</a>

## School Description and Mission Statement (School Year 2018-19)

### 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 4 SLO's on their futures.

### AHS Schoolwide Learner Outcomes 18.19

#### 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 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 involving messy data to encourage quick thinking and improvisation during learning activities, etc.

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 has a permanent capacity of 1800 students. AHS receives federal funds (Title I, 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.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	506
Grade 10	426
Grade 11	502
Grade 12	392
<b>Total Enrollment</b>	<b>1,826</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.7
Asian	2.8
Filipino	0.5
Hispanic or Latino	75.1
Native Hawaiian or Pacific Islander	0.4
White	18.4
Socioeconomically Disadvantaged	84.0
English Learners	9.2
Students with Disabilities	5.2
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	78.2	80	80	470
Without Full Credential	8	5	7	50
Teaching Outside Subject Area of Competence (with full credential)	7	12	15	87

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	7	12	15
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 2019, January

Pursuant to the settlement of Williams vs. the State of California, Merced Union High School District thoroughly inspected each of its school sites at the start of 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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: High Point, Hampton Brown 2001 (Adopted 2007) Grades 9-12: Measuring Up, Peoples Education 2007 (Adopted 2008) Grade 12: Thomas Learning - 2007 (Adopted) Grade 11: VHPS 2007 (Adopted) Grade 9-10: Xtreme Reading, Strategic Learning Center 2009 (Adopted 2009) (GVHS 9-11) Grades 9-12: Holt 2004 (Adopted)	Yes	0.0
Mathematics	Grades 9-12: Integrated Math 1 - 3, Houghton, Mifflin, Harcourt (HMH) 2015 Grades 9-12: Algebra 2, McDougal/Littell 2007 (Adopted 2008) Grades 10-12: Geometry, McDougal/Littell 2007 (Adopted 2008) Grades 11-12: Prentice Hall 2007 (Adopted)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Grades 11-12: Measuring Up, Peoples Education 2008 (Adopted) Grade 12: Preparing for College Mathematics, Pearson Custom Publishing 2009 (Adopted 2009) Grade 9: Algebra Readiness, McDougal/Littell 2008 (Adopted 2009) Grade 9-12: Algebra 1, Prentice Hall 2001 (Adopted 2005) PreCalculus ( & H) - Larson & Hostetler Precalculus with Limits (2013) AP Calculus AB - HMH Calculus of a Single Variable (2010) AP Statistics - Freeman Practices of Statistics (2015) Statistics & Probabilities - Freeman Basic Practices for Statistics (2013) Financial Algebra - Cengage Financial Algebra (2014)		
<b>Science</b>	Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008) Grade 10: Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Grade 9-12: Biology, Pearson Education 2002 (Adopted 2002) Grade 10-12: Chemistry, Pearson Education 2002 (Adopted 2002) Grade 9-12: Modern Earth Science, Holt 2002 (Adopted 2002) Grade 10-12: Physics: Principles and Problems, Glencoe 2002 (Adopted 2002) AP Biology - Pearson Campbell Biology AP (2014) AP Chemistry - Prentice Hall Chemistry: The Central Science (2014) Anatomy & Physiology - Elsevier/Mosby The Human Body in Health (2014) Animal Anatomy & Physiology - Delmar Introduction to Veterinary Science (2005)	Yes	0.0
<b>History-Social Science</b>	Grade 12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007) Grade 9: Odysseyware Online course Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Grade 12: Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007) Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007) Grade 12: Magruder's American Government, Prentice Hall 1999 (Adopted 1999) Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 1999 Grade 10: World History the Modern World 2007 Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)		
<b>Foreign Language</b>	Grades 9-12: Santillana USA 2007 (Adopted 2007) Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Grades 9-12: Buen Viaje, Glencoe/McGraw Hill 2003 (Adopted) 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) (AHS, BCHS, GVHS, MHS)	Yes	
<b>Science Laboratory Equipment (grades 9-12)</b>	All textbooks 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 (Most Recent Year)

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 Principal works daily with eight 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.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: November 5, 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	104: Discolored ceiling tiles 108: Discolored ceiling tiles 121: Discolored ceiling tiles 126: Discolored ceiling tiles 127: Discolored ceiling tiles 201: Discolored ceiling tiles 203: Discolored ceiling tiles 204: Discolored ceiling tiles 205: Discolored ceiling tiles 206: Discolored ceiling tiles 207: Discolored ceiling tiles 300 Boys' Restroom: Peeling paint on ceiling 301: Discolored ceiling tile 302: Hole in the wall by paper towel holder 303: Discolored ceiling tile 304: Discolored ceiling tile 305: Discolored ceiling tile 312: Broken floor tiles 401: Discolored ceiling tile 403: Discolored ceiling tile 405: Discolored ceiling tile 509: Wall paper torn 511: Wall paper torn 521: Carpet pulling apart 525: Discolored ceiling tile 604: Wall paper torn 606: Missing baseboard and torn wall paper 608: Missing outlet cover and torn wall paper 609: Discolored ceiling tile and torn wall paper SHOP 2: Discolored ceiling tile SHOP 4: Discolored ceiling tile in classroom

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 5, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Counseling Office: Floor tile in entrance broken or missing Dance Room: Broken wall tiles Weight Room 1: Broken wall tile Weight Room 2: Broken wall tile Wrestling Room: Broken wall tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Athletic Fields: Uneven playing surfaces Squirrel and gopher holes throughout
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Athletic Fields: Uneven playing surfaces Squirrel and gopher holes throughout Parking Lots: Uneven walkways teacher parking lot Stadium Track/Field: Track pulling away from the edges, worn areas, etc.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 5, 2018	
Overall Rating	Good



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	50.0	47.0	50.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	21.0	17.0	21.0	19.0	37.0	38.0

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

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	487	473	97.13	46.51
Male	243	236	97.12	36.44
Female	244	237	97.13	56.54
Black or African American	12	12	100.00	41.67
American Indian or Alaska Native	--	--	--	--
Asian	21	20	95.24	70.00
Filipino	--	--	--	--
Hispanic or Latino	355	344	96.90	43.02
White	90	88	97.78	53.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	405	391	96.54	43.99
English Learners	93	87	93.55	11.49
Students with Disabilities	56	54	96.43	9.26
Students Receiving Migrant Education Services	16	15	93.75	20.00
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	487	471	96.71	17.41
Male	243	234	96.3	14.96
Female	244	237	97.13	19.83
Black or African American	12	11	91.67	18.18
American Indian or Alaska Native	--	--	--	--
Asian	21	20	95.24	20
Filipino	--	--	--	--
Hispanic or Latino	355	344	96.9	15.7
White	90	87	96.67	22.99
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	405	393	97.04	13.99
English Learners	93	85	91.4	3.53
Students with Disabilities	56	52	92.86	1.92
Students Receiving Migrant Education Services	16	14	87.5	7.14
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### Career Technical Education Programs (School Year 2017-18)

Atwater High School utilizes the Merced County Office of Education's Regional Occupational Program (ROP) and offered 46 ROP and CTE sections on site, as well as providing students access to various ROP courses throughout the county. The ROP courses offered are: Creative Design and Merchandising I/II, Business Occupations and Technology I/II, Working Professional, Art Animation I/II, Marketing Occupations I/II, Internships in Agriculture I/II, Environmental Horticulture, Art History of Floral Design, Foundations in Education, Medical Occupations, Veterinary Science, and Automotive Services I/II.

Career Technical Education courses offered onsite include: Adv/Small Engines, Ag Leadership, Ag Earth Science, Ag Welding Technology I/II, Child Development, Clothing & Textiles I/II/III, Computer Programming I/II, Computer Keyboarding, Digital Media Production, Environmental Ag Science, Equipment Construction, Foods & Nutrition, Life Skills, Photography I/II, Theater Art 1-4, Welding Ag Shop Skills, Woodshop I/II/III.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	1016
% of pupils completing a CTE program and earning a high school diploma	42.3%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	72%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	42.5

### 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.0	25.2	22.3

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 school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

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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 8th 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.

Each semester AHS offers a nine-week Family Leadership course for parents. Course topics include positive parenting, creating confident kids, communication that works, boundaries and behaviors, discipline and consequences, parent involvement, and promoting academic success.

Every Tuesday morning, the PRN hosts a parent workshop called Health, Education, and a Little Coffee. This group is a talking circle facilitated by a Livingston Community Health outreach worker. Topics are related to healthy body and mind.

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) 357-6013. The AHS website (<http://www.ahs.muhsd.org/>) also provides a variety of resources and helpful information for parents, students, staff, 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	2.3	4.0	2.4	6.4	6.1	5.6	10.7	9.7	9.1
Graduation Rate	95.1	93.4	96.1	90.3	91.1	91.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	87.5	89.5	88.7
Black or African American	80.0	84.0	82.2
American Indian or Alaska Native	0.0	62.5	82.8
Asian	81.8	93.5	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	89.0	89.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	84.2	89.8	92.1
Two or More Races	100.0	96.8	91.2
Socioeconomically Disadvantaged	89.3	88.3	88.6
English Learners	36.4	49.0	56.7
Students with Disabilities	46.4	58.0	67.1
Foster Youth	100.0	95.2	74.1

**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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.7	1.7	2.0	6.3	4.6	5.0	3.7	3.7	3.5
Expulsions	0.4	0.4	0.4	0.8	0.5	0.3	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

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 resource officer, administrators and teachers. Atwater High School has 32 cameras. Overhead lighting has also been installed throughout most of the school.

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 to be 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. 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 texted based Tip411 tip line for students, staff and concerned citizens who hear of a potential safety issue. 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 has been trained in how to respond to these emergencies and trained in how to coordinate an evacuation from the school.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16				2016-17				2017-18			
	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	31.0	14	9	45	30.0	9	33	27	30.0	7	26	33
Mathematics	30.0	5	27	21	30.0	5	27	22	30.0	8	19	27
Science	27.0	11	19	7	28.0	4	24	9	28.0	5	15	13
Social Science	33.0	4	9	33	28.0	12	16	22	28.0	9	19	19

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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	450
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	1	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8665.97	\$1,570.27	\$7,095.71	\$87,517.82
District	N/A	N/A	\$4,952	\$75,411
Percent Difference: School Site and District	N/A	N/A	35.6	0.1
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	7.6	5.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

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

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,890	\$50,747
Mid-Range Teacher Salary	\$75,562	\$86,127
Highest Teacher Salary	\$96,674	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$130,323	\$150,286
Superintendent Salary	\$182,516	\$238,058
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

## Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	2	N/A
All courses	13	13.8

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)

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Professional development opportunities at the site level generally focused around technology integration and teaching strategies for the Common Core State Standards. All staff were trained in technology integration through a variety of formats: flipped/traditional, voluntary/mandatory during the school day. The format and timeline for training was adapted to suit the needs of individual teachers.

Super Tuesday: All teachers observed an CCSS Leadership Team Member teach a Common Core Aligned Lesson. Teachers then developed and taught their own Common Core Lesson.

### AHS Instructional Ninja

This program was created at the site level as a professional development program to prepare teachers for the district's 1:1 initiative. The AHS Instructional Ninja Institute was developed and implemented by the site Instructional Coach and teacher librarian. Teachers voluntarily participated in one of seven cohorts that ran during the Summer, Fall, or Winter months. The program had three major goals:

For teachers to create a strong online presence through the development of a teacher website and by integrating Google Apps, Screencasting and YouTube into their instructional practice.

To develop instructional strategies that incorporate Web 2.0 tools to enhance instruction.

To develop teachers' technology troubleshooting and behavioral management skills to avoid common pitfalls encountered in 1:1 learning environments.

The program's flipped model required teachers to complete a series of 15 modules and pass the assessments within the modules at 80% or higher. The 15 modules were organized into 3 strands focusing on the following areas:

- Technology Proficiency
- Instructional Norms in a 1:1 Learning Environment
- Management and Best Practices

At the culmination of the 15 modules, each cohort participated in a series of three live meeting dates where they presented culminating performance tasks that exemplified the skills learned in each of the three strands. Participants provided feedback to their peers on these performance tasks, facilitated by a rubric.

Remaining staff who did not participate in the voluntary institute cohorts completed comparable training during a series of 3 school days in May. This training followed a more traditional, direct instruction model.

### Tech Tuesdays

The school's Instructional Technology Leadership Team provided staff with a series of bimonthly technology training sessions known as "Tech Tuesdays". These training sessions were offered on a voluntary basis before school, after school and on prep periods two Tuesdays per month. Each training focused on a specific instructional technology tool including the following:

- Gmail and Google Organization (beginner and advanced)
- Kahoot!
- Using Google Forms for Closure
- Fakebook
- Google Classroom
- Newsela
- Annotation Using Awesome Screenshot
- Checking for Understanding with Technology
- Doctopus
- Educanon

### Common Core Site-Wide Strategies

The Common Core Leadership Team facilitated a series of site-wide trainings in instructional strategies geared towards teaching the Common Core State Standards. These trainings took place within department-level groups and instructed staff in the following best practices:

- Rigor
- ABC Paragraph
- Close Reading



This initiative is a continuation of work begun the previous year. Strategies taught and implemented site-wide in the 2012-2013 school year include the following:

- Annotation
- Explicit Vocabulary Instruction (Frayer Model)
- Compare and Contrast (Top Hat)

Professional development opportunities are provided on site, at the district level, and via outside conferences and workshops. Allocations for professional development are budgeted in the AHS School Plan for Student Achievement.

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. Topics for this cohort of teachers includes but is not limited to:

- Engaging Students in Learning
- Effective Environments
- Organizing Subject Matter
- Planning Instruction
- Assessing Learning
- Developing as a Professional

### **2017-2018**

Staff development efforts have targeted the values, goals, and initiatives included in our WASC Schoolwide Action Plan and the MUHSD Instruction 2020 Plan. AHS hosted on-site mandatory full-day trainings on the topics of the Four C's of 21st Century Learning, Increasing Rigor, Blended Learning, Growth Mindset, and Universal Design for Learning. AHS hosted voluntary half-days on Breakout EDU, Hyper Docs, and Authentic Assessment. Schoolwide collaboration topics included Growth Mindset, ACE Overcomers, The Effects of Toxic Stress on Academic Success, and Anxiety and Depression.

AHS encourages teachers to stay current in their field and knowledgeable about innovations in instruction. Many of our teachers attended outside conferences and workshops. Teachers attended The CUE Conference (Technology Integration), AP Seminars, AVID Institute, Rigorous Project-based Learning, Merced County Office of Education Workshops on Multiple Tiered Systems of Supports and Universal Design for Learning, the California Association of Bilingual Educators Conference, and the California Association of School Counselors Conference.

Our teachers have also taken advantage of the professional learning opportunities provided by our district office. A number of teachers attended the Merced Union High School Summer Institute. A great deal of teachers have completed online courses via Canvas as part of the MUHSD InnoVAED program. InnoVAED offerings included all of the applications in Google Suite, Project-based Learning, Innovation, Universal Design for Learning, and the Four C's of Common Core.

### **2018-2019**

During the 2018-2019 academic year at Atwater High School, professional development opportunities have been focused on making marked and observable progress towards our Schoolwide Action Plan Goals (SWAP) and the MUHSD Instruction 2020 initiatives. Specifically, professional development opportunities have been designed to "level-up" on the foundational knowledge that was laid down in professional development during the 2017-2018 academic year.

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. Each core department attended a full day pull-out training that centered on the practical aspects of these themes. Departments were tasked with customizing their professional development day to reflect the specific needs of its teachers with regard to our Schoolwide Action Plan and MUHSD Instruction 2020. Beginning in October 2018, all certificated staff attended monthly general sessions (in lieu of staff meetings) that focused on specific components of our Schoolwide Instructional Initiatives. These sessions included the topics such as creating high interest/high engagement lessons, student voice and choice, living and teaching our Schoolwide 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, 16 teachers who have volunteered to serve as PBL pilots have attended comprehensive on-site PBL training led by an MUHSD PBL expert. These teachers have attended a total of 3 full days of intensive training and planning in preparation for our Spring PBL Showcase event in May 2019. 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.