



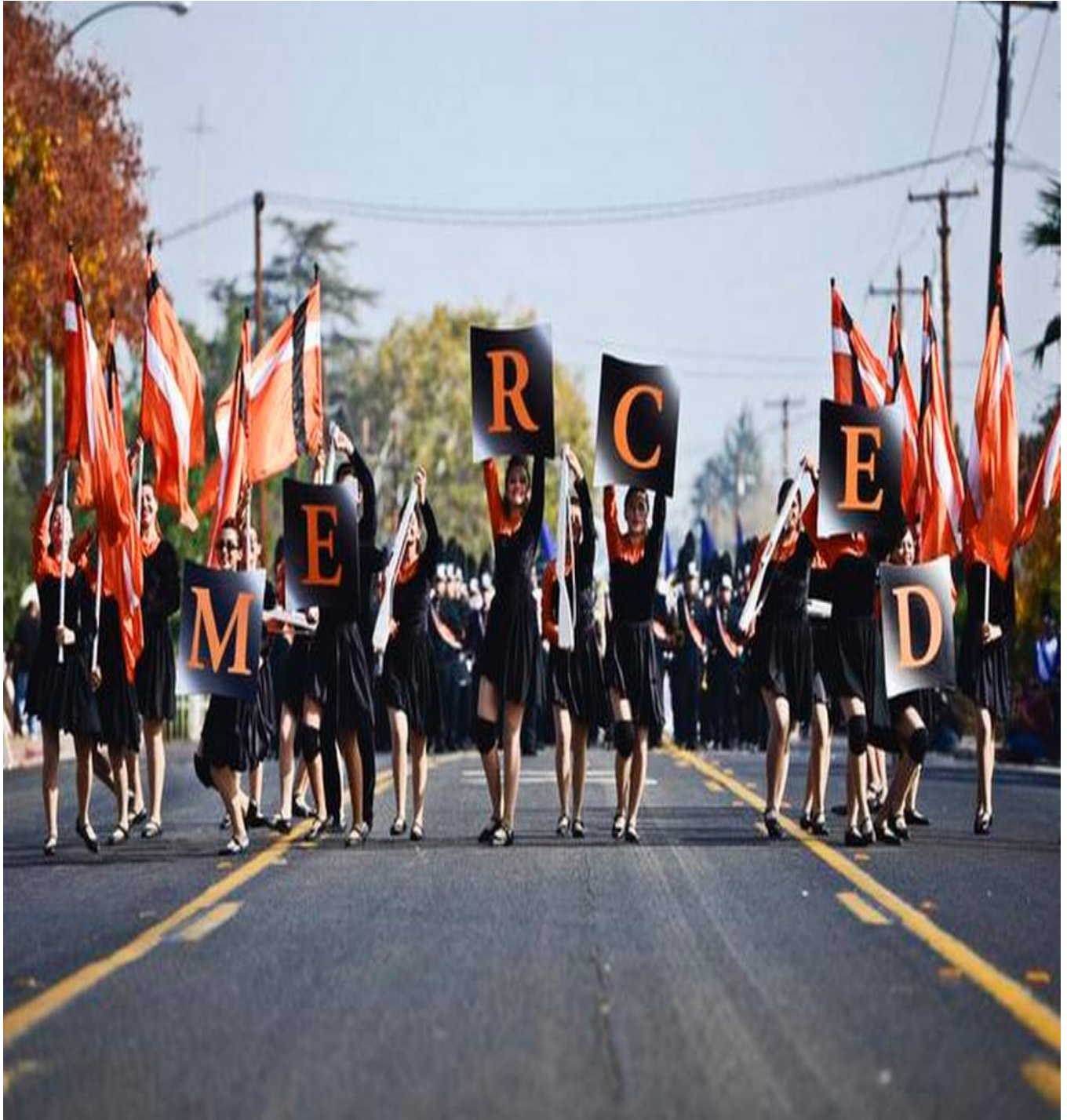
MERCED HIGH SCHOOL SELF-STUDY REPORT

**205 W. Olive Avenue
Merced, CA 95348**

Merced Union High School District

February 5 through February 7, 2018

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition**



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Emily Shelburne, Self Study Coordinator & Math Teacher	Anthony Gonzales, Science Teacher
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Andrew Calzadillas, Culinary Arts Teacher	Abraham Olivares, Associate Principal
Del Camara, Art Teacher	Joel Sebastian, Interim Associate Principal
Andrea DeLeon, ELD Teacher	Kurt Smoot, Counselor
	Keith Tetangco, Science Teacher
	Chris Tufts, Associate Principal
	John Wendel, English Teacher and Instructional Coach

Merced High School Focus Groups

Focus Group A

Organization: Vision & Purpose, Governance, Leadership & Staff, & Resources

Anthony Gonzales, Cohort Leader	Tiffany Abarca, Bookkeeper
John Kane, Cohort Leader and Parent	Lisa Bartlett, School Secretary
Kurt Kollman, Administrator	Betsy Bell, Health Aide
Karla Arganda, World Language Teacher and Parent	Claudia Boehm, Parent and Community Liaison
Regina Cherf, Counselor	Stephanie Cowperthwaite, Campus Liaison
Joseph Gaestal, Business Teacher	Becky Ellington, Administrative Assistant
Seth Gentry, Intervention Center Teacher	Stacey Hughes, Registrar and Parent
Dawn Jester, Math Teacher and Parent	Serena Morgan, Attendance Clerk
Anica Martinez, Special Education Teacher	Alex Muro, Child Welfare and Attendance
Danyelle Morton, English Teacher	Mayte Ramos, Campus Liaison and Parent
Steve Mua, Agriculture Teacher	Barbara Rowe, Data Entry
Hector Nava, PE Teacher	Gina Young, Attendance
Joshua Pedrozo, Social Science Teacher	Rushad Ahmed, Student
Sarah Ratcliff, Art Teacher	Kassidy Sizemore, Student
John Rivero, Math Teacher	Emilie Zuzlewski, Student
Jon Schmid, Band Teacher and Parent	Amy Pellissier, Parent
Denice Weaver, English Teacher	Jon Schaefer, Parent
	Samantha Thompson, Parent



Focus Group B

Standards-Based Student Learning: Curriculum

Andrea DeLeon, Cohort Leader
Emily Shelburne, Cohort Leader
Abraham Olivares, Administrator
Aurora Alamillo, World Language Teacher
Stephen Eccles, Science Teacher
Joel Dickson, Counselor
Samantha Downey, Science Teacher
Lindsay Gentry, AVID Teacher
Timothy Hagerman, Math Teacher and Parent
Victor Jimenez, Math Teacher

Maureen Johnson, Social Sciences
Gary Maxwell, Industrial Technology Teacher
Kassie Mua, English Teacher
Justin Parle, Art Teacher
Mishia Rivas-Wakefield, SPED Teacher and Parent
Karen Sizemore, English Teacher and Parent
Shelly Stover, Special Education Teacher
Carolyn Brewer, Library Technician
Remedios Lopez, Student

Focus Group C

Standards-Based Student Learning: Instruction

Andrew Calzadillas, Cohort Leader and Parent
Ellen Chiesa, Cohort Leader and Parent
Jannette McAuley, Administrator
Mark Abejuela, Math Teacher
Lorena Alvarez, World Language Teacher
Gilbert Arenivaz, Special Education Teacher
Kyle Besecker, Science Teacher
Lauren Elliott, Agriculture Teacher
James Holland, Social Science Teacher
John Long, English Teacher

Luke Marvulli, Math Teacher
Laurie McLaughlin, Science Teacher
Jacob Meneley, Social Science Teacher and Parent
Susan Mikkelsen, Teacher Librarian
Susan Odishoo, Counselor and Parent
Clayton Schneider, Special Education Teacher
Catherine White, Business Teacher
Yvette Munoz, Information Technology Technician
Art Solis, Special Education Para
Sher Xiong, Campus Liaison



Focus Group D

Standards-Based Student Learning: Assessment and Accountability

Kurt Smoot, Cohort Leader	Kit Grattan, PE Teacher
John Wendel, Cohort Leader and Parent	Allison Jones-Norton, English Teacher
Chris Tufts, Administrator	Justin Kenny, Special Education Teacher
Jorge Aguayo, Math Teacher	Ted Nickles, PE Teacher
Marisela Aguilar, World Language Teacher	Yer Lawson, Science Teacher
Amy Balmanno, School Psychologist	Rob Scheidt, Social Science Teacher
Linda Clinton, Agriculture Teacher	Lucille Briggs, Special Education Para
Craig Deal, Social Science Teacher and Parent	Carol Tippett, Guidance Technician
Steve DiSalvo, Social Science Teacher	Maralize Carreon, Student
Cesar Flores, Math Teacher	Ethan Kolb, Student
Gary Graham, Science Teacher and Parent	

Focus Group E

School Culture and Support for Student Personal and Academic Growth

Del Camara, 2017-18 Cohort Leader	Richard Sandoval, Social Science Teacher
Lindsay Gentry, 2016-17 Cohort Leader	Selenni Valenzuela, English Teacher
Keith Tetangco, Cohort Leader	Jason Verrinder, SPED Teacher and Parent
Joel Sebastian, Administrator	Erin Williams, English Teacher
Haydee Arreola-Tovar, Activities Director	Christine Bubenchik, SBO Secretary
Lisa Benson, ROP Instructor and Parent	Mayala Delgado, ELD Para
Nicole Cecil, Agriculture Teacher	Lori Isenhardt, Special Education Para
Cindy Davis, Crisis Counselor	David Johnston, Campus Liaison
Val Fogelberg, Social Science Teacher	Emily Lamere, Special Education Para
Paul Hogue, Athletic Director	Paul Scoggins, Campus Liaison and Parent
Stephen Jones, Math Teacher	Debbie Speers, Campus Liaison
Bart McAfee, PE Teacher	Ter Yang, School Nurse
Tamara McNamara, PE Teacher	Rebekah Friedman, Student
Tammie Meyer, Family Consumer Science Teacher and Parent	Paul Chambers, Parent
Alejo Miramontes, ELD Teacher	Annette Garcia, Parent



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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
3. **The analysis of data about students and student achievement**
4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

Welcome to Merced High School - The Home of Scholars and Champions. The entire Merced High School community is pleased to share this comprehensive self-study report and proud of the accomplishments outlined within.

The WASC/CDE Self-Study process began in 2015, and included all stakeholders more thoroughly starting in the 2016-17 school year. Teachers, classified staff, parents, students, administrators, community members and district office personnel have contributed and have been involved in input for our self-study.

In the last six years since our full WASC report in 2011-12, Merced High School has undergone a continual transition in administration. Even though administration has changed through the years, the MHS staff has still been "Bear STRONG". WASC tasks and timelines continued through the last few years as administrators passed on their responsibilities.

In 2015, the Bear STRONG posture was developed by the administrators and staff. Our school culture has embraced the Bear STRONG commitment, and it has recently been adopted as our new schoolwide learning outcomes. The current administration approached our spirited leadership class in developing a more modernized and student friendly Bear STRONG. Leadership took the lead and surveyed the student body. With the collaboration of students and staff, all MHS students will leave our campus Bear STRONG.

WASC Cohort/Focus Groups began in the 2016-17 school year. Our Instructional Leadership Team leaders took on the role as facilitators to each group. Cohorts began reviewing our mission, vision, and schoolwide learning outcomes. With participation of classified and certificated staff, the School Site Council, the student body, and input from parents and community members at our LCAP meetings, MHS made adjustments to represent our current student population.



The majority of the work that involved chapter three, sections A through E, began in the spring semester of 2017. WASC Cohorts that were made up of teachers, counselors, classified staff, and administrators addressed the findings and supporting evidence in these sections. This continued into this school year, working with students, parents and community members at our LCAP, SSC, ELAC, Safety, and cohort meetings.

WASC surveys were given to parents, students and staff in the early fall of 2017. WASC Cohorts reviewed this data and proposed some strengths and weaknesses that were relevant for our campus. In addition, LCAP data was reviewed with stakeholders at various parent meetings, MUHSD “Mini-WASC” visit, and cohort collaborations. Again, strengths and weaknesses were acknowledged and added to our action plan.

The Schoolwide Action Plan has been a collective reflection and response to recurring themes identified by stakeholders through multiple discussions at meetings, cohorts, and committees through the last few years. It has been developed over time, through shifts in leadership, pedagogy, and affirming that all bears are college and career ready. The MHS Action Plan is aligned with our LCAP and SPSA goals with tasks, assessments of progress, growth target timelines, needed resources, and personnel responsibilities.

Our stakeholders continue to review our self-study. Progress on the goals will be reported to all stakeholders and the general public. A formal evaluation of the Schoolwide Action Plan will be conducted annually with reflection and needed adjustments made. Furthermore, many opportunities will continue for all stakeholder groups to participate in the Self-Study and Action Plan to guide Merced High School for the next six years.





Chapter I: Progress Report

Summarizes progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comments on the original critical areas for follow-up not in the current plan.



Significant Changes at MHS Since 2015 Mid-Cycle Report

Merced High School (MHS) has seen many significant changes since the WASC mid-cycle visit in 2015. These include changes in the areas of staffing, technology, curriculum, assessment, scheduling, discipline, intervention, and facilities.

Staffing

Since the mid-cycle progress report in 2015, MHS has had 3 new acting principals. In addition, all associate principals have changed during this time period. Finally, more than 20 new teachers (18 of which were initially probationary) have joined the faculty since the mid-cycle review, and the site instructional coach and teacher librarian have changed.

Technology

Significant changes and additions to technology infrastructure, hardware acquisition, cloud-based tools, and classroom integration have taken place since the mid-cycle report.

- Improvements to high speed wireless infrastructure throughout the campus
- One-to-web chromebook implementation
- Upgraded desktops in all computer labs and library
- Classroom upgrades including teacher desktop computers, printers, and projectors as needed
- More complete implementation of GAFE (Google Apps for Education) campus-wide
- Web-based AERIES student information system fully implemented
- Expanded offerings for professional development related to technology use and classroom integration

Curriculum

One-to-web chromebook implementation has optimized online access to curriculum materials. Digital curriculum from Houghton Mifflin Harcourt (HMH) for English language arts and mathematics was adopted district-wide in the 2016-2017 school year. Additional online curriculum is available to teachers including Actively Learn, Discovery Education, Naviance, Odysseyware, iLit, and Virtual Job Shadow.

The district-wide emphasis on CTE is giving teachers the opportunity to suggest and teach new courses that augment our current CTE pathways. Beginning in 2018-19 several new courses will be available to students at Merced High to support college and career readiness.

Assessments

The discontinuation of the California High School Exit Exam (CAHSEE) has resulted in significant change to assessment in all California high schools. MHS English and Math classes continue to use District Benchmarks. Specifically, CAASPP Interim Assessments are being administered in English



and Math classes; Math classes also use assessments from HMH Math which was adopted by our district in 2016-17. As a result of no longer administering CST assessments, EL reclassifications are now connected to a local English Language Arts Assessments and CAASPP results until the new ELPAC is administered in the spring.

Scheduling

Beginning in 2016-17, teachers voted to eliminate our shortened RTi fifth period that was part of our seven period day. After moving to a six period day, RTi was replaced by a full period of Academic Support for targeted at-risk students.

Discipline

Restorative Justice was implemented during the 2015-16 school year. It is difficult to assess whether this shift in focus from punishment to peer-mediated learning and problem solving to resolve discipline issues has had an impact on the number of discipline referrals due to inconsistent reporting practices over the past three years.

Intervention

During the 2015-2016 school year, an RtI period remained in place to provide structured intervention for students via tutorial and study hall. Beginning in 2016-2017, RtI was replaced with a full period of Academic Support for targeted at-risk students. In addition, Bear Academy, or ASSETS continues to provide support for students after school.

Facilities

A new, larger gymnasium was dedicated in the fall of 2017. This state-of-the-art facility accommodates the entire student body at one time for rallies and assemblies. Several classrooms have been updated with new collaboration-friendly furniture and offices have been relocated to facilitate communication and collaboration. Our parent center has been remodeled and refurbished, and plans are underway to renovate our career center and rename it the “Bear Den”.

WASC Team Recommendations: 2015 Mid-Cycle Review

The report from the WASC Team visit in 2015 had brief recommendations which were actually a follow-up to the schoolwide critical areas for follow up made in the 2012 WASC report. (See 2012 recommendations below)



WASC Team Recommendations from Midterm Progress Report in 2015

- **Stakeholder involvement**, specifically students and parents, in the WASC follow up process remains limited. It is important that specific efforts are made during the next self-study to actively seek more involvement from these groups.
- To increase the amount of **communication between administration and staff**, MHS should consider a daily staff bulletin which sifts out important information for staff and likewise may improve readership among them.

Strategies to respond to each of these related recommendations have been thoughtfully planned and fully implemented.

Stakeholder Involvement

Students have been more involved in important committees such as LCAP and School Site Council (SSC) since the mid-cycle review. In fact, for the 2016-17 and 2017-18 school years, the SSC chairperson has been a student. In this capacity, the student chairperson has been given full authority to create the agenda and run the meeting, and all student participants have the opportunity give input on Title 1 spending priorities. In addition, students have participated in district sponsored “Mini-WASC” reviews to provide their perspective on the student experience at Merced high. Since the mid-cycle review, students have also been invited to participate in a number of surveys on a variety of important school issues including California Healthy Kids, Schoolwide Learning Outcomes, School Site Council, WASC, and the proposed seven period day. Lastly, administrators have renewed efforts to be accessible to students, meeting weekly with numerous student groups on campus and maintaining an open door policy. One example of administrators listening to students was a successful student-led initiative to change the dress code hat policy in 2016-17.

Outreach to parents has also improved over the past three years, resulting in a dramatic increase in parent participation in stakeholder meetings such as ELAC, SSC, and the Safety Committee. Parents have been invited to participate using a variety of communication tools such as texts, emails, Parent Square, the school website, social media, in-person phone calls, and dialers. In addition, efforts have been made to ensure that parents know how to access and use Aeries, our campus Student Information System to monitor their child’s academic standing.

Communication Between Administration and Staff

As mentioned previously, there has been a great deal of turnover in administration since the mid-cycle review. This has certainly created some communication challenges, however a number of strategic solutions to improve communication have been implemented by the current administration. Although the specific recommendation was to provide a daily staff bulletin, instead, staff do receive a monthly “Bear Bulletin” which highlights what will be happening on campus that month. In



addition, the new MHS app generates a “Here’s What’s Happening Today” message for anyone who has downloaded the app. Finally, a new secure staff portal page on the fully redesigned website provides access to updated documents and resources.

WASC Team Recommendations: 2012 Full Review

The report from the WASC Team visit in 2012 had several recommendations which were detailed according to targeted stakeholder groups. Recommendations unique to the 2012 review and which have not been addressed in the previous section are italicized and will be commented on below.

Merced High School needs to improve communication and involvement of all stakeholders.

- Students
 - Students want to be heard by administration
 - *They need to be made aware of the “6 year plan.”*
 - Students need to be actively involved as true stakeholders, in processes such as WASC and School Site Council.
- Parents
 - Parents need to be actively involved as true stakeholders, in processes such as WASC and School Site Council.
 - Directed communication from school to home needs to improve, including, but not limited to, timely updates in Aeries ABI.
- Teachers
 - Merced High School’s decision making process needs to be more collaborative.
 - A system of improved internal communication, such as a daily bulletin, is needed for updated information.
 - *Teachers need to comply with IEP mandates and attend IEP meetings regularly to communicate general education progress to the parents.*
- Classified Staff
 - *Classified staff needs to be actively involved as true stakeholders*
 - A system of improved internal communication, such as a daily bulletin, is needed for updated information.
- Administration
 - *MHS has many programs, slogans, objectives, teams, etc. There is a need to gather these support structures into a common goal for students and staff with a clear “focal point.” This should align with the formal Professional Development Plan to provide a common voice.*
 - *Administrators need to comply with IEP mandates and attend IEP meetings.*



Students need to be made aware of the “6 year plan”.

Students are first made aware of the “6 year plan” in freshman seminar when they build a website for their digital portfolios and take a career interest survey as well as a personality study. As sophomores, students do research on colleges, and as juniors they learn about financial literacy and complete a career-focused research assignment. Seniors are immersed in activities detailed in the plan, including writing a cover letter and resume as well as participating in a mock interview with a community member where they share their digital portfolio.

IEP Compliance

Both teachers and administrators were advised to comply with IEP mandates and attend IEP meetings in the 2012 WASC recommendations. In response to these recommendations, IEP processes and procedures have been developed, and IEP meeting schedules and calendar invites have been implemented.

Focal point needed for MHS slogans, objectives, etc.

The motto “Bear Strong” has taken its place as the primary slogan and focal point for Merced High School since the 2012 WASC visit. Most recently, the acronym for **STRONG** has been reworked with input from students and staff to reflect a more relevant set of Student Learning Outcomes for the 21st century learner. Posters of the new “Bear Strong” are now displayed in every classroom, and plans are being developed to embed this motto into every aspect of instruction, discipline, activities and the overall culture at Merced High School.



Chapter II: Student/Community Profile and Supporting Data and Findings



Tells the story of our school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- School performance indicators as organized by the Local Control Funding Formula’s (LCFF) “Eight State Priorities” rubrics and local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.



General Overview

The Merced Union High School District (MUHSD) serves students from the communities of Atwater, Livingston, Merced and surrounding rural areas. Located in the heart of the San Joaquin Valley and referred to as “The Gateway to Yosemite”, the ethnically diverse County of Merced is among the world’s largest producers of agricultural products such as milk, poultry, almonds, cattle, tomatoes and sweet potatoes. Agriculture-related industries are a major source of employment, along with food processing, retailing, and light manufacturing. Although unemployment in the county is still high relative to the national average (8.5% compared to 4.3% as of May 2017), economic growth for the area is predicted as the University of California, Merced which opened in 2005, continues to expand.

Considered the flagship school in the district, Merced High School is located in the city of Merced, the largest community in the county. US Census Bureau data for 2016 indicates a population of 82,594, with a median household income of \$37,627; 31.9% of the population lives below the poverty level. By comparison, the state median income (2015 data) is \$61,818 with 14.3% population living below the poverty level. Though nearly 73% of our students applied for and received free and reduced lunch in the 2016-2017 school year, a higher percentage could have qualified under federal guidelines.

Merced Union High School District is made up of ten secondary schools; six comprehensive high schools, three alternative high schools, and one adult school. All but one school in the district currently operate under a traditional six period day schedule, but many, including Merced High School are transitioning to a seven period day next year. This change will facilitate the addition of new CTE courses and allow students to complete the CTE pathway of their choice.

Since our last WASC visit in 2015, Merced High School has experienced significant turnover in staffing, including three new acting principals. In addition, all associate principals have changed since the mid-cycle review. Our current administrative team shares a strong vision for continued excellence and enhanced opportunities for the students and staff at Merced High School.

State and Federal Program Mandates

Merced High School is actively engaged in fulfilling program mandates at the state and federal levels. Planning and implementation of the following programs has taken place since the last WASC visit:

- School Site Council Single Plan for Student Achievement
- ELAC
- DELAC
- LCAP
- Safety Plan
- Technology Plan



District Policies/School Financial Support

The budget climate at MUHSD has improved since our last full WASC visit due to additional state funding. LCAP, CTE, and Title 1 one-time funding increases have allowed our campus to update technologies, expand programs, procure high quality learning resources, and provide professional development for staff.

MUHSD 2017 - 2018 Expenditure Per Pupil: \$8670.83

MHS Budget 2017-2018	
Principal's Site Budget	146,458
Title I	149,284
Music	20,000
Library/Student Engagement	30,000
Athletics	25,000
Curriculum Support	10,000
Safety	9,200
Carl Perkins - 3550	60,600
Ag Incentive -7010	11,915
Ag Incentive Matching - 0311	11,915
Nurses health	2,000
Total	476,372

Parent Organizations/Involvement

Improving communication and strengthening relationships with parents has been an area of focus for Merced High School since our last WASC mid-cycle review. We have seen increased parent participation as we maintain and expand opportunities for parents to engage with our school community. Along with a culture of inclusiveness and welcome, formal opportunities for parents to get involved include:

- Eighth Grade Orientation
- Freshmen Orientation
- Back-to-School Night
- Senior Graduation Meeting for Parents
- Athletic Boosters - Merced High School Athletic Foundation
 - Aquatics - Aquatics Boosters
 - Baseball - Dugout Club
 - Basketball - Tradition Club
 - Football - Quarterback Club



- Band Boosters
- School Site Council (SSC)
- LCAP
- ELAC
- DELAC
- Free Financial Literacy classes (childcare provided)
- Free CPR classes (childcare provided)
- Parent Square App
- MHS App
- Surveys (California Healthy Kids, and MHS Parent Surveys)

We have seen an outstanding parent turnout at LCAP meetings the past two years as a result of improved communication and incentivising attendance. To further improve communication and enhance parent involvement, we recently relocated and refurbished our Parent Center to make it more accessible to parents. In addition, beginning in January 2018 we will sponsor “Doughnuts with Dads” and “Muffins with Moms”; new opportunities for parents to meet with our Community Liaisons.

Community Foundation Programs/Partnerships

Merced High School partners with a number of community organizations to provide services and opportunities for our students.

- **Livingston Community School Based Health Center** - Provides a range of support services primarily for students in foster care, displaced, and homeless youth.
- **Sierra Vista Counseling Services (2015-2017)**
- **Migrant Education** - Central Valley Opportunity Center (CVOC)
- **Bear Academy (ASSETs)** - After school enrichment activities including Academics/Tutorial, Physical Fitness, Enrichment Programs/Clubs, and Snack.
- **Bear Branch** - Merced School Employees Federal Credit Union maintains a branch with limited hours on the MHS campus. The Bear Branch is overseen by MHS business teachers and staffed by MHS students.
- **University of California Merced**
 - Gateway Scholars: This scholarship fund was established by an anonymous foundation to provide scholarships to graduates from Merced High School who attend UC Merced. Recipients are selected based on financial need, above and beyond other grant and scholarship funding for which an applicant receives.
 - UC Scholars: This program provides students with ongoing academic advising to ensure that they successfully complete required college preparatory courses. UC bound students and their families receive the necessary information and motivation to



prepare for postsecondary education, including assistance in the application and financial aid processes.

- UC Math and Science Initiative: MHS teachers mentor UC students who are considering entering the teaching profession as STEM teachers.

School/Business Relationships

Merced High School has strong relationships with area businesses through both the Regional Occupational Program (ROP) and the Working Professionals program. The Merced County ROP is a workplace learning program that has been in continuous operation since 1973. ROP students at Merced High School learn to work through practical experience. After basic classroom instruction, many students are placed at work sites throughout the community and are taught occupational skills by professionals in the field. The Working Professionals program gives students with an IEP the opportunity to gain work experience in preparation for post-secondary life. Uniforms for the workplace are furnished and transportation to work sites is provided. As part of the program students learn how to fill out an application, develop a resume, respond to interview questions, practice punctuality, and in general prepare to be a good employees.

Participating Businesses	
ROP	Working Professionals
Applebee's	Buhach Preschool
Barnes & Noble	CVS Pharmacy
Carl's Jr.	Long John Silver
Joe On The Go	Merced High Copy Center
Foot Action (Retail)	Sizzler Restaurant
Foot Locker (Retail)	Taco Bell
Merced Radio	
Panda Express	
Payless Shoes	
Raley's Grocery Store	
Rainbow (Retail)	
Sizzler's Restaurant	
Styles for Less (Retail)	
Taco Bell	
Tilly's (Retail)	
Work World (Retail)	



Enrollment/Demographics

Merced High School is an ethnically diverse campus with a range of 400-450 students per grade. A large number of our students come from economically disadvantaged families with an historic average of ~70% of students qualifying for free and reduced lunch.

Enrollment by Grade Level (Aeries Data)					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Grade 9	388	486	478	473	458
Grade 10	434	387	445	464	454
Grade 11	652	413	361	389	438
Grade 12	558	637	417	364	399
Total	2032	1923	1701	1690	1749

Enrollment by Gender (Aeries Data)				
	2014-2015	2015-2016	2016-2017	2017-2018
Female	963	835	803	899
Male	965	867	814	856
Total	1928	1702	1617	1755*
				*includes 8th graders

Enrollment by Ethnicity (Aeries Data)									
	2014-2015		2015-2016		2016-2017		2017-2018		
Hispanic or Latino	1092	56.6%	1002	58.87%	985	60.92%	1077	61.93%	
White (Non-Hispanic)	378	19.6%	326	19.15%	309	19.11%	316	18.17%	
Am Indian (Non-Hispanic)	18	0.93%	14	.82%	12	0.74%	13	0.75%	
Asian (Non-Hispanic)	248	12.86%	166	9.75%	139	8.60%	128	7.36%	
Pac Islander (Non-Hispanic)	4	0.21%	3	.18%	2	0.12%	4	0.23%	
Filipino (Non-Hispanic)	37	1.92%	29	1.70%	25	1.55%	26	1.50%	
Black (Non-Hispanic)	122	6.33%	131	7.705	135	8.35%	136	7.82%	
Multi-Ethnic (Non-Hispanic)	29	1.50%	31	1.82%	10	.62%	8	0.46%	



Free and Reduced Price Meals (CA Dept Ed, Aeries Data)					
	2013-14	2014-15	2015-16	2016-17	2017-18 (as of 10/22/17)
Total Student Enrollment	2078	1961	1706	1697	1728
FRPM Adjusted Count	1443	1395	1251	1212	1131
FRPM Adjusted % Eligible	71.6	74.1	75.5	72.9	65.4

Parent Education Level by Number (Aeries Data)				
	2014-2015	2015-2016	2016-2017	2017-2018
Not Stated	202	167	172	158
Not HS Grad	303	283	297	294
HS Grad	405	357	377	385
Some College	501	464	448	475
College Grad	340	278	262	254
Grad School	174	152	139	130
Total	1925	1701	1695	1696

Schoolwide Learner Outcomes

The motto **Bear Strong** has been a part of Merced High School culture for many years. Recently, students and teachers collaborated to reinvigorate and formalize what it means to be **Bear Strong**. The resulting acronym has been adopted as our Schoolwide Learner Outcomes and our plan going forward is that all classroom learning experiences, discipline practices, student activities, professional development, etc. will be focused on these qualities:

S uccessful	Able to put forth the effort to set and attain personal goals and ambitions; college and career ready
T rustworthy	Always helping out fellow bears even when nobody's watching; taking responsibility for self actions
R espectful	Responsible for yourself and others; make good choices; value diversity; considerate of the on-campus community
O ptimistic	Hopeful and confident about the future; eager to take on challenges
N ever Give Up	The ability to accept "failure" and continue to keep trying and never stop working in spite of difficulty or opposition
G oal-oriented	Driven with purpose; having obtainable and positive plans for the future



School Programs

ELD

The ELD program provides instruction for all 5 levels of ELD. There is a combo 1/2 class which spans 3 periods. This course counts as their English credit until they test out. Once a student tests out they are then placed in a mainstream English class with a 1 period ELD 3 or ELD 4/5 support class. The support class uses curriculum that continues to build their language acquisition focusing specifically on the four domains of language. We currently use iLit. This is the implementation year and it has been successful in building the students' language acquisition thus far. We also have an ELAC committee on campus that consists of administration, parents, teachers and classified staff that help advocate for our ELD population in several different ways.

English Learners by Primary Language (Aeries Data)				
	2014-2015	2015-2016	2016-2017	2017-2018
Arabic	4	4	5	4
Cantonese	0	2	1	1
Dutch	n/a	n/a	n/a	1
Hindi	n/a	n/a	n/a	1
Hmong	26	12	7	8
Mandarin	n/a	n/a	n/a	1
Mien (Yao)	3	3	2	n/a
Filipino (Tagalog)	7	5	2	2
Portuguese	n/a	n/a	1	1
Punjabi	3	1	1	2
Spanish	179	163	140	136
Vietnamese	2	1	1	1
Total	224	191	160	158

Language Proficiency (Aeries Data)				
	2014-2015	2015-2016	2016-2017	2017-2018
English Only	1147	1040	1054	1085
FEP	115	99	82	71
LEP	111	92	80	99
Redesignated	552	469	478	487
TBD	2	2	1	0
Total	1927	1702	1695	1742



CELDT Testing (CA Dept ED Data)						
Performance Level	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Advanced	13 (6%)	18 (9%)	11 (8%)	13 (10%)	8 (7%)	7 (7%)
Early Advanced	99 (47%)	83 (42%)	61 (43%)	46 (35%)	49 (44%)	41 (39%)
Intermediate	67(32%)	63 (32%)	47 (33%)	41 (32%)	33 (29%)	37 (35%)
Early Intermediate	22 (10%)	26 (13%)	12 (8%)	21 (16%)	12 (11%)	11 (10%)
Beginning	11 (5%)	10 (5%)	11 (8%)	9 (7%)	10 (9%)	9 (9%)
Total Tested	212	200	142	130	112	105

ELD Reclassification Rate (CA Dept ED Data)				
2012-13	2013-14	2014-15	2015-16	2016-17
13.69%	17.22%	16.11%	8.11%	41.86%

Student Life

Student life contributes significantly to the student-centered culture at Merced High School. Sponsored activities, athletics, clubs, and organizations provide opportunities for a large percentage of our students to pursue their interests and develop leadership skills.

School Activities

Fall	Winter	Spring
Round Up	Winter Wish Rally	Chalk-Off Activity
Frosh Link Orientation	Winter Wonderland	Junior/Senior Prom
Back to School Dance	Winter Formal	Spring Rally
Ag Open House	Bob Means Day	Election Convention
Club Rush	Winter Sports Rally	Spelling Bee Competition
Homecoming Week/Dance	KIDS Day	Color Run
Beat Cancer Week	Make-A-Wish Charity Game	ASB Banquet
5am Pep Rally	MORP Dance	Talent Show
Sadies Dance	Mr. Merced & Miss Bear Country	Special Ed Spring Prom
AVID College Week	MHS Hall of Fame	Senior Awards Night
Fall Sports Rally	Special Ed Winter Ball	Senior Luau
Merced on the Mic (Poetry Night)		Senior Grad Night
		Senior Cord Luncheon
		Graduation



Student Participation in Charter-Based Clubs and Organizations

Student Club Name	#Students	Student Club Name	#Students
Academic Decathlon	15	Interact	8
Art Club	13	Junior State of America (JSA)	9
Asian Club	20	Key Club	11
Associated Premedical Students (APS)	25	KIWIN'S	32
AVID	159	Leadership	53
Book Club	32	Link Crew	40
Cheerleading	59	Marching 100 (Band)	123
Culinary Club	21	Orange Wave	32
Debate Club	5	PACIFIC Club	92
DECA	17	Poetry Club ("Ink Slingers")	7
Drama Club	32	Science Club	40
Environmental Club	7	Skills USA	12
Family, Career, Community Leaders of America (FCCLA)	44	Suicide Awareness	17
Future Business Leaders of America (FBLA)	15	Yearbook	19
Future Farmers of America (FFA)	489	Young Life	60
Grand Total			1508

Interscholastic Sports

Fall Sports	Winter Sports	Spring Sports
Cross Country - Boys (JV, Varsity)	Basketball - Boys (Frosh, JV, Varsity)	Baseball (Frosh, JV, Varsity)
Cross Country - Girls (JV, Varsity)	Basketball - Girls (Frosh, JV, Varsity)	Golf - Boys
Football (Frosh, JV, Varsity)	Soccer - Boys (JV, Varsity)	Softball - Girls (JV, Varsity)
Golf - Girls	Soccer, Girls (JV, Varsity)	Swimming & Diving
Tennis - Girls	Wrestling (JV, Varsity)	Tennis - Boys
Volleyball - Girls (Frosh, JV, Varsity)		Track & Field - Boys & Girls
Water Polo - Boys (JV, Varsity)		Volleyball - Boys (Fr/So, Varsity)
Water Polo - Girls (JV, Varsity)		



Student Achievement and College & Career Readiness

Graduation Rates

Graduation rates for Merced High School seniors have been fairly consistent since the last full WASC review, ranging from ~92% to ~96%.

Graduation Rates (CA Dept Ed Data)					
	2011-12	2012-13	2013-14	2014-15	2015-16
English Language Learners	76.35%	77.8%	90.6%	75.3%	82.1%
Economically Disadvantaged	92.35	94.3%	95.5%	91.7%	90.6%
Foster Youth	*	*	*	85.7%	60.0%
Migrant Education	92.3%	75.0%	94.4%	77.8%	80.0%
Special Education	60.3%	67.8%	75.6%	64.2%	56.8%
All Students	93.4%	95.2%	96.2%	92.4%	91.9%
*data unavailable for these years					

Participation in Focused Programs

Participation in Focused Programs (Aeries & LCAP Data)				
	2014-2015	2015-2016	2016-2017	2017-2018
Academic Support	N/A	N/A	128	88
AP	246	210	197	415
AVID	156	123	134	149
CTE Courses	1153	1023	1064	962
Honors	189	102	117	158
SPED	211	189	217	200
Summer School	942	840	1345	

Academic Support

RTI was eliminated beginning in 2015-16. At this time, Academic Support classes were formed for at risk students. We have 5 sections of Academic Support, one of which is dedicated to support ELs (as needed). There are currently a total of 88 students enrolled, a decrease from 2016-17 when 128 students participated.

Academic Support Classes					
	Grade 9	Grade 10	Grade 11	Grade 12	Total
2016-17	52	56	13	7	128
2017-18	34	19	24	11	88



Chronic Absenteeism (LCAP Data)						
Program	2014-2015		2015-2016		2016-2017	
Special Education	185/30	16%	856/70	18%	173/25	14%
English Language Learners	111/9	8%	92/8	9%	80/10	13%
Foster Youth	N/A		23/5	22%	28/6	21%
Economically Disadvantaged	1394/153	11%	1187/126	11%	1195/118	10%
All Students	1896/178	9%	1680/153	9%	1692/142	8%

Drop-out Rate (CA Dept Ed Data)					
Program	2011-12	2012-13	2013-14	2014-15	2015-16
English Language Learners	9.2%	8.3%	3.8%	17.6%	10.7%
Foster Youth				14.3%	20%
Migrant Education	7.7%	0	5.6%	22.2%	20%
Socioeconomically Disadvantaged	2.9%	1.9%	2.5%	6.5%	5.5%
Special Education	1.6%	5.1%	6.7%	22.9%	10.8%
All Students	2.4%	1.5%	2.0%	.16%	4.8%

Total Tardies by Class Period (Aeries Data)			
	8/18/14 - 6/4/15	8/17/15 - 6/1/16	8/15/16 - 6/1/17
Period 0	856	870	610
Period 1	11169	9778	7611
Period 2	1849	2029	1086
Period 3	3692	3562	2238
Period 4	2061	2071	1318
Period 5	1288	987	1782
Period 6	2950	3071	1347
Period 7	2231	2151	10*
Total	26096	24927	16002
*Low number reflects move to 6 full period day; 7th period classes are now limited to credit recovery and college courses..			

Average Daily Rate of Attendance (Aeries Data)			
	2014-2015	2015-2016	2016-2017
Grade 9	95.77	95.36	94.09
Grade 10	95.84	94.63	94.93



Grade11	95.58	95.14	95.25
Grade 12	93.99	94.73	95.16

Advanced Placement

Merced High School’s advanced placement program continues to offer a robust selection of courses. Fifteen advanced placement courses are currently being offered at Merced High School, with Computer Science Principles being the most recently added this school year. The program continues to grow as a sixteenth course, Music Theory is proposed for the 2018-19 school year. In addition to advanced placement courses, a large number of freshman and sophomores are enrolled in English I and II Pre-AP. Honors or Advanced courses are also offered in Math, Social Studies, and World Language. Total number of advanced placement exams taken has dropped due to declining enrollment as El Capitan High School opened in 2013. The percentage of students who have passed at least one advanced placement course with a “3” or higher has been in the forty to fiftieth percentile range over the previous five years. Joel Sebastian (AP) is responsible for maintaining AP course approval.

AP Courses		
AP Art: Drawing	AP Computer Science	AP Spanish Language
AP Art: 2D Design	AP Government & Politics	AP Statistics
AP Biology	AP Language & Composition	AP U. S. History
AP Calculus	AP Literature	
AP Chemistry	AP Physics	

AP Data (CA Dept Ed & LCAP Data*)						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 12 Total Enrollment	647	602	560	645	399	
Total AP Exam Takers	265	248	260	246	155	
# of Exams	486	477	456	465	282	
Total AP Scores of 3+	222	238	224	225	133	
% AP Scores of 3+	45.6%	49.8%	49.1%	48.3%	47.1%	41.2%*

SAT Scores (CA Dept Ed Data)					
	2011-12	2012-13	2013-14	2014-15	2015-16
Total SAT Exam Takers	222	192	179	241	157
Percent Tested	34.31%	31.89%	35.20%	37.34%	40.13%
SAT Reading Average Score	476/800	479/800	474/800	482/800	481/800
SAT Math Average Score	491/800	489/800	488/800	491/800	494/800
SAT Writing Average Score	467/800	463/800	464/800	465/800	456/800



SAT Average Total Score	1434/2400	1431/2400	1426/2400	1438/2400	1431/2400
ACT Scores (CA Dept Ed Data)					
Total ACT Exam Takers	113	99	110	109	96
Percent Tested	17.5%	16.4%	19.6%	16.9%	24.0%
ACT Average Reading Score	n/a	n/a	20/36	22/36	22/36
ACT Average English Score	n/a	n/a	19/36	21/36	20/36
ACT Average Math Score	n/a	n/a	21/36	22/36	22/36
ACT Average Science Score	n/a	n/a	21/36	20/36	21/36
ACT Total Average Score	20.85/36	21/36	n/a	n/a	n/a

Honors Courses (Aeries Data)		
2014-2015	2015-2016	2016-2017
Art-H	Art-H	Art-H
Economics H	Economics H	Economics H
Interdi St-H	Interdi St-H	Interdi St-H
MarineBio H	MarineBioH	MarineBioH
PreCalculus-H	PreCalculus-H	PreCalculus-H
Spanish 3-H	Spanish 3-H	Spanish 3-H

A-G Course Completion

The percentage of students who meet the A-G course requirements to be CSU/UC eligible has remained fairly consistent since the previous WASC visit. Increasing the number of students taking and completing A-G courses, particularly our EL students, continues to be an area of focus for our Instructional Leadership Team and Department Chairs. Abraham Oliveras (Guidance AP) is responsible for maintaining course approval.

Percent 4 Year A-G Requirement Course Completion (LCAP data)				
	2012-2013	2013-14	2014-15	2015-16
English Language Learners	0%	0%	0%	0%
Economically Disadvantaged	26.8%	20.22%	28.8%	25%
Foster Youth	25%	0%	17%	25%
Special Education	2.5%	2.7%	2.56%	10%
Total % Students	30.48%	26.23%	34.85%	32.04%
Total # Students	171/561	139/530	207/594	124/387



CAASPP Testing

In general, test scores in both English and Math have declined over the past three years. Efforts are currently underway to better prepare students for CAASPP testing using the following strategies:

- Creating interim assessments at the district level that will allow us to analyze data and provide remediation in critical areas
- Utilizing CAASPP support materials and tools to better prepare students for the logistics of testing
- Developing new math courses that will better prepare and support strategic students

11th Grade ELA CAASPP Testing Results (CA Dept Ed Data)			
	2015	2016	2017
Number Students Enrolled	407	359	383
Number Students Tested	390	354	378
Number Students with Scores	388	352	378
Standard Exceeded: Level 4	22%	16%	14.81%
Standard Met: Level 3	37%	42%	30.42%
Standard Nearly Met: Level 2	24%	22%	31.48%
Standard Not Met: Level 1	17%	20%	23.28%
11th Grade Math CAASPP Testing Results			
Number Students Enrolled	407	359	383
Number Students Tested	388	354	378
Number Students with Scores	385	354	378
Standard Exceeded: Level 4	11%	8%	9.26%
Standard Met: Level 3	21%	21%	16.14%
Standard Nearly Met: Level 2	29%	29%	26.46%
Standard Not Met: Level 1	39%	41%	48.15%

Other Assessments

Since the WASC mid-cycle review, most district benchmarks have been discontinued. Sites have been given some freedom in terms of developing local assessments and many are still in development. As of 2016-17, freshmen and sophomore English classes take the CAASPP interim test two times a year as a benchmark. In addition, freshman and junior English teachers administer a writing diagnostic at the beginning of each school year. Freshmen are placed in English classes based on their 7th/8th grade CAASPP scores. The cut score varies based on the year given, but students that scored "proficient" and "advanced" in middle school are placed in Pre-AP English as freshmen.



D and F Rates

The impact of D and F grades on course completion, college eligibility and graduation rates continues to be an area of concern at Merced High School. To address this issue, administrators provide teachers and students with progress reports every 5 weeks to facilitate early intervention. In addition, parents of students receiving more than one F receive a personal phone call from a counselor or support staff every quarter. On a proactive note, students with a GPA of 3.0 or higher receive a congratulatory phone call via our dialer system each quarter.

D/F Rate (Aeries Data)			
	Spring 2016	Fall 2016	Spring 2017
Semester Grade D	1132 / 11.4%	1085 / 10.6%	1079 / 11.0%
Semester Grade F	1252 / 12.6%	994 / 09.7%	1093 / 11.1%

School Climate

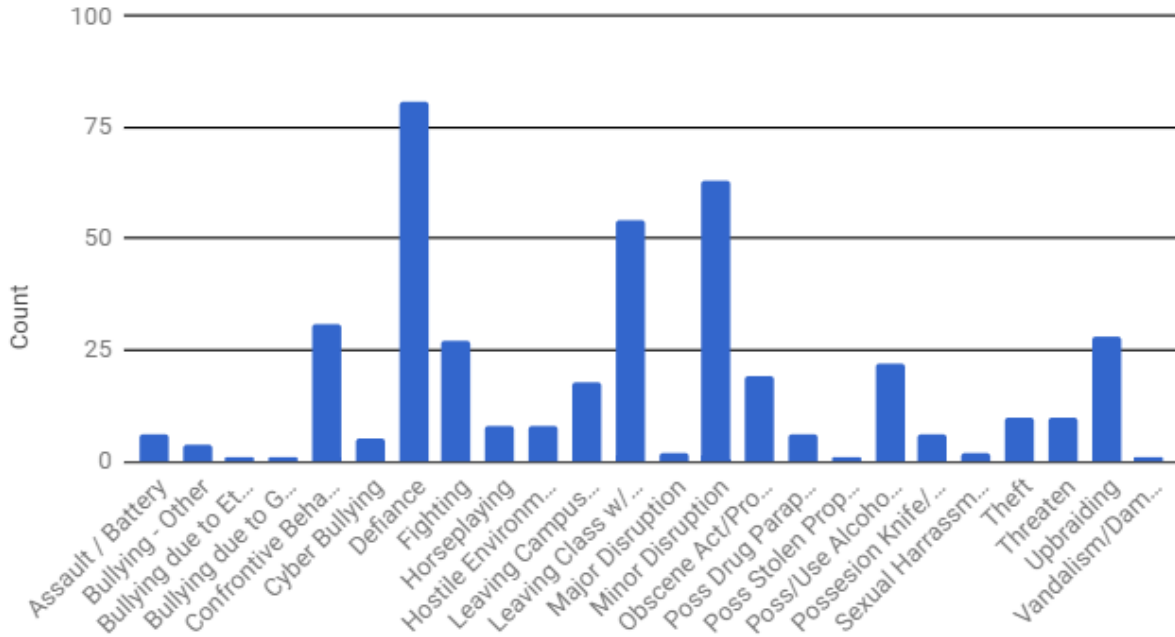
Student Discipline

Restorative Justice was implemented at MHS beginning in 2015-2016. This generally has been a positive approach as students have been empowered to resolve conflicts on their own. As with any new program, full and consistent implementation of Restorative Justice has been gradual. This change in discipline protocol, as well as multiple changes in administrators, may account for some anomalies in discipline data over the past three years. Although the rates for two common referrals (defiance/confrontive behavior and leaving class without permission) remained fairly consistent for 2014-15 and 2015-16, the data shows a sharp increase in confrontive behavior in 2016-17. In addition, the number of minor disruptions spiked in 2016-17. These large increases could be linked to the way new discipline systems and changing administrations asked that the data be reported. Further investigation is warranted as we begin to look at 2017-18 data and look for trends and abnormalities.

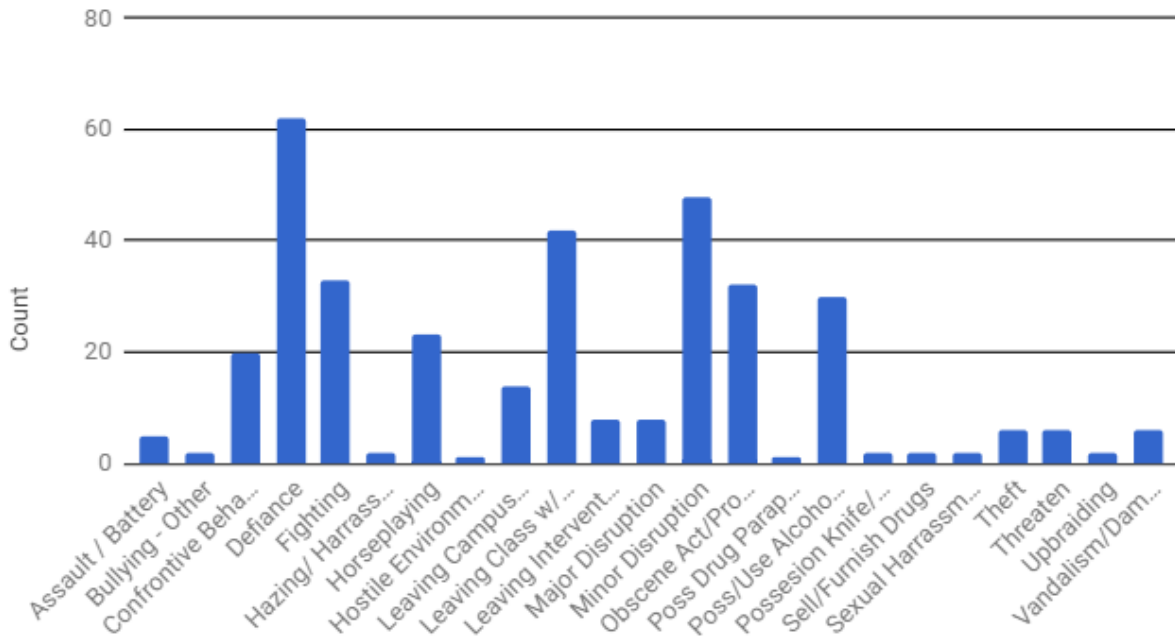
Discipline Referrals			
	2014-15	2015-16	2016-17
Most Common Referral Offences			
<i>Defiance/Confrontive Behavior</i>	80/31	62/20	65/117
<i>Leaving Class w/out Permission</i>	52	42	56
<i>Minor Disruption</i>	62	48	445
Total Referrals (including all other categories)	415	358	939



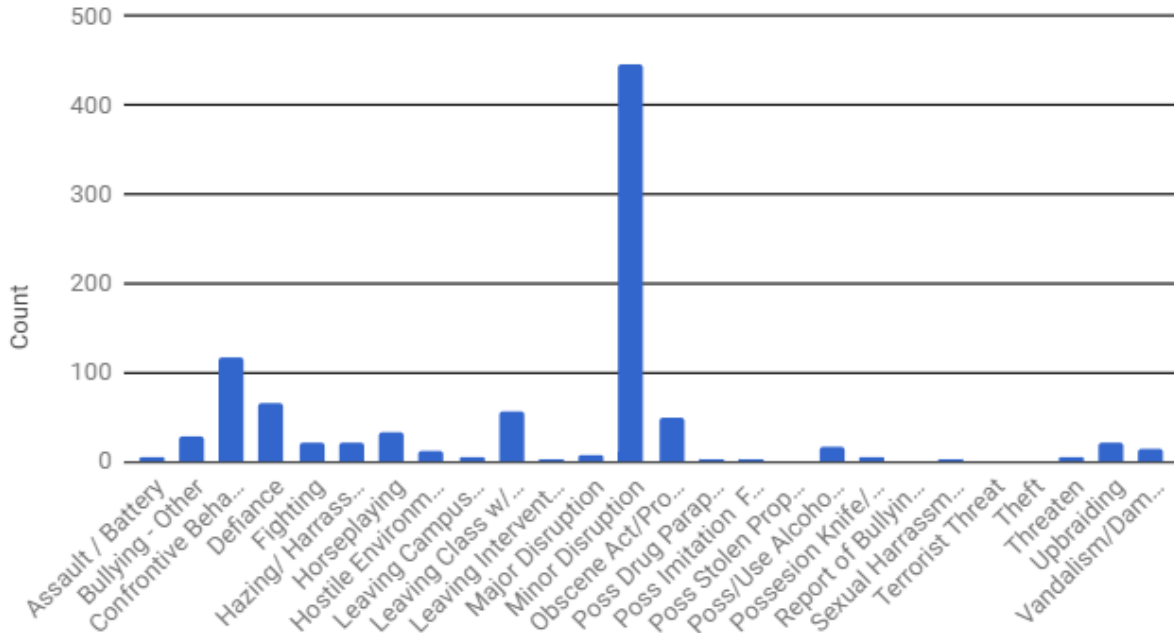
Discipline Referrals 2014 -15



Discipline Referrals 2015 - 2016



Discipline Referrals 2016 - 2017



Suspension and Expulsion Rates (CA Dept Ed Data)						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Census Enrollment	2759	2700	2078	1961	1869	1865
Students Suspended	289	266	113	112	128	115
Suspension Rate	9.5%	9.0%	4.8%	5.2%	4.8%	5.3%
Students Expelled	16	5	0	9	10	5
Expulsion Rate	.5%	.2%	0	.4%	.54%	.27%

California Healthy Kids Survey

Data from the CHKS shows that nearly half of 9th and 11th graders combined feel connected to the school. In addition, nearly 60% of these students report feeling safe at school. Of concern are the significant number of students (30% and 37%) who reported feeling chronically sad and hopeless in the past 12 months, those that report being bullied or harassed (28% and 29%), and those that have considered suicide (14% and 18%) during the same time period.

CHKS: Summary of Key Indicators 2016-2017		
SCHOOL ENGAGEMENT AND SUPPORTS		
	9th Graders	11th Graders
School Connectedness	50%	44%



Academic Motivation	31%	26%
Truant More than a Few Times*	2%	9%
Caring Adult Relationships	27%	27%
High Expectations	42%	37%
Meaningful Participation	1%	11%
SCHOOL SAFETY AND SUBSTANCE ABUSE		
School perceived as safe or very safe*	59%	60%
Experienced harassment/ bullying *	28%	29%
Had mean rumor/ lies spread re: you*	33%	30%
Been afraid of being beaten up*	15%	8%
Been in a physical fight*	10%	9%
Seen a weapon on campus*	14%	16%
Been drunk or “high” @ school, ever	7%	10%
MENTAL AND PHYSICAL HEALTH		
Current alcohol or drug use**	17%	24%
Current binge drinking	5%	9%
Current binge drinking	7%	15%
Current cigarette smoking**	2%	4%
Experienced chronic sad/hopeless*	30%	37%
Considered suicide*	14%	18%
*Past 12 months		
**Past 30 days		

Merced High School Staff

Staffing levels at Merced High School changed significantly in the fall of 2013 when a new high school in the district opened its doors to 800 9th and 10th graders, many of whom would have attended Merced High. This change in district boundaries has reduced student enrollment by nearly 1,000 students since 2012. This drop in enrollment has reduced the number of teachers and administrators, but has also lessened crowdedness and improved campus safety.

Administrative Staffing & Experience (CA Dept Ed Data)						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of Administrators	6	6	5	5	5	5
Average Years of Service	21	20	23	25	17	20
Average Years in District	15	14	15	18	15	19



Certificated Staff By Ethnicity (CA Dept Ed Data)						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
African American	6	6	3	3	2	0
Asian	4	6	3	2	4	4
Filipino	2	3	3	2	2	2
Hispanic/Latino	22	23	19	16	15	9
White	87	85	76	74	67	58
Two or More Races	5	5		3	2	4
Total	126	129	107	100	93	77

Certificated Staff Experience (CA Dept Ed Data)						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Average Years of Service	13	13	14	15	15	16
Average Years in District	10	11	12	13	13	15
# 1st Year	5	5	8	1	5	2
# 2nd Year	5	4	4	5	0	2

Certificated Staff Education Levels (CA Dept Ed Data)						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Doctorate	1	1	0	0	0	0
Master's Degree	41	45	38	40	39	31
Baccalaureate Degree	84	83	69	60	54	44
Total	126	129	107	100	93	77

There are currently 7 teachers on our staff that do not have full credentials. The district's practice is to request PIPs where there is a shortage of available candidates that have not met Subject Matter Competence but are pursuing a teaching credential. MUHSD has a comprehensive Induction Program for new teachers. We provide support of a minimum of 1 hour per week during their prep period as well as other meetings. We also coordinate teacher observations, support with PD, observations with feedback, and any other "just in time" support as needed.

Teacher Credentials and Assignments 2017-2018 (MUHSD HR Data)	
Full Credentials	73
Without Full Credentials	7
Teaching Outside Subject Area of Competence	10
Misassignment of Teachers of English Learners	2
Total Teacher Mis-assignments	12
Vacant Teacher Positions	0



Status of Teachers Without Full Credentials (MUHSD Data)		
Credential Status	Subject Areas	Number of Teachers
Certificate of Clearance	Math	1
Intern	SPED	3
Provisional Instructional Permit	SPED	1
Short Term Staff Permit	SPED, Science	2

Professional Development

Opportunities for professional development and training are abundant for MHS certificated and classified employees. Professional conferences, in-person district trainings, asynchronous district trainings, site trainings, and peer-to-peer trainings provide options for learning and implementing new technologies, innovation in the classroom, and staying up to date in content area pedagogies.

Site Training

Staff Development/Training Fall 2015 - Present			
Date	Session Title	Participants	Outcomes/Products
9/23/15	Annotation and Literacy Training	Certificated Staff	Lesson Planning Strategies
10/21/15	Engagement and Tech Resources	Certificated Staff	EdPuzzle, Kahoot and Actively Learn to increase student engagement
11/6/15	ERCW (English 4) Pullout Day	Senior English Teachers	Lesson Planning Module incorporating higher DOK and deeper learning
11/18/15	Engagement, HOTS and the Flipped Classroom	Certificated Staff	Lesson Planning Strategies
12/7/15	English Collaboration Day	English Teachers	Lesson Planning Module incorporating higher DOK and deeper learning
1/22/16	Science Pullout Day	Science Teachers	Lesson Planning Module incorporating NGSS standards, higher DOK and deeper learning
1/27/16	Four Domains of Language	Certificated Staff	Lesson Planning Strategies
4/8/16	Forms and Flubaroo Training	Certificated Staff	Technology Integration
5/6/16	Strategic English Collaboration Day	Strategic English Teachers	Lesson Planning Module incorporating higher DOK and deeper learning
5/18/16	Writing across the curriculum	Certificated Staff	Lesson Planning Strategies
5/25/16	HMH Curriculum Training	English and Math Teachers	New program adoption and utilization for the classroom



Merced High School ACS WASC/CDE Self-Study Report

8/11/16	Back to School Training	Certificated Staff	Technology Overview, New Website Orientation and Aeries Access
9/7/16	Objectives (Faculty Meeting)	Certificated Staff and Admin	Lesson Planning Strategies
9/14/16	Prep-Period Training DOK/Objectives	Certificated Staff	Lesson Planning Module incorporating higher DOK and deeper learning
9/21/16	English Training Pullout	English Teachers	Lesson Planning Module incorporating higher DOK and deeper learning
10/5/16	HOTS and Questioning and Bear Notes (Faculty Meeting)	Certificated Staff and Admin	Lesson Planning Strategies
10/19/16	Inquiry, Literacy, and DOK	Certificated Staff	Deeper learning in the classroom
11/2/16	Engagement (Faculty Meeting)	Certificated Staff and Admin	Lesson Planning Strategies
1/4/2017	Four Domains of Language (Faculty Meeting)	Certificated Staff and Admin	Incorporating domains in daily lessons
1/11/17	Math Pullout Day	Math Teachers	Lesson Planning Module incorporating higher DOK and deeper learning
2/3/17	English Planning Day	English Teachers	Lesson Planning Module incorporating higher DOK and deeper learning
2/10/17	Communication and De-Escalation + InnovatEd inservice	Certificated staff and Admin	Working with strategies to better communicate with students, parents, and all stakeholders. Also how to help de-escalate situations.
2/27/17	English 3 Pullout Day	Junior English Teachers	Lesson Planning Module incorporating higher DOK and deeper learning
3/1/17	Blended Learning	Certificated Staff	Deeper learning with technology integration
3/2/17	Digital Library Resource for CAASPP (Faculty Meeting)	Certificated Staff and Admin	Supporting CCSS
3/7/17	Blended Learning	Certificated Staff	Deeper learning with technology integration
3/29/17	Social Studies State Framework Training	Social Studies Teachers	Lesson Planning Module incorporating higher DOK and deeper learning
4/5/17	Peer Observation Chart (Faculty Meeting)	Certificated Staff and Admin	Peer Observations to increase classroom knowledge
5/4/17	PBL English 9 Planning	9th Grade English Teachers	Lesson Planning Module incorporating higher DOK, PBL strategies, and deeper learning
5/17/17	Trauma Informed and	Certificated Staff	Deeper learning for students and creating



	Growth Mindset		lesson to have all students become successful learners
5/25/17	Science NGSS Training	Science and Ag Science Teachers	Lesson Planning Module incorporating NGSS standards, higher DOK and deeper learning
8/11/17	New Teacher Training	New Certificated Staff	8 Step EDI Lesson plan, Instructional Norms, Student engagement, and CCSS literacy
8/11/17	New Teacher Library Orientation	New Certificated Staff	Resource Access, Tech Support and Online Curriculum
8/31/17	PBL Training	Certificated Staff	Deeper learning in the classroom
9/18/17	Tammy Hall DOK Training	ILT and Admin	Deeper learning in the classroom
9/20/17	ELD iLit Training	ELD teachers	Utilizing a new program to assistance students in learning and reading
10/2/17	DOK Training	Certificated Staff	Lesson Planning Module incorporating higher DOK and deeper learning
10/3/17	Math Planning Day	Math Teachers	Lesson Planning Module incorporating higher DOK and deeper learning
10/3/17	Tuned In Tuesday Prep Period Training	Certificated Staff	"You've Got Mail, Now What?! Managing Email
10/18/17	English 3 & 4 Planning Day	Junior and Senior English Teachers	Lesson Planning Module incorporating higher DOK and deeper learning
10/26/17	Hyperdoc training	Certificated Staff	Technology Integration
11/2/17	Tammy Hall DOK Training	ILT and Admin	Deeper learning in the classroom
11/7/17	Tune In Tuesday Prep Period Training	Certificated Staff	Smart Searching Tips & Tricks (Google & Library Databases)
11/30/17	Science NGSS Pullout Day	Science and Ag Science Teachers	Lesson Planning Module incorporating NGSS standards, higher DOK and deeper learning
12/5/17	Tuned In Tuesday Prep Period Training	Certificated Staff	Learn About Flipgrid & Transform Your Classroom!
12/8/17	English 9 Pullout Day	9th Grade English Teachers	Lesson Planning Module incorporating higher DOK and deeper learning

InnovatED

InnovatED is a collection of asynchronous professional development training modules/courses designed and administered by MUHSD. Participation for most courses is voluntary; compensation is available for some. Tier 1 courses are generally narrower in focus and are unpaid. Tier 2 courses are more comprehensive and remuneration is provided upon completion.



MHS InnovatED Participation 2016-Present Enrolled, In-Progress, or Completed			
Tier 1 Unpaid Courses			
Course Title	# Participants	Course Title	# Participants
Aeries.net	8	CCSS Key Shifts	4
IEPs	6	EPIC Course Create	9
Lesson Plan Component	6	Foster Youth	2
Google Gmail	3	HMH English	4
Google Drive	5	HMH Math	2
Google Calendar	5	HMH Player	1
Google Docs	4	Instructional Norms	5
Google Slides	5	Standards	10
Tier 2 Paid Courses			
4 C's	10	Understanding our Students	4
Comm. & De-escalation	71	PBL	13
Online & Blended Learning	29	Infusing Innovation	5
Google Forms	9	Innovator's Mindset Forum	10
Screencasting	7	Instructor Bootcamp	3
YouTube	7	Communication for Admin	5
Lesson Design for Student Learning	7		

Summer Institute

MUHSD conducts “Summer Institute” training in both June and August. Classes are taught by teachers, librarians, instructional coaches, etc. and teachers receive compensation for each class they attend. Some examples of courses offered in June and August 2017 include: Digital Lesson Design with HyperDocs; Student-to-Student Review - how to make peer feedback meaningful; Google Cardboard Virtual Reality Goggles; Student-Centered Learning; Planning for Success.

MHS Summer Institute Participation		
	June 2017	August 2017
# Teachers	24	20
# Hours	354	140

Instructional Materials

Google Apps For Education (GAPE) has been used in the MUHSD for several years. When Merced High School issued chromebooks to every student in the fall of 2015, more teachers began to utilize Google Classroom as an instructional platform. There is an ongoing shift from print to digital materials as outdated textbooks are discarded and new materials adopted. New curriculum materials for English and Math (Holt McDougal Online) were purchased in the 2016-2017 school year. Other online educational sources available to Merced High School students and teachers



include Actively Learn, Discovery Education, Naviance, Odysseyware, iLit, and Virtual Job Shadow.

Facilities

Several facility upgrades have been completed at Merced High School since the last WASC visit. Upgrades to the campus network infrastructure ensure that there is now sufficient bandwidth for all students to have efficient and uninterrupted access to the internet. Additional projects to update HVAC, plumbing, and roofing in various buildings on campus have been completed. Most importantly, a new state-of-the-art gymnasium was dedicated in November 2017. This new facility is large enough to accommodate all students at the same time for assemblies and other school-wide events.

The annual rating of MUHSD school facilities (buildings and grounds) is conducted by custodial staff using a detailed facility checklist. Results are based on a scale of 25 percent (poor), 50 percent (fair), 75% (good), 100 percent (exemplary).

Facility Inspection Results	
2015-16	2016-17
50%	100%

Our custodial staff work very hard to make our campus clean and attractive. However, this is an old facility, and maintenance is an ongoing challenge. A number of specific concerns reported by the lead custodian are under review and solutions are being considered:

- Irrigation problems with soccer and JV baseball fields
- Concrete and asphalt have a lot of areas that are cracked or lifted
- Lighting, security at the back of the campus on storage unit areas
- Lockers require maintenance but are not being used
- Trees need to be trimmed, weak branches present a hazard

Survey Data

Extensive efforts have been made to gather data regarding school climate from parents, students, and staff. A survey conducted in Fall 2017 yields the following data: (See Appendix p. 118)

Parent Data

Strengths:

- 97.9 feel their student is being prepared for college and career.
- 70.1% feel Merced High School hires and retains highly qualified staff
- 86.2% feel Merced High School respects all cultures and diversity.
- 91.6 Parents said they are invited to attend meetings where I can learn about what is going on at the school.



- 93.9% said Merced High School is very good about staying in touch with them.
- 81.25% feel If they have a concern or comment about their child the teachers, principal or academic counselor gets back to me right away.
- 90.2% Are aware of the many different ways they can be involved with the school either at the school itself, at home or in the community
- 92.4 feel their student is challenged by the school academic curriculum.

Weaknesses:

- If surveys were given at back to school night, these are possibly the parents that are involved and informed. This affects results.
- 34% of parents do not feel they are asked about their child's strengths and talents.
- 32% of parents do not feel they are asked to help plan family involvement activities.
- 17- It appears that parents want more info regarding services and support.

Student Data

Strengths:

- 70% of students are involved in sports, clubs, etc.
- 95% of students feel MHS provides opportunities for students to get involved in activities outside of the classroom.
- 88.3% feel they are treated with respect by adults! (Question 17)
- 91% Adults in my school work hard to make my experience positive at MHS
- NETS is addressing some cyberbullying
- #10 - pizza incentives for families for back to school night and for the LCAP meeting, also the use of parent square
- #21 - having 6 sections of AVID to support knowledge about colleges

Weaknesses:

- Results for #3 may not be accurate. Freshmen were given survey, so they would not have an accurate relationship with teachers at this point to answer the question of whether their teacher would care for them after high school.
- Question #21, about 40% of students do not know how to access information about college or financial aid.
- Question #23, about 25% of students do not feel connected to MHS. (Again-- could this be freshmen influencing this number?) - a breakdown of data by grade level would help assess this better
- #10, 36.9% of students feel that MHS does not try to involve their family
- 28.5% feel teachers don't make learning interesting
- 36.9 % feel MHS does not try to involve their family
- 39.8% don't know how to find out information on college.
- 89.4% are not involved in the after school program.



Staff Data

Strengths:

- Nearly all staff data was positive.

Weaknesses:

- 15%+ disagreement in recruiting and retaining highly qualified staff.
- Many felt like question #9 should have been 2 separate questions - 1) how are we are we recruiting? AND 2) how are we retaining?
- While we now have new teacher's meetings every other week, the meetings so far have not been helpful

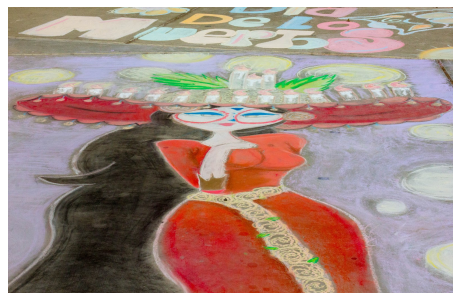
Summary of Findings

Through our data collection, inquiry, analysis, and discussions, we have come to the following conclusions:

- Recurring changes in administration have been a challenge for MHS, but the strong campus culture of doing what's best for students has remained the focus despite turnover in personnel.
- We have made great progress in reaching out to both students and parents for input about what happens at Merced High School. LCAP meeting attendance, survey responses and participation in other parent-centered activities has improved significantly.
- Partnerships in the community continue to be a strength for us and provide rich opportunities for our students. These partnerships must continue to thrive and expand as CTE takes the forefront in coming years.
- Focusing on college and career readiness, perhaps especially for the large number of students at MHS who from underserved constituent groups must continue to be a priority. Expanded CTE opportunities are important for all students.
- New strategies for making it possible for English Language Learners to participate in A-G courses need to be explored and implemented.
- Strategies for better preparing students for CAASPP testing must be utilized and evaluated using longitudinal data.
- Concern for mental health issues among our students and continued support for counseling staff must remain a priority.
- Opportunities for staff development are a strength on our campus and district-wide.



Chapter III: Self-Study Findings



For each category of criteria the following is included:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Category A: Organization: Vision and Purpose, Governance,



Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

Findings	Supporting Evidence
The mission of Merced High School is to empower all students with the academic, vocational, and social skills necessary to succeed in a dynamic society.	-MHS Bear STRONG Posters -CTE Pathways
The Merced High School mission statement has not been redrafted since our 2008-2009 midterm WASC accreditation process and is still the motivation for all stakeholders to support students in acquiring academic, vocational and social skills. In the spring of 2017, staff, students, parents and community members, re-visited our mission statement. In providing students these opportunities, stakeholders decided to change “equipped” to “empower.” Stakeholders wanted our students to be more confident and take authority of their futures.	-WASC Cohort and School Site Council Agendas -ROP, CTE, AP and AVID Classes -Lesson Plans
The vision of Merced High School is pursuing excellence in the home of scholars and champions. MHS has a deep history and traditions in our community, and this vision encapsulates our beliefs and ideals for all stakeholders.	-MHS Staff and Leadership
MHS has taken advantage of expressing the spirit of being Bear STRONG and modifying our Schoolwide Learner Outcomes to compliment our school's posture. Students and staff have worked together in replacing the Expected Schoolwide Learning Results	-MHS Leadership, WASC Cohort and School Site Council Agendas and



and with outcomes that represent being Bear STRONG.	Surveys
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Over the last two school years, staff, students, Site Council, and parents (through surveys) have met to discuss and modify the MHS mission, vision, and SLO’s. This process has ensured the involvement of all stakeholders and is an ongoing process as we move into the future.</p> <p>Besides empowering our students, the MHS mission has not been redrafted since the 2008-2009 WASC midterm accreditation. MHS stakeholders have adopted our mantra as our vision. Being enrooted with deep tradition, stakeholders were passionate having pursuing excellence in the home of scholars and champions as our vision.</p> <p>As we re-evaluated our SLO’s and the importance of ownership of them, MHS decided to refine our posture to represent our SLO’s. The creation of Bear STRONG in 2015 was done by staff, and we wanted to modernize and align it with our mission, vision, and LCAP goals. Students and then staff redefine the acronym and created new SLO’s to represent today’s and tomorrow’s students.</p>	<ul style="list-style-type: none"> -MHS Leadership, WASC Cohort and School Site Council Agendas and Surveys -LCAP Meetings -Parent and Community Resource Center -Parent Square Communications -MHS Website Announcements -Bear Roar Daily Bulletin -Emails to Students

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Beginning in 2015, the Merced Union High School District has included parents, teachers, students and community stakeholders to participate in the development and review of the Local Control Accountability Plan. Meetings were held throughout our district to assure the successful creation and implementation of the plan, as well as including the community’s thoughts and ideas toward increasing student achievement and enhancing services for our students. In the 2016-17 school year, meetings were moved to</p>	<ul style="list-style-type: none"> -District LCAP Meeting Agendas and Minutes -MUHSD and MHS Websites -Aeries Access for Parents and Students -Google Classroom



<p>different school sites to share the district’s plan with sites presenting on their actions.</p> <p>This school year, MHS has had the opportunity to hold two separate LCAP parent nights specific to our site’s LCAP. With over hundred parents and community members showing up to both meetings, we were able to review our site’s mission, vision, and goals. After our presentation and small group break-outs, we held a question and answer session to assure all questions and concerns were addressed.</p>	<p>-Site LCAP Meeting Agendas, Sign-in Sheets and Presentations</p>
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A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

<p>Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]</p>
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Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The Merced Union High School District is governed by board members that are elected by voters within boundaries of the MUHSD. The school board posts their agendas publicly and has an open session that allows for the public to attend and comment. Board policies and procedures are clear and accessible through the MUHSD website.</p> <p>The mission of our district is to provide a relevant education for all students, every student graduating having the ability to articulate his or her next step in life and has attained skills in high school to reach his or her goals. Merced High School’s mission and vision statements support our district’s commitment in ensuring all students are both college and career ready.</p>	<p>-MUHSD Board agendas, calendar, and minutes</p> <p>-MHS Mission and Vision Statements and Schoolwide Learner Outcomes</p>



<p>The MUHSD LCAP goals were created and revised collaboratively with all stakeholders to ensure the overall success of all aspects of the district and ensuring fiscal integrity. Merced High School’s LCAP and SPSA goals are aligned and support our district’s focus. All decisions that are made for our students and staff are aligned with our LCAP goals: all students are college and career ready, school climate, equitable access, and recruit and retain staff.</p>	<p>-MUHSD LCAP -MHS Working LCAP -MHS SPSA</p>
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A2.1. Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Findings	Supporting Evidence
<p>Merced Union High School District’s policies related to online instruction align with our students being A-G compliant and graduating from Merced High School. The curriculum is current, and all students and staff must read and sign a Responsible Use Policy each school year for online usage.</p> <p>Our students are 1:1 with each student having their own Chromebook. To ensure all CIPA policies are met, students are required to go through a Chromebook and cyber safety orientation. Through the graduation requirements, NETS 5 and 6, students are instructed how to use technology and express their ideas ethically.</p>	<p>-Staff and Student Responsible Use Policy</p> <p>-Chromebook and Library Orientation</p> <p>-NETS 5 and 6</p>

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.

Findings	Supporting Evidence
<p>MUHSD board policies have developed roles and responsibilities for all professional staff. Staff contracts are binding efforts and negotiated with the governing board and DTA and CSEA. Policies and procedures set forth and voted upon in the agreements are followed and carried out.</p> <p>In addition to monthly board meetings, principals meet each week with the District Leadership Team and communicate initiatives and concerns of their sites. Site administration meet at Merced High School at least weekly, with monthly Department Chairs and Instructional Leadership Team meetings, to ensure communication of district topics.</p>	<p>-MUHSD Board Policies</p> <p>-DTA and CSEA Contracts</p> <p>-Collaboration Schedule</p> <p>-Administration, Department Chair, ILT Meetings Agendas and Minutes</p>



Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
<p>The school community and parents are informed how they can participate in school governance through communication utilizing Parent Square (texts, dialers, and emails), website postings, social media posts, flyers home, mailings, Parent and Community Resource room, and information from their students. Through various Merced High School meetings, parents and community members are included in site decision making.</p> <p>MHS and MUHSD LCAP Meetings</p> <p>Throughout the last few years, LCAP meetings have been held at our district office, school sites and community facilities to encourage parent and community participation in the creation and revising our LCAP. Meeting dates, agendas and minutes have been posted on the District's and Site's websites and communicated through dialers and social media posting.</p> <p>Merced High School Site Council Meetings</p> <p>The School Site Council is made up of parents, staff, and students who are voted in by their peers. School Site Council meetings are always open to the public and dates, agendas and minutes are posted on our website. Each year, our team revises the Single Plan for Student Achievement and aligns Title I funding with our LCAP goals.</p> <p>Merced High School ELAC and District ELAC</p> <p>MHS and the District ELAC meetings are held quarterly. Parents of English Language Learners are called by our parent and Community Liaisons in Spanish and Hmong. Flyers and dialers are used to inform parents of these meetings. Theses meetings are held to inform families about services, opportunities and school information that will help ensure their child's success in the program. As an advisory committee to our Site Council, the ELD coordinator reports to Site Council meetings.</p>	<p>-Parent Square Communications</p> <p>-MHS Website and Social Media Postings</p> <p>-Parent and Student Flyers</p> <p>-Parent Community Resource Room Materials</p> <p>-District and Site LCAP Meeting Agendas, Presentations, Sign-in Sheets, and Minutes</p> <p>-MUHSD and MHS Websites and Social Media Postings</p> <p>-Parent Square Communications</p> <p>-MHS Site Council Meeting Agendas, Presentations, Sign-in Sheets, Emails, Member Ballots and Minutes</p> <p>-MHS Website</p> <p>-Parent Square Communications</p> <p>-MUHSD DELAC and MHS ELAC Meeting Agendas, Presentations, Sign-in Sheets, Emails, Member Ballots and Minutes</p> <p>-MHS Website</p> <p>-Parent Square and Parent Community Resource Communications</p>



<p>Merced High School Safety Committee As safety is number one priority at MHS, we hold Safety Committee meetings twice per year. Our safety committee is made up by staff, students, parents and our SRO. The safety plan is reviewed and critical areas of need are discussed.</p>	<p>-ELAC Flyers -MHS Safety Meeting Agendas, Sign-in Sheets, Minutes, and Campus Safety Checklist,</p>
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Board’s Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
<p>Merced Union High School District and the governing board invites all stakeholders to review and participate in our LCAP continual development. On the district website, the LCAP Dashboard provides a monitoring tool that displays data of the district and MHS through the lens of the board and state LCAP goals.</p> <p>As a site, Merced High School has a working LCAP that changes based on our strengths, weaknesses, data and establishes goals for each year. This is approved by the district. In addition, our Site Plan that is revised by the site council is aligned with MHS LCAP goals and is approved by the governing board.</p> <p>Communication is key throughout our district. The governing board works with our district cabinet who meets weekly with our site principals. Here at MHS, the administration meets at least weekly and is in constant communication with its staff.</p>	<p>-District and Site LCAP Meeting Agendas, Presentations, Sign-in Sheets, and Minutes -MUHSD and MHS Websites -MHS Working LCAP -District Leadership Team and MHS Administration Meetings Agendas and Minutes</p>

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
<p>The governing board’s and school’s complaint and conflict resolution procedures are outlined on our district website and in the DTA and CSEA contracts. The steps to file complaints are outlined on the forms.</p>	<p>-MUHSD Website -DTA and CSEA Contracts</p>



<p>Each year, our Student and Parent handbook is reviewed with our students and accessible through the MHS website. The Student Support office also has copies. Merced High School has implemented a restorative justice approach for student discipline for the last three school years. Staff is to communicate with the student about the issue that occurred and work with various interventions to encourage the student to remain in the classroom. Staff is to communicate with parents if the issue(s) continue. If needed, administration will work with the student and also communicate with the parent.</p>	<p>-MHS Parent and Student Handbooks -MHS Website -Teacher and Student Mediation Form</p>
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A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to*



ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.

Findings	Supporting Evidence
<p>Merced High School’s broad based, collaborative planning process is a valued asset to our school’s academic culture. Our bell schedule supports weekly collaborative planning time for faculty, department and subject collaboration. At these meetings, data is reviewed and access to determine student needs. In addition to weekly collaboration, in the 2011 to 2016 school years, a Response to Intervention period was built into the bell schedule. Every five weeks, grades and assessments were reviewed for student placement. Currently, counselors review grades and assessments to place students in a full period of academic support.</p> <p>A variety of stakeholder meetings, such as LCAP, ELAC, SSC, and Safety, are held to garner input from parents, students, staff, and community members. The focus of these meetings are to improve student achievement based on school and student data from the following: California Assessment of Student Performance and Progress (CAASPP), California English Language Development (CELDT), reclassification, attendance, college and career readiness, suspension and expulsion data.</p>	<p>-MHS Bell Schedule -MHS Collaboration Calendar -MHS Faculty, Department and Cohort Meeting Agendas and Minutes -Counselor Meetings -Student Study Team -Progress Reports</p> <p>-LCAP, ELAC, SSC, and Safety Meetings Agendas, Sign-in Sheets and Minutes -MHS Testing Data</p>

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>The Merced High School SPSA is updated annually and aligns with the district and site LCAP. The School Site Council focuses on data to improve student achievement and allocate funds accordingly to the rules and regulations set forth by Title I.</p>	<p>-MUHSD LCAP -MHS Working LCAP -MHS SPSA -MHS Site Council Meeting Agendas and Minutes -Title I Funding Rules</p>

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*



Findings	Supporting Evidence
<p>The Instructional Leadership Team (ILT) and department chairs share in the decision making and implementation of practices and programs that support student learning. The ILT meets monthly to review instruction and data and how to best support our teachers as we focus on site and district initiatives. The team is composed of leaders from each department, instructional coach, teacher librarian and administration.</p> <p>The department chairs meet monthly with administration to communicate district and site policies and curricular choices. Department chairs then meet with their department teachers to further communicate actions and accountability. This ensures that all departments are moving forward in the same direction and therefore, our students are being supported in the same across all content areas.</p> <p>Faculty meets monthly to collaborate on school-wide decisions. Teacher cohorts meet monthly to discuss WASC and Depth of Knowledge (DOK) implementation. In addition, departments and subject areas have had program development days to collaborate on district and site initiatives in their areas.</p>	<p>-MHS ILT Meeting Agendas and Minutes -MHS Staff Surveys</p> <p>-Department Chair and Department Meetings Agendas and Minutes</p> <p>-Faculty and WASC Cohort Meetings Agendas and Minutes -Program Development for Planning and DOK Instruction</p>

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

Findings	Supporting Evidence
<p>Communication and collaboration are important aspects to the culture of Merced High School. ILT or department chairs may bring concerns and suggestions to their monthly meetings for open discussion with other staff and administration. The Faculty Senate, composed of one representative from each department, discuss challenges faced by the staff and brings forth to the principal. Administration recognizes and addresses those issues.</p> <p>The principal meets at least weekly with the site union representatives to ensure that teacher concerns are addressed and resolved.</p>	<p>-MHS ILT Meeting Agendas and Minutes -Department Chair and Department and Faculty Meetings Agendas and Minutes -Faculty Senate Minutes</p>



A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
The MUHSD board has adopted specific policies and expectations regarding the need for staff to be highly qualified. Merced High School has 73 fully credentialed teachers, 2 teacher interns, 1 teacher with a PIP and 4 teachers with STSPs. All MHS teachers receive professional and program development through both site and district level trainings which include follow up coaching support to ensure proper implementation of new or refined strategies. Site trainings are developed in association with the MHS instructional foci for the school year which are directly aligned to both the adoption of the Common Core Standards and the district’s communicated instructional focuses. Current instructional focuses include use of instructional norms, Depth of Knowledge, Student Engagement, innovation, problem solving and student centered.	-MUHSD Human Resource Policy -CTE Credentialing Guidelines -MHS Master Schedule -MHS Professional Learning Plan -Depth of Knowledge Presentations and Sign-in Sheets -ILT Meeting Agendas and Minutes -Department Program Development Presentations and Sign-in Sheets -MUHSD InnovatED Courses -MUHSD Summer Institute

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
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<p>MHS staff receive regular professional and program development at both site based and district level, in addition to specific professional development pursued on an individual basis. Professional development is designed and selected based on district and school based strategic plans, instructional focus areas, and the MHS vision and mission statements.</p> <p>All new teachers receive direct instructional support, and new credentialed teachers receive Induction support through the district’s Induction program. District sponsored professional development opportunities available to all teachers include the provision of credentialed instructional coaches who collaborate with teachers and provide feedback and support in a non-evaluative format, continual off-site training in researched based instructional norms (objective writing, higher order thinking questioning strategies, student engagement, vocabulary development, and daily literacy enhancing activities); lesson planning training and support; use of technology to support instruction and student learning; and funded opportunities for alternate campus visitations to observe and collaborate with MUHSD master teachers.</p> <p>In addition, prior to school starting, staff goes through mandated child reporting, pesticide, and suicide prevention trainings. The last two years, we had an opportunity to work with Knowledge Saves Lives and our SRO’s for on campus threats. Throughout the school year, staff and students review safety drills to ensure all people are prepared in case of an emergency.</p>	<ul style="list-style-type: none"> -MHS Professional Learning Plan -MHS Depth of Knowledge Presentations and Sign-in Sheets -MHS ILT Meeting Agendas and Minutes -MHS Department Program Development Presentations and Sign-in Sheets -MUHSD InnovatED Courses -MUHSD Summer Institute -MUHSD Induction Support Meetings and Presentations -Mandated Reporting, Pesticide, Safety, and Suicide Prevention Presentations and Sign-in Sheets -MHS Safety Drill Debriefs
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Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>The systems used to communicate policies and procedures to all staff include email, staff meetings, union contracts, program development, weekly newsletter and an open door policy with all administration. These systems are adequate and effective ways of communication to ensure that faculty understands</p>	<ul style="list-style-type: none"> -MHS Bear Necessities -MUHSD Email -MHS Collaboration Calendar -MHS Professional Learning Plan



established policies.	-DTA and CSEA Contracts
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Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>Ongoing professional development at MHS consists of both support through the instructional coaching model and through an established site professional learning calendar. The site professional learning calendar was collaboratively initiated based on: the MHS instructional foci for the school year (Depth of Knowledge, Project Based Learning, Technology Integration, and Instructional Norms), the essential skills that MHS students will require in order to achieve mastery of the Common Core State Standards, and be college and career ready. The professional learning calendar allows for program development throughout the first and second semester of the school year.</p> <p>MHS staff receive continual coaching and feedback through the use of instructional coaching, the instructional support team, and peer to peer or administrative walk-throughs. Instructional coaching support is available daily, any period of the day, as Merced High School from the Instructional Support Team. The instructional coaching process allows for non-evaluative support to teachers by request or as assigned if necessary.</p> <p>At the district level, professional development is mainly online through a program called, InnovatED. Teachers are compensated for Tier II courses that require a minimum of ten hours professional development. In addition, our district staff and teachers teach and/or participate in our Summer Institute, courses that are created by the teachers and district instructional support staff.</p>	<p>-MHS Professional Learning Plan</p> <p>-MHS Instructional Support Team Collaborations</p> <p>-Walk-through Data</p> <p>-MUHSD Induction Support</p> <p>-MHS Pineapple Chart for Peer Observation</p> <p>-MHS Tune in Tuesdays</p> <p>-MHS Tech Tip Emails</p> <p>-MUHSD InnovatED</p> <p>-MUHSD Summer Institute</p>

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
Our district utilizes the Canvas platform for our online	-MUHSD InnovatED



<p>professional development. Courses that are offered throughout the year are categorized under MUHSD Institutionalized Professional Practices, MUHSD Specialized Professional Practices, Pedagogical and Technical Practices for Improved Teaching and Learning, Curriculum Courses, MUHSD ADAMS Trainings, Administration Courses, and courses for classified staff as well. Staff may be paid if they complete a Tier II course.</p> <p>In addition, program and professional development to enhance the use of technology in the delivery of instruction has been a major focus at MHS with the adoption of 1:1. Each year staff has been survey on needed support in instruction. The professional learning calendar is based on their need and the site’s direction.</p>	<p>-MUHSD Summer Institute</p> <p>-MHS Professional Learning Plan</p> <p>-MHS Staff Surveys</p> <p>-MHS ILT Meetings</p>
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Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>The evaluation process is a contractual agreement between DTA and the district and CSEA and the district. In the evaluation process, an administrator meets with a certificated staff member at the beginning of the year to review his or her educational objectives. Prior to the evaluation (one for a tenured teacher or three evaluations for probationary teachers), the administrator and teacher will sit down and discuss the lesson and select a standard to evaluate. The administrator will then observe a class period and evaluate the teacher on only those standards selected. There is a post evaluation where they review the observation and discuss further support. Educational Objectives are reviewed three times of year with the administrator and teacher and again, support is noted. Lastly, in the teacher’s evaluation year, a summative evaluation is done on the teacher’s evaluation(s) done through that year.</p> <p>Administrators and the instructional coach also will have walk-throughs in all classrooms. Discussions occur what extra support is need with the Instructional Support Team and the Instructional Leadership Team.</p>	<p>-MUHSD Educational Objectives Record form</p> <p>-MUHSD Walk-through Data form</p> <p>-MUHSD Formal Classroom Observation Report (CSTP Aligned Evaluation Report)</p> <p>-MUHSD Teacher Summative Evaluation form</p> <p>-DTA and CSEA contracts</p> <p>-MHS Instructional Support Team collaborations</p> <p>-MHS ILT Meetings</p>

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality*



student-teacher interaction?

Findings	Supporting Evidence
<p>The online credit remediation process has very little oversight or evaluation.</p> <p>As discussed above, online professional development occurs on a voluntary basis.</p>	<p>-MHS Professional Learning Plan</p> <p>-MUHSD InnovatED</p>

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>The MUHSD LCAP goals were created and revised collaboratively with all stakeholders to ensure the overall success of all aspects of the district and ensuring fiscal integrity. Merced High School's LCAP and SPSA goals are aligned and support our vision, mission, the academic standards, and the critical learner needs, and SLO's. All resource decisions are made for our students and staff that are aligned with our LCAP goals: all students are college and career ready, school climate, equitable access, and recruit and retain staff.</p> <p>A variety of stakeholder meetings, such as LCAP, ELAC, SSC, and Safety, are held to garner input from parents, students, staff, and community members. The focus of these meetings is how to allocate our resources to improve student achievement based on school and student data from the following: California Assessment of Student Performance and Progress (CAASPP), California English Language Development (CELDT),</p>	<p>-MUHSD LCAP, Mission and Vision</p> <p>-MHS LCAP, Mission, Vision, SLO's</p> <p>-MHS Data</p> <p>-LCAP, SPSA, Safety and Attendance, Principal and Department Budgets and Minutes</p>



reclassification, attendance, college and career readiness, suspension and expulsion data.	
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Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<p>MUHSD has practices in place for :</p> <ul style="list-style-type: none"> ● Accounting ● Annual audits ● Developing an annual budget ● Business practices 	<p>-MUHSD District Business Services Policies and Procedures</p> <p>-MUHSD and MHS Budgets</p> <p>-QSS Requisition System Records</p> <p>-Federal Program Monitoring Review, Digital Data for Title I Funds</p>

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

Findings	Supporting Evidence
<p>Our school provides clean and functional classrooms, shops, labs, and PE/athletic facilities. The most recent facilities report stated that the campus is in good shape. We have just opened our new gymnasium, which now holds all students at one time, with weight rooms and offices.</p> <p>Our site is older and has continual maintenance and grounds issues, such as, old trees with branches falling, cracks throughout the sidewalks, electrical issues, etc. We do have a work order process for staff to report any issues on site, classrooms, or offices. However, we have an amazing custodial and district staff to assistance in immediate and ongoing assistance.</p> <p>In addition, many of our classrooms do not have student</p>	<p>-Facilities Inspection Report</p> <p>-MHS Work Order Process</p> <p>-SchoolDude</p> <p>-MHS Mini-WASC Report</p>



<p>collaborative desks/seating. We have had an opportunity to modernize a few classrooms, but hope to continue modernizing classrooms.</p> <p>Lastly, our Parent and Community Resource Center has gone through several movements and has finalized on a successful location that is more beneficial to our parents and community. New furniture has been ordered to make it more accessible to our stakeholders. We also have a new lactation room for staff and students. It is a comfortable room that is separately keyed for only those staff or students who are in need.</p>	<p>-MHS Mini-WASC Report</p>
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Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Findings	Supporting Evidence
<p>Acquiring and maintaining instructional materials and equipment are accomplished through district mandated policies and site specific needs. There are sufficient textbooks for every student in every class, and we are compliant with the Williams Act. As new classes are approved, textbooks/online curriculum are purchased by the district.</p> <p>By reviewing data and district and site foci, supplemental instructional materials and equipment decisions are reviewed by administration and our School Site Council. Based on our LCAP/SPSA goals and schoolwide learner outcomes, materials and equipment are purchased. Programs supported by purchases through Title I report back to the Site Council throughout the year on the usage and benefits.</p>	<p>-Williams Act Reports -MUHSD Policies</p> <p>-MHS Supplemental Instruction Materials Process -MHS SPSA and Site Purchases and Minutes -MHS SPSA Funds Proposal</p>

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Findings	Supporting Evidence
<p>Being a Title I school, we are provided a budget to nurture and</p>	<p>-MHS Professional Learning</p>



<p>provide ongoing professional and program development to our staff. Professional and program development is based on our data and district and site foci. Staff is surveyed to inquire on their need of support and encouraged to attend off-site professional development. In addition, district offers continual professional development through online, InnovatED, the Summer Institute, and Induction for newly credentialed teachers.</p> <p>The hiring process is established by our district Human Resource department and reinforced by the site’s administration team.</p>	<p>Plan</p> <ul style="list-style-type: none"> -MHS SPSA -MHS Program Development -Conference Attendances -MHS Staff Surveys -MHS Master Schedule -MUHSD InnovatED Courses -MUHSD Summer Institute Program Development Courses -MUHSD Induction Program -MUHSD Human Resource Policies
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Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The MUHSD and MHS LCAP’s encompass the State’s eight priorities that assist in monitoring the progress towards the critical learner needs, academic standards, college and career standards, and schoolwide learning outcomes. Throughout the last few years, the community, parents, students, and staff were invited to assist in the creation and review of the LCAP goals. The site’s and district’s finances are governed by these actions, and therefore the appropriate resources are allocated for student achievement.</p>	<p>-MUHSD and MHS LCAP, Presentations and Minutes</p>

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

All the findings and supporting evidence has been reviewed and below is the summary of the degree to which the criteria in Category A are being met.

Included are comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)



Merced High School faculty and staff pride ourselves on having strong leadership bodies on campus that work to support the teaching and learning of all students. Stakeholder involvement is another important component of MHS. We diligently leverage our fiscal and personnel resources to meet the needs of our students and families. We work collaboratively with members of the district office to ensure that our students have access to the programs that need to be successful in high school and college and/or career ready.

Structures for communication between the governing board, sites and staff are in place. The MUHSD makes annual adjustments to the LCAP based on stakeholder input, and MHS holds LCAP meetings to include our immediate stakeholders in the evolvment of our goals and fiscal decisions.

Over the last couple of years, students, parents, and staff have reviewed and adjusted the MHS vision, mission and schoolwide learning outcomes to represent that our bears are college and career ready and Bear STRONG. To continue on teaching to the standards, integrating technology, and supporting students overall being, staff is regularly offered trainings and professional development through MHS and MUHSD.

School facilities are clean, effective and help create an environment and culture that is conducive to teaching and learning. However, we do have an older campus, and modernization and upkeep is continual.

The prioritized the strengths and areas for growth for Category A.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Areas of Strength**

1. Reviewing and updating school wide learning outcomes
2. Students develop a 6 year Career Action Plan for college and/or career.
3. MHS has a LCAP & Single Plan for Student Achievement (SPSA) aligned to maximize student learning outcomes. This plan includes parent, student & school community input.
4. MHS is a 1:1 school with every student given a Chromebook.
5. MHS builds on inclusion & communication through Department Chair Meeting, implementation of Instructional Leadership Team (ILT), & monthly faculty meetings.
6. MHS has implemented a Restorative Justice approach for discipline to maximize student access to education through communicative intervention.
7. Custodians and maintenance support upkeep of MHS.
8. Being a Title I school, we are provided a budget to nurture and provide ongoing professional and program development.
9. InnovatED, the Summer Institute, and Induction for newly credentialed teachers allows 25 hours of paid professional development.
10. Evaluation process is part of the MUHSD and MUHSDTA contract and is closely observed by both groups.
11. MHS instructional foci for the school year (Depth of Knowledge, Project Based Learning,



Technology Integration, and Instructional Norms), the essential skills that MHS students will require in order to achieve mastery of the Common Core State Standards, Next Generation Science Standards and be college and career ready.

12. MHS staff receive continual coaching and feedback through the use of instructional coaching, the instructional support team, and peer to peer or administrative walkthroughs.
13. Our school provides clean and functional classrooms, shops, labs, and PE/athletic facilities.
14. MHS supports school culture with inclusiveness, communication, and school pride.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:
Areas of Growth**

1. Provide more collaboration among stakeholders to support student learning goals.
2. Being an older campus, modernization and upkeep is continual.
3. Students need to be provided access to restrooms made available through the Williams Act.
4. Students & teachers to be provided access to consumables & equipment without having to go through a request process.
5. Continue to develop incorporating technology in the classroom for student success.
6. Develop more collaboration with parents to support students at home.
7. Develop and offer more school-wide events for student, parent and community participation



Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking:

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Our staff participates in a wide range of training to learn and incorporate current best practices for enhancing our curriculum through the implementation of monthly professional development offerings, Tune In Tuesdays, Tech Tips, WICOR that encourages strategies for the four domains of language, collaboration time, summer institute, and off-site training. Merced High School has a wide array of programs that provide teachers with the tools needed to create rich curriculum for our students.</p> <p>A major focus of our school district, as well as our site, is to create CTE Pathways for students. The adopted district policy states that all students will need to complete 20 units of CTE coursework in order to graduate.</p> <p>Staff and students are provided with multiple resources for meeting a meaningful instructional program.</p>	<p>Instructional Coach/Librarian Provided Trainings</p> <p>Google Apps</p> <p>Professional Development half days</p> <p>Staff meeting share outs from site experts</p> <p>Pineapple board for classroom visitation among teachers</p> <p>Blended Learning</p> <p>4 Domains of Language</p> <p>Inquiry Based Learning</p> <p>Depth of Knowledge</p> <p>InnovatEd</p> <p>Tech Tips from Librarian</p> <p>NGSS Staff Development</p> <p>CTE curriculum development and implementation</p> <p>Textbooks</p> <p>eTextbooks</p> <p>Instructional Resource Guides</p>



Academic and College- and Career-Readiness Standards for Each Area:

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>Career Technical Education (CTE) is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. At Merced High School, we currently provide twenty-one pathways for our students to complete that are all aligned with the district and the standards provided for CTE from the California Department of Education.</p> <p>Every freshman student takes Freshman Seminar which provides students an opportunity to explore various careers. This course promotes career opportunities and further education in specific industry sectors.</p> <p>Last year, Merced High School offered a Career Day in which students attend a full schedule of meetings with community members that represent a multitude of career choices.</p> <p>Students have the opportunity to enroll in Regional Occupational Programs. Within ROP courses, students are able to participate in a Career Industry Day which is hosted by the Merced County Office of Education.</p> <p>The Career Center on campus provides seminars and information for students who are investigating career pathways. The Career Center also incorporates all communication and information for ASVAB testing as well as recruitment for the military.</p> <p>Exit interviews and portfolios</p> <p>Students are able to meet with the local community college counselors who are MUHSD staff that are also employed with Merced Community College (MCC) as well as an MCC liaison.</p>	<p>Agricultural Business, Agricultural Mechanics: Small Engines, Agricultural Mechanics: Welding, Agriscience, Animal Science, Architectural Design, Building & Construction Trades: Construction Wood, Business Management, Child Development, Financial Services, Foodservice & Hospitality, Graphic Design, Information Support & Services, Marketing, Ornamental Horticulture, Patient Care, Performing Arts, Product Innovation & Design, System Diagnostics, Service & Repair: Automotive, System Diagnostics, Service, & Repairs: Diesel, and Visual Commercial Art Freshman Seminar California Career Zone MHS Career Day ROP Courses MCOE Career Industry Day Career Center ROP and Seniors Merced College AccuPlacer MCC field trips Counseling Services</p>



Through this service, students can take placement tests, register for classes, and take college courses on the Merced High School campus. Students with special needs are also given opportunities to take placement tests, enroll, and take tours of the Merced College campus.	
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Congruence -

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Core and Elective courses have aligned their curriculum to the CCSS, CTE, and NGSS. English and Math classes use the HMH curriculum and performance tasks have been implemented or are in development in order to blend skills taught with academic, college- and career-readiness standards to support school-wide learning outcomes.</p> <p>Career Technical Education courses are aligned with the state required standards.</p> <p>In English classes, students will experience a congruence in concepts and skills taught, academic standards, college- and career-readiness, and the schoolwide learner outcomes. Skills and academic standards are embedded into our 6 year plan. Freshmen do a personality study of themselves along with a career interest survey, and build a website through Weebly; sophomores do a college research assignment that is added to their Weebly site; juniors do a career research assignment that is added to their Weebly site, and they do financial literacy; seniors do a portfolio with cover letter and resume, and do a mock job interview through a community member where they present their digital portfolio. ERWC curriculum has a ‘What’s Next?’ unit that gets kids thinking about life after high school.</p>	<p>Professional development for CCSS,CTE, and NGSS CCSS and NGSS aligned performance tasks</p> <p>CDE/CTE Programming</p> <p>California Career Zone Weebly sites Digital Portfolios ERWC curriculum CCSS Academic standards</p>

Integration Among Disciplines:

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
CTE courses have entered their curriculum data into EPIC’s	EPIC’s Course Create Program



<p>Course Create program (now Inflexion) in order to analyze lessons and align them with Standards.</p> <p>Several courses offer Adobe (Industry standard) Certification testing.</p> <p>Efforts to use outsourced curriculum (EdFuel) are currently being discussed.</p>	<p>Adobe Certification</p> <p>Negotiations with EdFuel are currently ongoing at the District level.</p>
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Articulation and Follow-up Studies:

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Some Core and Elective courses meet (UC Requirements) A-G. AP courses offered which are linked to CSU's. 2 + 2 Articulated courses with Merced College.</p> <p>Specifically, CTE courses such as Photography, Welding, Automotive Repair, and Computer Graphics Articulate with Merced College. Elements of the Articulation requirements are present within the curriculum for each course.</p> <p>There is not a strong line of connection between the feeder middle schools and Merced High School because they are in different school districts. However, some eighth graders take courses offered at Merced High School.</p> <p>Students are able to meet with the local community college counselors who are MUHSD staff that are also employed with Merced Community College (MCC) as well as an MCC liaison.</p>	<p>AVID recruitment</p> <p>CVOC Summer School</p> <p>Articulation Results</p> <p>Integrated Math 2 enrollment</p>

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

<p>Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]</p>

Indicators with Prompts

Variety of Programs — Full Range of Choices:

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college



and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
<p>We host a career day where every student on campus gets to see presentations by community members with a full range of career experience.</p>	<p>Career Day</p>
<p>The district has prioritized CTE pathways, so our students have the opportunity to focus on a career path and work their way through appropriate courses to develop a holistic understanding of that particular career path.</p>	<p>CTE Pathways</p>
<p>High academic rigor is maintained through a wide offering of AP courses developed to expose high school students to college level courses.</p>	<p>AP Courses</p>
<p>To support students who will be the first in their family going to college, we offer the AVID program which develops skills and resources that will be beneficial to our students' future success as college students.</p>	<p>AVID</p>
<p>Our career center is staffed by a Career Technician supported through Merced County Office of Education and provides access to college counselors, college testing, and college visits.</p>	<p>Career Center College Field Trips</p>
<p>We have local colleges offer support and programing to our students. Through these groups students have access to visiting and applying to colleges, checking requirements like A-G completion, and reviewing applications.</p>	<p>Gateway Scholars UC Scholars Merced College Counseling Technicians CalSOAP tutors</p>
<p>Students from the local UC Merced campus come to Merced High School classrooms and tutor students in subjects like English, mathematics, and science.</p>	
<p>An incredible resource to our students and staff is the Bear Branch which is a branch of the local school employees credit union. Our students learn all that is necessary to work for a credit union and many go on to be full time employees of the credit union after graduation.</p>	<p>MSFCU Bear Branch</p>



<p>Students are learning real world applications in agriculture, get to visit college campuses and compete in judging and other team events, develop leadership skills</p>	<p>FFA</p>
<p>Merced High School offers ELD services for students that range from newcomer to Long Term English Learner. There are 2 teachers, a Spanish speaking liaison and paraprofessional who help with student achievement and success via tutoring, ELD parent nights, scheduling, etc.</p>	<p>ELD</p>

Accessibility of All Students to Curriculum:

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Supporting Evidence
<p>Spanning from core classes through career technical education classes, students access curriculum based on state standards including appropriate textbooks and etextbooks.</p> <p>We incorporate reading, writing, listening, and speaking activities into the curriculum. We also incorporate real life situations. For example, when discussing denotation, connotation, and figurative language, students analyze advertisements and then create their own advertisements.</p>	<p>CTE curriculum development and Implementation NGSS curriculum development and implementation Common Core State Standards Four Domains of Language Professional Development iLit curriculum for all ELD levels</p>
<p>The Senior English project encompasses curriculum that spans across programs and gives students opportunities to create a resume, cover letter, collect two letters of recommendation, and to participate in interviews with various leaders from the community.</p>	<p>Senior English Project</p>
<p>In vocational programs we match what students are working on with what is being done in the industry. We also make this known to the students, which creates buy-in for the students. They appreciate the fact that the skills they are being taught can be transferred to an actual career after high school. Project based learning makes curriculum relevant to students. In</p>	<p>Vocational Education</p>



<p>vocational programs we match what students are working on with what is being done in the industry. We also make this known to the students, which creates buy-in for the students. They appreciate the fact that the skills they are being taught can be transferred to an actual career after high school. Project based learning makes curriculum relevant to students.</p> <p>6 Year Plan includes real world applications in that students participate in a career pathway survey as freshmen to determine their CTE Pathway (for Aeries/Counselor Use). Sophomores and Juniors research college and career options. Juniors and Seniors participate in financial literacy activities including to understand how finances will impact them in the “real world” beyond high school. Seniors create digital portfolios and participate in mock job interviews with community members to allow them the experience for life after high school.</p> <p>The mathematics department have adopted the HMH materials that align to the common core state standards. Another resource provided by the district is the Discovery curriculum. While Discovery provides more real world applications, the pacing of the mathematics courses have little time to focus on more performance task and real world problems. Science is beginning to use Discovery as well in connecting students to real world simulations and applications.</p>	<p>MHS 6 Year Career Action Plan</p> <p>HMH/Discovery Curriculum</p>
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B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
GradPoint is utilized as an advancement or credit recovery online platform.	Aeries data showing the number of students enrolled in A-G courses through Gradpoint

Student-Parent-Staff Collaboration:

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
6 Year Plan includes real world applications in that students participate in a career pathway survey as freshmen to determine	6 Year Plan



<p>their CTE Pathway (for Aeries/Counselor Use). Sophomores and Juniors research college and career options. Juniors and Seniors participate in financial literacy activities including to understand how finances will impact them in the “real world” beyond high school.</p> <p>A variety of stakeholder meetings, such as LCAP, ELAC, and SSC, are held to garner input from parents, students, staff, and community members. The focus of these meetings are to improve student achievement based on school and student data from the following: California Assessment of Student Performance and Progress (CAASPP), California English Language Development (CELDT), reclassification, and A-G completion</p> <p>Seniors create digital portfolios and participate in mock job interviews with community members to allow them the experience for life after high school.</p> <p>Once a year, Merced High School hosts two parent nights. One is for the parents of seniors to communicate requirements as graduation approaches and offer support for their future plans. The other parent night is geared for the incoming freshmen to provide information on what to expect for their students as they enter Merced High School.</p> <p>Development and Implementation of educational benefit plan for students as well as behavior plans for students who have a disability-Special Education</p> <p>FAFSA Workshops</p>	<p>ELD Parent Night ELAC LCAP School Site Council</p> <p>Senior Interviews Sophomore Interviews Career Day</p> <p>Senior Parent Night Eighth Grade Parent Night</p> <p>IEP’s and BIP plans (Individualized Education Plans and Behavior Intervention Plans) College and Career Scholarships</p>
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Post High School Transitions:

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Merced High School facilitates multiple ways that students will be able to research and plan for college and a career outside of high school. Some curriculum is built into particular courses while other items may be presented through the counseling department, career center, or through external resources.</p>	<p>6 Year Plan Career Pathway Survey College and career research Digital Portfolio Senior Interview</p>



<p>Merced High School raises awareness for our students by organizing events such as Career Industry Day, College Speakers, Military Speakers, ASVAB assessments, work permits</p> <p>By offering Advanced Placement courses, Merced High gives the students opportunities to take entry-level college courses in order to better prepare them for attending a college.</p> <p>At Merced High School, there are twenty-one identified pathways for Career Technical Education. Many of the those courses offer the ability to earn college credit or certification in industry standards. Merced College has offered various courses on campus to our students free of charge.</p> <p>We have an AVID coordinator who also has five sections of AVID classes. Those students participate in curriculum designed to prepare them for college. The AVID coordinator also prepares newsletters for the staff to identify WICOR strategies that teachers can use in their planning of the curriculum.</p> <p>The Special Education department facilitates temporary work based position-after school, weekends, and holidays to gain experience and pay to gain work skills for their students. There is a community based class that combines job skill practice within the community of Merced. Similar to ROP for Special Education students to practice hands on skills and build knowledge of work habits, solve real world problems, work in the community, and develop skills that can be used to gain employment. The Special Education department develops skills for students' mobility-independence of transportation (public service), building social skills and job training opportunities in the community-socially and developing work skills and or supporting students between the ages of 18-22 as they pursue college courses. Students who graduated with a certification of completion and have an IEP.</p>	<p>Financial literacy presentation College & Career Service Technician On-site</p> <p>AP Courses</p> <p>CTE Courses Articulation Courses Merced College Courses: English 1A Psychology History 17A</p> <p>AVID WICOR</p> <p>Job Corp Workability Working Professionals MUHSD Adult Transition Program</p>
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**ACS WASC Category B. Standards-based Student Learning:
Curriculum
Summary, Strengths, and Growth Needs**

All the findings and supporting evidence have been reviewed and summarize to the degree to which the criteria in Category B are being met.



Included are comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

At Merced High School, all students have access to a rigorous, standards based curriculum. Through a variety of approaches, students make plans for educational and career goals. A driving document that guides students through their experience at Merced High School and into their future is their 6 year Career Action Plan. As freshmen, they are introduced to the 6 year Career Action Plan which is a living document that guides them through selecting courses for their time in high school, identifies an area in which students would like to focus on a career technical pathway, and helps them to identify what their plans will be and the supports for what they want to do after graduation. Each year, the English Department has students plan and reflect on their 6 year Career Action Plan. Through this process, students may also meet with their grade level, college and career counselor.

Both the district and site are implementing Career Technical Education (CTE) as a graduation requirement. As a site, we have identified and built pathways for a variety of technical fields. Students will take an entry level CTE course as well as a capstone course in the same area. This requirement has been developed to provide students with more career readiness opportunities within the high school curriculum enabling more options for the future.

Merced High School provides a comprehensive ELD curriculum--iLit--to ensure that all students receive focused instruction in the four domains of language. iLit includes an initial, mid-year and year end assessment--the GRADE--to measure each student's growth in the acquisition of English. The curriculum also includes regular fluency reads, grammar assignments, reading comprehension activities and listening exercises to fully develop a student's proficiency in English. The comprehensive curriculum aids an ELD student in experiencing success in college and career readiness.

WICOR provides learning tools that faculty can use to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding) within developmental, general education and discipline-based curricula in their major. WICOR incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. Our AVID coordinator is working with the teachers and providing monthly newsletters to help spread AVID campus-wide and spread awareness for AVID strategies to help support our students.

Prioritized are the strengths and areas for growth for Category B.

Strengths:

1. Merced High School offers a comprehensive program where students are guided into making plans about their future that include successful graduation and matriculation on to college and career pathways.



2. Throughout A-G classes as well as career technical courses, students experience standards based curriculum approved by and aligned with the state of California.
3. Students have many opportunities to earn college credit or certification for programs outside of the requirements for graduation alone.
4. Many departments work together with other departments or services on campus to provide students with knowledge and information to guide them into their future.
5. With the campus being one-to-one, students experience innovative curriculum with components that drive their education into ownership of their learning.

Areas for Growth:

1. Continued emphasis on making the curriculum applicable to real life situations and meaningful for students in their everyday lives.



Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>Merced High School takes pride in classes that are focused on equitable learning that promotes and fosters access to all learners. Teachers create a variety of learning experiences that allow for opportunities to explore real world topics and while catering to student ability and choice. Students are engaged in rigorous and challenging learning experiences to prepare them for college and career ready.</p>	<p>-MHS Master Schedule</p>
<p>We focus on preparing every student for post high school choices. Students have vast opportunities to take A-G classes throughout their high school career. Counselors, administrators and teachers educate their students about college standards and the classes that need to be taken in high school to apply to UC's and CSU's. In addition students are encouraged to be involved with curriculums to enhance their college opportunities.</p>	<p>-Course Registration Process -6 Year Action Plan Process -AVID</p>
<p>MUHSD has adopted a CTE requirement for graduation beginning with the class of 2020. With this adoption, we have increased our CTE selection, focusing on our career readiness standards. Students and teachers input has been crucial in the development of our CTE pathways. These courses will provide students with more opportunities to experience real-world applications of standards and schoolwide learning outcomes.</p>	<p>-MUHSD Board Policy -MHS CTE Pathways -MHS 6 Year Career Action Plan -ROP and Workability</p>
<p>MHS administrators and instructional support team observe students and instruction with formal and informal walk-throughs. Classroom instructional norms, Higher Order Thinking Skills, 4 Domain of Languages, and Depth of</p>	<p>-Walk-through Data -Instructional Highlights at Faculty Meetings</p>



<p>Knowledge are specific foci in examining student work. From these observations, administrators and the instructional support team are able to discuss strategies to improve overall best practices.</p> <p>In evaluating classroom observations, teacher surveys, and collaboration with Department Chairs and the Instructional Leadership Team, teachers are providing continual opportunities for students to engage in challenging learning and critical thinking. Instruction is moving steadily towards being student-centered and authentic. Students are developing a sense of autonomy and responsibility for their own learning, which is very supported for our students of diverse backgrounds.</p>	<p>-MHS Professional Learning Plan</p> <p>-DOK Program Development</p> <p>-Pilot Programs, Project Based Learning, Growth Mindset, and UDL</p> <p>-Tune in Tuesdays, Technology Integration</p>
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C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
<p>Students monitor their own pacing for online learning. Online instructors ensure that students are making satisfactory progress.</p>	<p>-GradPoint</p>

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Instructional norms have been a main focus at MHS. Teachers are encouraged to daily instruct students on the objectives/learning goals for each lesson. Teachers have been trained in developing effective goals that align with the standards and depth of knowledge level of learning. Students reflect upon their learning and performance at the end of each lesson. Teachers utilize this assessment to help plan for future lessons.</p> <p>Teachers collaborate per subject level and department to strengthen their instruction of the standards. During collaboration, teachers evaluate assessments, data, and instructional strategies to increase proficiency in their students.</p>	<p>-MHS Professional Development</p> <p>-Lesson Plans</p> <p>-Course Syllabus</p> <p>-MHS Professional Learning Plan</p> <p>-NGSS Program Development</p> <p>-LCAP, CAASPP, and Assessment Data</p>

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as*



integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..

Findings	Supporting Evidence
<p>Merced High School has a diverse population of students with different levels academic backgrounds. Differentiating instruction and the utilization of technology as a resource has been a major emphasis at MHS since the adoption of Chromebooks. A wide variety of professional development has been offered to support our teachers be successful with integrating technology into their lessons. Teachers have had an opportunity to have full day or half day trainings throughout the school year of technology tools to enhance and differentiate learning. There are bi-monthly Tune in Tuesdays that focus on a specific technology strategy, InnovatED online professional development, and Summer Institute that provide teachers ongoing development of instruction. For daily inquiries, our instructional support team has a MHS Help email for immediate assistance or questions for instruction and technology.</p> <p>Teachers are surveyed electronically and by their department chairs or ILT members to assist in development of the school year’s Professional Learning plan. Many support programs have been purchased to assist teachers in differentiation in their activities. With the focus of being student centered, many teachers provide students the opportunity to utilize technology to select a prefer choice in completing assignments and projects.</p>	<ul style="list-style-type: none"> -MUHSD Professional Development Offers -MHS Professional Learning Plan -Tune in Tuesdays -InnovatED Courses -Summer Institute -MHS Support Help email group -Instructional Coach and Support Team -MUHSD Induction -Teacher Surveys -ILT and Department Chair Collaborations -Actively Learn, NewsELA, Kuta Software, Flipgrid, Podcasts, and many more Technology Tools/Apps

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Findings	Supporting Evidence
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<p>With the adoption of Chromebooks, we utilized Google Suites. Every student and staff member has a Google email account and access to the variety of Google Apps for education. One platform that is used throughout our campus is Google Classroom. Teachers are able to electronically post assignments and announcements to all students in their classes. These assignments may be assigned to each student which allows for teacher grading and feedback. Teachers have their own website where they also provide assignments, calendars, and general notifications for their students.</p> <p>Google docs are used by teachers to comment and give feedback in real time to students. Students can look up works, utilize add-ons to make their writing experience more smooth and can annotate their work. Google presentations allow for teachers to have a moving agenda to help pace the classroom and provide visuals for lecture content. Google forms are utilized as a mandatory engagement activity, reflection, and entry and exit tickets. From Hyperdocs to daily activities, Google provides a multimedia delivery of instruction.</p> <p>In addition, teachers have been trained, explored, or observed many multiple modes for assessments, presentations, discussion, classwork and reflection. Through walk-through, evaluations, peer observation, program and professional development, and collaborations, teachers deliver and assess content using different modalities.</p>	<p>-MHS Lesson Plans and Student work -MHS and Teacher Websites -MHS Professional Learning Plan and Surveys</p> <p>-WeVideo, Green Screen, PowToons, Screencastify, Infographics, Kahoot, Quizlet, Weebly, Kami, Actively Learn, Holt and Discovery Online Curriculum, and many more that teachers utilize</p>
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C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
<p>The online credit remediation process has very little oversight or evaluation. Site administration or teachers will teach credit recovery, and as mentioned above, professional learning is vast at MHS.</p>	<p>-MHS and MUHSD Professional Learning</p>

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>There are many different teaching models utilized throughout Merced High School. Teachers work as coaches and facilitators</p>	<p>-Seating charts, jigsaw, learning</p>



<p>to guide learning. Focusing our student centered instruction, teachers use high/low pairings and collaborated groups, scaffolding, flipped classroom, modeling, open ended questioning strategies, inquiry based learning and research, reading comprehension strategies, and technology integration.</p> <p>We have several teachers implementing Project Based Learning and strategies into their curriculum. Over ten teachers have visited New Tech High in Napa and have had opportunities to be trained in PBL strategies. Continuous collaboration occurs on campus as teachers strengthen their lessons. Hands-on application is key for our CTE, Agriculture and science classes. Providing students the ability to learn by doing assists in the depth of knowledge being gained by our students.</p>	<p>groups</p> <ul style="list-style-type: none"> -Peer observations with pineapple chart -New teacher Learning Walks -Student work posted in rooms -Senior portfolio and interview -Debates and Mock Trials -Graphic organizers -Peer reflection, advise and revise on group projects -Research papers and class projects -Students create and teach a lesson -HyperDoc lessons -PBL and CTE Projects -Science labs
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Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Students are have opportunities to research, inquire, discover, and apply knowledge throughout the variety of courses they take in high school. Merced High School students are provided instruction in research and inquiry in their social science and English classes. Our teachers and librarian utilize our library databases to instruct students on research- and inquiry-based strategies. Students exhibit these skills in a variety of assignments, papers, projects, and debates. Students have culminating projects for each of the grades for their 6 Year Career Action Plan where they apply their knowledge learned about college and career standards.</p> <p>Students have the chance to store, organize, and access their school work completed throughout their four years in their Google Drive. Students can note take, configure, and continually access work with their Chromebooks. Many teachers utilize Google Classroom which allows students to</p>	<ul style="list-style-type: none"> -MUHSD Library Databases -Lesson Plans -Student work -6 Year Career Action Plan -Performance Tasks and Benchmarks -Google Drive and Classroom -Senior Portfolio and Exit Interviews



retrieve assignments and announcements all in one location for their classes. Lastly, for their 6 Year Career Action Plan, a Google Class is set up for students to store all their career and college readiness materials to exhibit in their senior portfolio at their senior exit interviews.	
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C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
For online courses, curriculum has content assessments built in. If competency is not reached on assessments, then the tests are rest. If students do not reach competency in their modules, then students are encouraged to further research material in a self-directed learning environment.	-GradPoint

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Everyday students are asked to demonstrate higher level thinking and problems solving. A main focus at MHS year is depth of knowledge. Teachers have been trained to rewrite objectives and questions and incorporate higher order thinking activities in their daily lessons, <i>Live in a DOK 2 and strive for 3</i> . In daily walk-throughs, administrators are looking at student lived DOK levels, what are the students actually thinking, reasoning, solving and are they able to discuss, justify, compare and contrast their answers.	-MHS DOK Program Development -Walk-through Data -Daily Student Work -Teachers' Lesson Plans -PBL Projects -Senior Debates and Mock Trials -NGSS Activities and Labs -Regression and Inference Projects -CTE Projects -Senior Portfolios

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
MHS students use technology to assist them in achieving comprehension of the academic standards and schoolwide learner outcomes. Teachers have been trained, explored, or	-MHS and MUHSD Professional Learning -Walk-through and Evaluation



<p>observed multiple modes of technology tools for assessments, presentations, discussion, classwork and reflection. Through walk-through, evaluations, peer observation, program and professional development, and collaborations, teachers deliver and assess content using different modalities using technology.</p> <p>Students are creating projects, reflecting, collaborating, and enhancing learning through multitude of technology tools. Students are given the opportunity to write, create videos or storyboards to demonstrate their knowledge of the standards. Online assessments are given to students using programs like Kahoot and Quizzizz to identify gaps in the learning and to provide immediate feedback in the learning process.</p>	<p>forms</p> <p>-Collaboration</p> <p>-Actively Learn, NewsELA, Kuta Software, Flipgrid, Podcasts, WeVideo, Green Screen, PowToons, Screencastify, Infographics, Kahoot, Quizlet, Weebly, Kami, Actively Learn, Holt and Discovery Online Curriculum, and many more that teachers utilize</p>
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C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Being a 1:1 school, students have access to the Internet at their fingertips. Students are encouraged to go beyond the textbook, to access databases, original source documents, and experiences that link students to the real world.</p> <p>In the ELD and SDC classes, students are enhancing their reading skills in an online program, iLit, and math skills using iXL. In English students are accessing real time stories to become critical readers with expository texts. In math, teachers are utilizes Desmos, Khan Academy and Kutasoftware for real life application of math skills. Students are exploring real life lab settings in Agriculture Science classes and with Vernier Probeware in biology. Art students are exploring photography and computer graphics with Adobe products. Throughout core, electives and CTE courses, students are going beyond the textbook to have experiences that link to real world application.</p>	<p>-Library Databases</p> <p>-Gale Databases Usage Stats</p> <p>-Library Research Guides</p> <p>-Research Guide Usage Stats</p> <p>-Supplemental Curriculum</p>

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*



Findings	Supporting Evidence
<p>Merced High School provides students with access to career exploration and preparation. Students start off their freshman year with our Freshman Seminar course. The curriculum provides students with career awareness and exploration and a culminating project researching a specific career. Students continue their career exploration each year in their English classes, which is apart of their 6 Year Career Action Plan. Their final project is their Senior Portfolio that is a culmination of their career exploration and preparation for their post high school plans. Lastly, every two years, MHS hosts a career day, where speakers for various careers come and speak to students.</p> <p>ROP and CTE courses are offered throughout students four years of high school. Students acquire skills, hands-on applications, community involvement, and/or on-site training applicable to careers within these industry sectors. In addition, many of these classes are articulated with the community college, and students may earn college credit and certifications. Students also have an opportunity to placed in Internships in various pathways to help further career readiness.</p> <p>Our Special Education Department provides a Workability Program. Students are provided with comprehensive pre-employment skills training and employment placement. Post high school, special education students who making the transition from school to work, are assisted in independent living and postsecondary education or training.</p>	<p>-Senior Portfolios and Interviews</p> <p>-Freshman Seminar Lessons and Student Work</p> <p>-6 Year Career Action Plan</p> <p>-California Career Zone</p> <p>-Career Industry Day</p> <p>-ROP and CTE Pathways</p> <p>-Virtual Job shadowing</p> <p>-CTE Clubs</p> <p>-Articulation Agreements</p> <p>-MHS Workability Program</p>

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
<p>GradPoint for credit recovery or enhancement is a self-directed and self-paced learning program.</p>	<p>GradPoint</p>

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

All the findings and supporting evidence have been reviewed and summarize to the degree to which the criteria in Category C are being met.

Included are comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Merced High School takes pride in classes that focus on equitable learning that promotes and fosters



access to learning for all students. Teachers create a variety of learning experiences that allow for opportunities to explore real world topics, while catering to student ability and choice. We continue to engage students in rigorous and challenging learning experiences to help better meet the academic standards, the schoolwide learning outcomes, and to be college and career ready upon graduation.

MHS offers a broad course of study with a variety of course choices. To affirm that all students have an opportunity to be college and career ready, a variety of Advanced Placement, Honors, CTE, electives and A-G courses course are becoming more available for students to take. In addition, all courses include the four domain of language in lessons daily.

Technology integration and the availability of print and multimedia resources are utilized to support differentiation of instruction to meet the needs of all students. Through different activities, lessons, projects, student-centered environments, students are encouraged to work collaboratively to think critically and problem solve. Teachers are provided multiple opportunities to attend professional development, both on-site, district wide and at conferences. Many teachers have taken advantage of these opportunities and are integrating relevant technology tools and expanding depth of knowledge to create more dynamic, rigorous, and differentiated learning experiences.

Prioritized are the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

1. Teachers have multiple opportunities to enhance their technology skills and strategies for technology integration in the classroom - Innovated Summer courses, Staff Professional Learning Plan and Professional Development, Tech. Tuesdays etc.
2. Teachers facilitate learning as coaches to engage all students - Questioning strategies, reflection, inquiry and progress-based learning, etc.
3. On site, district wide and conferences, teachers have the opportunities for professional development.
4. Newly adopted CTE pathways and courses to support our students with opportunities to apply knowledge to real-world situations and be college and career ready.
5. All students have access to and are engaged in career preparation activities: complete a 6-year Career Action plan, participate in MHS Career Day and MCOE Career Industry Day.
6. Teachers have an opportunity to incorporate PBL, Deeper Learning, Growth Mindset, and UDL strategies to enhance student learning.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. Students need expanded opportunities to apply acquired knowledge and skills at higher cognitive levels and to engage in higher ordered critical thinking.
2. With CAASPP, ELPAC, and CAST still evolving, teachers need more training and planning time to fine tune their teaching materials and strategies.



Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and*



the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>MHS uses assessment data to guide services and accommodations for students that have been found eligible for services. Students have engaged in an adaptive testing platform through the CAASPP, HMH Benchmark, and Continuum assessments. Disaggregation and feedback is provided by HMH and CAASPP, and analysis is carried out in subject level collaborative groups.</p> <p>All junior-levels students participate in CAASPP testing for Math and English, and senior-level students will take a general science assessment, CAST, for the CAASPP. Questions were multifaceted, varied in styles, and covered myriad of subjects, for example, American Literature, World Literature, as well as Biology, Life Science, etc. Feedback is viewable within 1-2 weeks on AERIES platform in order to determine student placement in next year courses.</p> <p>Collaboration protocol was designed and developed within each department, with an emphasis on the uniqueness of how academic standards affect the needs of specific ethnic groups, students with disabilities, and socioeconomically disadvantaged students.</p>	<ul style="list-style-type: none"> -Initial and triennial referrals, development of IEP -504s -Student Study Teams -HMH and CAASPP Benchmark and Continuum Assessment Data -CAASPP and CAST performance data -Aeries -Collaboration Protocol and -Calendar

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Stakeholders access to Aeries has improved broad based support for monitoring student academic performance. Parents are able to schedule automatic updates on their child’s progress in all classes. They are able access their child’s gradebook in real time. They are also able to contact teachers on email via their Aeries access. MHS students are able to self-monitor their progress in all courses via Aeries Gradebook. Students have full access to assignments and assessments. This real-time look at</p>	<ul style="list-style-type: none"> -Aeries -Academic Progress monitoring -Learning skills classes and academic goal progress monitoring used to pro-actively support interventions for -School Counseling -Email correspondence



<p>their progress allows them to make improvements to their grade before the grading period ends. Parents have the same access through our Parent Portal.</p> <p>The school website, MHS App, and social media postings allows the entire community to have active contact with all the events at the school. It provides a platform for all of Merced to actively support their centrally located campus. It also allows the community to have access to the staff members who are supporting MHS students. Booster clubs, athletic events and social services provided on the campus.</p> <p>All parents are encouraged to participate in the governance of the school and participate in the programs available for their children. Active solicitation of parent input is an ongoing effort of the entire school staff, especially the Administration. Quarterly progress reports for special needs students communicated to parents.</p> <p>Lastly, daily intervention and support are available to caseload students to move them forward in the academic progress towards a diploma.</p>	<ul style="list-style-type: none"> -Merced High School Website -MHS App -MHS Social Media Platforms -All Parent Committees, ELAC, SSC, DELAC, LCAP, Safety, Boosters -MHS Special Education Procedures
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Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Aeries is the data management tool used to store student data including student assessment data and grades. Aeries also helps track student progress towards graduation status and college and career readiness goals. MUHSD provides a data dashboard that shows data measures for all schools throughout the district although this resource is new and needs refinement for accuracy of the data.</p> <p>All students are actively monitored and evaluated against their</p>	<ul style="list-style-type: none"> -Aeries -AP testing Data -A-G Completion -MUHSD Website District LCAP Data Report -Pre and Post Academic Assessments/monitoring Grades -Career Pathway Growth and Progress



<p>IEP goals to gauge academic progress. The senior portfolio allows members in the community to interview students that will one day contribute to the local and national workforce. Senior students present all of their high school accomplishments in an interview with community leaders.</p>	<p>-6 Year Career Action Plan -Content Area Specific Diagnostic Testing -I.E.P. and SST Meetings -Senior Portfolio and Exit Interview</p>
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>Within the classroom, teachers use a variety of approaches for assessing students. These assessments are ongoing throughout the school year. There are eight grading periods throughout the year where students will receive a progress grade while two are the semester grades.</p> <p>While students take the CAASPP in their junior year, many classes have students participate in the interim and block assessments throughout their high school experience. Many departments participate in offering benchmarks aligned to CCSS, NGSS, or content standards. Additionally, students participate annually in taking tests that assist in preparing for college. These tests also indicate, in some cases, whether they are waived from taking certain courses or placement tests and remediation. These tests also inform teachers of the progress of their students which will help guide curriculum development and instruction.</p>	<p>-Chapter, Quarterly, and Semester Quizzes and Finals -Test Results -Teacher Developed Formative and Summative Testing -Aeries Gradebooks -Report Cards and Progress Reports -CAASPP including interim and block assessments -AP testing -EAP testing -Science Department NGSS Aligned Formative and Summative Assessments -Math Benchmarks -Collaborative Protocol and Calendar</p>



	<ul style="list-style-type: none"> -Senior Portfolios and Interviews -Labs -Research Projects
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D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Through the GradPoint platform, assessments are incorporated throughout the learning process.	-GradPoint Platform and Lessons

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Subject and department meetings are held monthly to discuss instructional strategies, administrative information, test results and best practices. School wide staff meetings led by site administrators are held to share important information as it relates to instruction, dates of importance, student recognition, and other.	-MHS Collaboration Calendar
Professional and collaborative support from Instructional Support Team on site to assist instructors in all subject areas as it relates to instructional strategies. An online form is used to promote peer observations for teachers to gain instructional strategies from their colleagues.	-MHS Professional Learning Calendar and Walkthroughs -Pineapple Chart for Peer Observations -MUHSD InnovatEd
District-level subject and department meetings attended by site staff to align with other schools in the district help determine curriculum resources, and other.	-District Office
The district AP along with AP teachers from the district have developed a master plan for the next three years of the AP programming offered by MUHSD based on data from past testing as well as considering how the data will be used in the LCAP and LCFF.	-AP Meetings

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over



time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>Students as freshmen develop a 6-year Career Action Plan. They monitor and reevaluate their progress every year towards their college and career goals. Students focus on what career goals they have and what educational requirements they must fulfill to meet those goals. Through Senior Exit Interviews with site and community members, students exhibit in a portfolio their college and career readiness.</p>	<p>-6-year Career Action Plan -Senior Exit Interviews</p>
<p>SST’s are facilitated by grade level counselors to address academic and social concerns. This is also a required step when considering Special Education Testing. IEP’s are led by the Special Education department to support student academic, social and vocational development. Case managers facilitate the meeting. Teachers, counselors, administrators, the student and parents participate.</p>	<p>-SST Meetings and Procedures -IEP Meetings, Accommodations, Goals and Program Monitorings</p>
<p>Parent/Teacher conferences are often developed and facilitated by grade level counselor. They focus on academic, behavior, and attendance. 504’s are developed and facilitated by grade level counselor and teachers. These are utilized to provide support to students with a medical condition that require accommodations.</p>	<p>-Parent/Teacher Conferences Documented in Aeries -504 plans</p>
<p>In effort to mediate classroom conflicts between teachers and students, Merced High has developed a form for students and teachers to complete together in effort to address and resolve conflicts before they necessitate further disciplinary actions from the administration.</p>	<p>-MHS TSMP Form and Intervention Process</p>
<p>In the spring, Merced High hosts an eighth grade parent and student orientation night to go over school requirements, highlight programs, and provide an opportunity for Q & A with students and families. Also in the spring, MHS hosts a senior parent/student night to inform graduating Seniors and families of upcoming events and school policies.</p>	<p>-8th Grade Parent/Student Orientation Night -Senior parent night</p>



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D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

Findings	Supporting Evidence
Meetings are held monthly or quarterly to discuss and review various matters at the school and to address potential questions, problems, and successes.	-School Site Council, ELAC, LCAP, Athletic and Safety Meetings
Merced communicates activities and events that are being held on campus through the Merced High School website and the marquee. The website also contains our LCAP, SPSA, and WASC reports.	-MHS School Website -MHS Social Media Platforms -MHS App -Bear Roar Bulletin
MHS students are able to self-monitor their progress in all courses via Aeries Gradebook. Students and parents have full access to assignments and assessments. This real-time look at their progress allows them to make focus on areas of growth and make improvements to their grade before the grading period ends. Parents have the same access through our Parent Portal.	-Aeries.net -1 to 1 Technology -Transcript evaluations



<p>This allows parents to intervene before progress reports. Counselors utilize Aeries to review throughout the year for graduation, A-G, and career interests.</p> <p>The district office has provided an LCAP data dashboard to help facilitate conversations about where Merced High stands on a number of metrics. Administrators and counselors regularly run reports and communicate these to department chairs to then facilitate discussions about student motivation and how to improve student performance.</p> <p>Instructional Leadership Team discuss assessments and design curriculum/strategies to help teachers improve student performance.</p>	<p>-LCAP Data Dashboard -Aeries -CDE DataQuest</p>
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D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
Online students are required to report to on campus testing center.	-Independent Studies Room

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
The mathematics department adopted HMH for their textbook in the integrated math classes and utilizes their resources including benchmarks that align the curriculum to the CCSS.	-HMH Benchmarks
The English and mathematics departments utilize the CAASPP Interim Assessments for benchmarks.	-CAASPP Interim Assessments
The school site council reviews site data to analyze curriculum and performance campuswide.	-Site Plan for Student Achievement
Merced High School has a high rate of reclassification for our ELD students. Incoming students files are thoroughly reviewed to ensure they are placed at the appropriate level. Through	-ELD Reclassification -Seal of Biliteracy



<p>teacher and support staff in combination with CAASPP data, ELA benchmarks and soon the ELPAC testing data, ELD placement is reviewed to make instructional decisions.</p> <p>Through counselors, the career and college technician, visiting programs (i.e., Gateway Scholars and UC Scholars), college counseling technicians, administrators, and teachers analyze and provide support for students as they navigate college readiness tests, including SAT, ACT, and EAP. In addition, through our Saturday Academies, teachers offer SAT and AP test preparation sessions.</p>	<ul style="list-style-type: none"> -Counseling -Career Center -Saturday Academies
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Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Partly because we are not a unified district with the feeder middle schools, we don't receive much placement data for students entering Merced High. In the math department, we give a readiness test at the beginning of the school year to ensure students are placed appropriately into classes.</p>	<p>-Math Readiness Assessment</p>
<p>With the change in standards and testing procedures, Merced High focuses on CAASPP data to make decisions about how to best support students and prepare them for the test.</p>	<p>-Master Schedule</p>
<p>With the increase in technology required for testing, MUHSD has provided staff with many resources and trainings for incorporating best practices in utilizing technology as a supplement to the curriculum. The site is 1-1 with devices and encourage building curriculum that is student centered incorporating many instructional strategies where appropriate.</p>	<ul style="list-style-type: none"> -Tune In Tuesdays -Professional Development through the Instructional Support Team

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>School wide progress reports to show student progress towards</p>	<p>-Available on Aeries.net</p>



<p>achievement.</p> <p>Teachers analyze student progress roughly every 4 weeks through submitting progress reports, student, teacher, counselor, parent meetings (SSTs)</p> <p>During collaboration, departments evaluate curriculum and assessments and use these results to drive changes in instruction.</p>	<p>-Scheduled Meetings</p>
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D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>Since the change to online state testing, security measures have been integrated in the testing protocols. Students complete CAASPP testing through a secure browser. As in most assessments, the use of electronic devices are not allowed.</p> <p>Classroom teachers and supporting staff that help proctor testing are provided training and have to sign an affidavit. Administration works with staff to determine ideal testing schedules and testing centers. Students are seated according to the testing guidelines and regulations. All materials and exams are stored, accounted, distributed and returned to the testing office where they are locked per regulations.</p>	<p>-CAASPP, PSAT, AP, College Board Training Manuals, Materials, and Procedures</p>

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

All the findings and supporting evidence have been reviewed and summarize to the degree to which the criteria in Category D are being met.

Included are the comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Merced High School uses a variety of assessment tools and data to measure student achievement, inform instruction, influence program design, and evaluate the overall performance of our school. Collaboration and reflection provides us the opportunity to address needs and take action to improve student achievement for all of our students. Our goals and outcomes are aligned with the districts initiatives, and student data and results are communicated to our stakeholders.



Expectations utilizing rubrics, standards-aligned assessments, summative and formative assessments, and self-reflective processes are communicated to our students. Assessment results are shared and discussed amongst students, parents, teachers, administration, and committees. Our commitment to rigorous, authentic, diverse and self-reflective assessments continues to be an area of growth for all student success with Merced High School.

Prioritized are the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Online websites and tools, including the Google Suite, provide assessment tools and analysis for teachers to assess student knowledge and guide instruction.
2. There is parent and student engagement with assessments, student goals, and grades through Aeries and the grades app.
3. CAASPP data is utilized for review and planning.
4. Initial Placement utilizing CELDT, ELA Benchmarks, and soon the ELPAC, ELD students are correctly placed by their levels.
5. Math department organizes and assesses students for correct placement upon entering Merced High School.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. There is a need for more collaboration around development of common assessments and benchmarks for data driven discussion and instruction to occur.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.



E1.1. Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Findings	Supporting Evidence
<p>Parents are involved as stakeholders and this has been seen in our attendance for our parent meetings and surveys. This year we have held two LCAP Informational Nights. At our first meeting, we had over 140 parents and community members attend. The second meeting was held the same night as a Parent Financial Workshop night. In both meetings, we had over 120 parents and community members attend. This is in addition to our District LCAP meetings that been held for the last couple of years at the district office and around various school and community sites and encouraged parents and community members for their support.</p> <p>A variety of stakeholder meetings, ELAC, SSC, Safety, and athletic and club boosters are held to garner input from parents. The focus of these meetings are to improve student achievement based on school and student data from the following: California Assessment of Student Performance and Progress (CAASPP), California English Language Development (CELDT), reclassification, attendance, college and career readiness, suspension and expulsion data. Parents are invited to all these meetings through Parent Communications, such as text, emails, social media posts, and phone calls-personal (Spanish and Hmong speaking parents) and dialer, and are encouraged to attend. Parent turn-out has increased through the years, with full parent support in each of these committees.</p> <p>Merced High School has also surveyed their parents throughout the last several years. Every year, parents are ask to complete the California Healthy Kids Survey. The results are utilized in our LCAP, Mini-WASC, WASC, SSC, and many conversations that occured during site planning meetings. In addition, our parents have been surveyed for WASC, Schoolwide Learning Outcomes, the school’s posture, and Site Council.</p>	<ul style="list-style-type: none"> -MHS and MUHSD LCAP Informational Meetings -Financial Aid Workshop -Back to School Night -8th Grade Orientation Parent Night -Senior Parent Nlght -ELAC, SSC, and Safety Meetings -Athletic and Club Meetings and Events -Parent and Community Resource Center Liaisons -Interpreter Services -Parent Square Communications -WASC Parent Survey -California Healthy Kids Survey



<p>ROP and Workability has allowed us to partner with several business and community members. These business allow are students the opportunity to gain employability skills and help them be better prepare post high school. With our Career Industry, several community members volunteer to assist in educating our students about career opportunities in our area. Lastly, our advisory committees for various clubs and athletics reach out to business and community members that have a passion to support and advisory in making our programs stronger for student success.</p>	<ul style="list-style-type: none"> -ROP Courses -Workability Employment Offerings -Community Classroom -Career Industry Day -Agriculture Advisory Committee -Athletic Booster Clubs -Hall of Fame Committee
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

Findings	Supporting Evidence
<p>Partnering with local business and community based organization is an avenue we constantly seek. We collaborate with social service agencies to provide wrap-around services for our foster youth, Mckinney Vento, low-socio economic, and social and emotional supported students. With these resources are students are able to be better prepared for school</p> <p>Businesses open their doors for employment experience for our ROP, Workability, and Internship students. Merced College and UC Merced provide counseling and support for college transition. MHS uses the Career Center as a student resource for assistance in future planning by visitations from colleges, military, and community and industry leaders. MHS was the first high school in our area to have a bank on campus, MSEFCU Bear Branch, which employees our students as the tellers.</p> <p>MHS has many community partners and works together on programs on campus and throughout our community. Many of our clubs and activities provide community service around town.</p>	<ul style="list-style-type: none"> -Livingston Health Service Manager -Merced County Social Services -MUHSD Program Manager Foster Youth -MUHSD Homeless Youth Liaison -MHS Crisis Counselor -Migrant Education -ROP, Workability, and Internship Course Lists -Merced College Counseling Technician -UC Scholars -Gateway Scholars -FARM2U -Merced County Career Day -Interact, Kiwanis, Rotary and Key Club



E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>School safety, restorative practices, and a positive school culture and climate has been one of our primary focuses here at Merced High School. Continual resources have been added and reviewed for mental health, Foster Youth and McKinney Vento students to help support and educate students about over care. MHS has incorporated school-wide systems to further support all students and families.</p> <p>At Merced High School, safety is our number priority. Each year we go through Fire, Earthquake, and Lockdown drills to prepare all students and staff for such an occasion. The safety team debriefs after each instance to improve and challenges. The last couple of years, all staff have gone through Active Shooting Training and On-campus Threat situations to better prepare our campus. Video cameras are placed throughout the campus and are utilized for investigations and campus security. All facilities have inside lock control and are alarmed with Hoffman Security. Lastly, this past year we have again incorporated that all students and staff on campus where there MHS ID for safety and identification.</p> <p>For the last few years, we have implemented restorative practices to help nurture the learning environment for all students. Staff and students complete a Teacher Student</p>	<p>-Safety Drills and Debriefs -Campus Liaisons -MHS ID Policy -Student Resource Officer -Active Shooter and On-campus Threat Training -MHS Safety Plan -MHS Safety Committee Agendas and Minutes</p> <p>-TSMP Process -UE 101 Staff Training</p>



<p>Mediation Form (TSMP) when there is interventions needed for the students behavior. The teacher and students are to talk about the incident and discuss positive ways to correct behavior. On site we also have an Intervention Center with a fully credentialed teacher.</p> <p>If students are under the influence or display aggressive behavior on campus, we have two district ran programs to help support and educate students. Our Creating Opportunities for Personal Empowerment (COPE) is designed to help teach students about the negative impact that violence has on their safety, the safety of the others, and their education. At the Understanding Drugs and Alcohol (UDA) program, students participate in a variety of drug, alcohol, and tobacco education and intervention lessons. Both programs are run by counselors and have a credential teacher on site to assist students in their school work.</p> <p>Students are introduced to Cyber safety and online professionalism during their Freshman Seminar course. Throughout campus, leadership and Character Counts encourage and support positive culture with a variety of events and activities to keep students involved. Student Support work with students who may have conflicts or bullying situations. With the adoption of an Intervention Plan for behavior and MTSS, MHS is on the right track to support all students.</p> <p>Lastly, our district provides a Foster Youth and Homeless Liaisons that help support our students. They provide regular check-ins and resources for these students and families. A Livingston Health Service Manager is also on our campus part time to continue supporting students and families with community resources. Also on campus we have our own Crisis Counselor for students who need emotional support.</p>	<ul style="list-style-type: none"> -Staff and Student Surveys -Understanding Drugs and Alcohol and Creating Opportunities for Personal Empowerment Programs and Referral Process -Kontraband Interdiction and Detection Services -NETS 5 and 6 Curriculum -MHS Intervention Plan -MHS Bullying Procedures -MHS Conflict Resolution Process -MTSS -MUHSD Foster Youth Liaison -MUHSD Homeless Liaison -LHS Manager -MHS Crisis Counselor -MHS Counseling Services Referral
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a



caring, learning environment.

Findings	Supporting Evidence
<p>Positive school culture and climate is key to our Bear pride. MHS has a strong Leadership class that provide continuous opportunities for students to be involved to support and strengthen our schools environment. We have our Link Crew mentors, juniors and seniors, who welcome and work with our freshmen students throughout the year. Classes also do their parts to enhance our culture with Dia de los Muertos celebration with chalk art, murals, music, poetry; Mercado, where students learn to bargain while practicing their World Language experience; Clubs sharing cultural experience with food to reflect their club basis at food fairs; and lastly, always supporting staff and students that have passed but have left a legacy at MHS, Bob Means Day, #Dibblee Strong. A new club on campus this year thats supports expression of sexual choice/gender identification. Lastly, every morning the school bulletin is emailed, read, and weekly videoed to inform students and staff of cultural or club activities. At MHS, every student connected, every student supported.</p> <p>Peer Assisted Learner (PAL's) are regular education students that take time out of their schedule to work directly with severely handicapped student. In this partnership, students gain responsibility and care for all people. In addition we have started back up Character Counts. Our teacher lead will work with staff and students to promote and perform positive character traits throughout our campus and community.</p> <p>Academic Support sections are available for all identified students, who need additional support in their academics. Collaboration between core teachers, academic support instructor and students is continual to better support each student.</p>	<ul style="list-style-type: none"> -Orange Wave -Bear Roar Bulletin -ASB Leadership -MHS Link Crew -Culture/Club Food Fair Days and Activities -Dia de los Muertos Remembrance -World Languages Mercado experience -Miracles Do Happen Rally -Spirit Rallys -Sock, Can Food and Toy Drives -AVID and FFA Week -MHS Bear of the Month -MHS Bear Believin' -MCOE Severely Handicapped Classes -Character Counts Newsletter and Activities -Counselor Checks -Aeries Data -Collaboration Schedule and Emails

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

Findings	Supporting Evidence
<p>Even though there has been several administration changes over</p>	<p>-Bear Bulletin</p>



<p>the last few years, the level of trust and respect between the school’s leadership team and staff is good. Collaboration occurs on a regular basis with teachers meeting with departments, WASC Cohort groups, and as a staff at least once a month.</p> <p>Due to not having an advisory or RtI period, it is difficult to incorporate respect and professionalism lessons in the daily content. Students at this time and have challenges when handling basic life skills, such as asking for letters of recommendation too short before a deadline, and not realistically setting a timeline for planning. Email etiquette is also a challenge, students ask a staff member for assistance but do not realize the amount of time necessary to complete a task, which could be resolved with a face to face communication.</p> <p>MHS has improved dramatically on include stakeholders in the decision making process. With LCAP, SSC, ELAC, Safety and athletic and club boosters, parents, students and community members are continually communicated and involved in decision making process. In addition, students and staff are involved in the process of the 7th period day schedule.</p>	<ul style="list-style-type: none"> -Weekly Senior Newsletter, -Staff Member of the Month -Bear of the Month -MUHSD Human Resource Weekly Acknowledgments -MHS Collaboration Schedule -Social network to communicate -Committee Meetings -ELAC, LCAP, SSC, Safety, and Athletic and Club Booster Meetings Agendas, Sign-in Sheets and Minutes -Parent Square Communications
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student’s success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*



Findings	Supporting Evidence
<p>Support systems vary from school-wide to individualized supports and are offered to our students before school, during and after school hours. Students and families are made aware of these support systems via school communications, SST/parent conferences, SART's, counselor meetings, teachers and administration contact, Social Media, and IEP meetings.</p> <p>For academic services, MHS offers lunch and after school tutorial and study sessions. Teachers offer extra assistance and support before, lunch and after school if a students seeks out their help. ASSET's offers a variety of support and activities to assist in academics and social involvement. Saturday Academy is offered twice a month to promote both academic and social involvement. A variety of courses are offered from art, debate, band to weight room. We have to part-time College and Scholarship counselors, two UC Program Managers - Gateway Scholars and UC Scholars, and Merced College Technicians who assist students with college applications, scholarships, financial aid, College Board testing, and life beyond high school.</p> <p>For socio-emotional and mental health services, MHS has options for counseling and mentoring. MHS has a full-time crisis counselor who sees students on regular and referral basis. Our grade level counselors are here to support students in their academics and future options. A full time nurse and nurse assistant are on campus daily to assist students in medical and emotional assistance. We have a part time Livingston Health Services Manager that works closely with the district Foster Youth and Homeless Liaisons to provide support and resources to those students and families. Migrant Ed is also on campus throughout the week to support our migrant population in academic, social, and resource support.</p> <p>About three quarters of our students qualify for the Free and Reduced Lunch Program. Our cafeteria continues to provide healthy food options and diverse their menu to meet students nutritional and health needs. All students are required to take a Health course in high school to teach them about the importance of taking care of oneself emotionally and physically. Our PE department aligns lessons with their standards and students are encouraged to stay fit and exercise daily. MHS is very proud of our athletics. Many students connect to school by being part of</p>	<ul style="list-style-type: none"> -Parent Square Communications -MHS App -Math Tutorial Schedule -ASSET's Courses and Attendance Lists -Saturday Academy Course and Attendance List -College and Scholarship Counselors Website and Workshops -Grade Level Counselors Aeries Documentation -UC Program Managers Activity and Student Lists -Merced College Technicians Activity and Student Lists -MHS Career Center Technician -Crisis Counselor Aeries Documentation -School Nurse/Health Office -Grade Level counselors -Livingston Community Health -Parent and Community Resource Liaisons -MUHSD Foster Youth and Homeless Liaisons -School Lunch Program -FIT Test -PE and Health Lesson Plans -Athletic Program and Team Lists



<p>a team. Teams condition to stay physically fit, but also learn the crucial points of being part of a team.</p> <p>Student Study Teams (SST) meetings are conducted for students who have been identified by a teachers ,parents, or administrators as having academic challenges. Interventions and classes are discussed to help the student be more successful in their learning. Individualized Education Plans (IEP’s) are accommodations, modifications, and goals for identified special education students. Meetings are held annually with teachers, case managers, parents, and administrators/school psychologist review the student’s progress in the program.</p>	<ul style="list-style-type: none"> -SST Procedures and Team Participants -IEP and SEIS Online Platform -Program Monitoring Period -Learning Skills Periods -School Psychologists Tests and Reports -Paraprofessional Support
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E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
<p>Students who receive online instruction have the same access as students who are on campus. Summer school students are limited to material and feedback and personal connections with a teacher are lacking/missing.</p>	<p>GradPoint</p>

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
<p>MHS offers professional learning in the area of lesson plan development, implementation of the instructional norms, and differentiated/UDL instruction. Teachers and support staff facilitate a personalized approach to learning and are provided a variety of strategies for the diverse learners. Teachers are encouraged to continue professional development off campus to enhance their pedagogy.</p> <p>Merced High School utilizes a push-in models to provide the least restrictive environment and rigorous environment for our Special Education students and English Language Learners. Under this model, students are placed in general education classes with support professionals, certificated and classified,</p>	<ul style="list-style-type: none"> -MHS Professional Learning Plan -Lesson Plans -Student Work Samples -Title I Funding/SPSA -MHS Master Schedule -IEP’s -ELL Plan -Paraprofessionals



<p>assisting in the classroom learning. Collaboration occurs often between the core teacher and support professionals to offer the best instruction for all students.</p> <p>Every student is different and learns differently. Technology integration, PBL, Growth Mindset, student centered and student choice assignments, Academic Support and Learning Skill classes are just a few supports to enhance alternative learning options that are offered to students throughout the day. Gradel level counselors, Student Support, and the Intervention Center are also available to assist students in different intervention for their academic success.</p>	<ul style="list-style-type: none"> -Learning Skills Classes -Co-teaching Model -SST's and SART's -504 Plans -Academic Support Classes -Behavior Plans -Intervention Center -Parent/Teacher Conferences
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E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>Incoming students to MHS are encouraged to get involved and connect to the Bear community for academic success. Incoming eighth graders have a two day orientation and round-up to familiarize themselves with our school and culture. Link Crew Mentors work in small groups so students have an opportunity to adjust to high school. Online Recovery classes are available for students in order to keep students on the MHS campus either with Credit Recovery or advancement.</p>	<ul style="list-style-type: none"> -Link Crew Orientation -Round-up -Chromebook Orientation -GradPoint -Hands on History Grant

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
<p>Merced High School has various ways to monitor and support student learning. Our academic counselors conduct transcript evaluations to identify struggling students for their grade level. In addition, they meet one-on-one with students in regards to course placement and selection. Counselors are in frequent communication with teachers, department chairs, ILT, and parents to discuss supports for students. Aeries provides immediate grades and academic progress for students, parents</p>	<ul style="list-style-type: none"> -MHS Registration forms -Counseling Records -Department and ILT meeting agendas and minutes -Aeries -TSMP



<p>and staff.</p> <p>For more struggling students, counselors, teachers and administrators conduct parent conferences, Student Study Team (SST), and Student Attendance Review Team (SART). Interventions are discussed and set in place for students through these meetings.</p> <p>The Guidance Department reviews D and F data every five week progress reports. Departments, subjects, and teachers receive Aeries data to access student success and modify curriculum accordingly. This year, the Guidance Office along with our Parent and Community Resource Liaisons have contacted parents of students with multiple F's. In addition, they contacted parents of students who received a 3.5 GPA or higher. If students need extra assistance, Academic Support classes are offered throughout the day in students' schedules.</p> <p>Our English Language Learner (ELL) population is closely monitored by our Associate Principals and our EL teachers. Newcomer students are assessed with an initial language assessments. All ELL students have taken the CELDT test and this year, they will be assessed with the ELPAC. The data from these assessments, along with English Benchmark data will determine appropriate placement or reclassification for student success.</p> <p>MHS special education students are closely monitored by case managers, who conduct program monitor checks almost weekly. Annually, IEP meetings are held for all special education students with parents, teachers, school psychologist and administrators in attendance to review goals and accommodations.</p>	<ul style="list-style-type: none"> -SST's referrals and paperwork -SART referrals and paperwork -SAR Board referrals and recommendations -D and F Data and Reports -ELL Reports and Data -CELDT Data -Reclassification Data -English Benchmark data -ELAC and DELAC meetings -IEP Meeting Schedules and Calendar Invites -MHS IEP Process and Procedures -SEIS Online Program for Special Education Monitoring
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E3.3. Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
<p>Merced High School has utilized GradPoint, an online program, for students to recover failing grades and assist in receiving passing grades.</p>	<p>-GradPoint Online System</p>

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant,



and coherent curriculum.

E3.4. Prompt: Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

Findings	Supporting Evidence
<p>Merced High School offers a broad course of study to all students and opportunities for advancement or recovery prior to school, zero period, and online courses. We offer over ten Advanced Placement courses, sixty CTE courses, and 115 different courses for students. With a CTE requirement for the Class of 2020, MHS has been developing and increasing our course offering to help students be both college and a career ready.</p> <p>Merced High School partners with Merced College and Modesto Junior College with over twenty-five courses articulated. Students are able to earn college credit by taking our classes and passing the requisites included in the articulation agreements. In addition, MHS partners with the Merced County ROP to offer classes and work experience to our students.</p> <p>Administration, counselors and teachers work together to offer a variety of course offerings to support all level of students. Class sizes and offerings are continually being reviewed to provide all students a opportunity to be successful in every class.</p>	<ul style="list-style-type: none"> -MHS Master Schedule -CTE Pathways and Course Offerings -AP Courses -College Courses -Articulation Agreements -ROP Agreement -Administration, Department, and Subject Level Meetings

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
<p>Student life contributes significantly to the student-centered culture at Merced High School. Activities, athletics, clubs, and organizations provide opportunities for a large percentage of our students to pursue their interests and develop leadership skills. These activities include ASB Leadership, athletics, band, FFA, Career and Technical Student Organizations (CTSOs), thirty different clubs, community service opportunities, ROP,</p>	<ul style="list-style-type: none"> -Club Rosters -Athletic Rosters and Schedules -Community Service Time Logs -Articulation Data -CTE Pathway Reports -MHS Leadership Calendar of



<p>yearbook, community college articulation, career pathway explorations, dances, rallies and the arts.</p> <p>Our goal at MHS is to have every student be involved with at least one activity. Activities serve as valuable incentives for students to engage and connect to high school. Students are expected to maintain good grades, attendance and behavior as a prerequisite for participation in co- and extra-curriculars activities. Involvement in activities link to preparing our students to be college and career ready and Bear STRONG.</p> <p>MHS ASSETs program is an after school program designed to enrich the academic and socialization needs of our students. ASSET's provides opportunities for students to study, learn beyond the classroom, participate in engaging and fun activities. In addition, we host Saturday Academy for students and staff to continue the learning and engagement. Teachers are able to create their own educational course for Saturday Academy. Classes range from movie debates, theatre, weight room, cooking, and other interests for students to participate and have more opportunities to be connected to school.</p>	<p>Events and Activities</p> <ul style="list-style-type: none"> -Grade, Attendance and Discipline Reports -Bear Strong SLO's -Bear Points <p>-MHS ASSET's Course Offerings</p> <p>-MHS Saturday Academy Course Offerings</p>
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E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>Students who are enrolled in our online Independent Studies and still are students with MHS are encouraged to participate in our wide and diverse range of opportunities for our students.</p>	<ul style="list-style-type: none"> -MHS Activities -MHS Leadership Calendar of Events and Activities -Social Media Accounts -Library Services



ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

All the findings and supporting evidence have been reviewed and summarize to the degree to which the criteria in Category E are being met.

Included are the comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Merced High School takes great pride in our culture and climate on our campus. With student, parent, community and industry involvement, MHS strives to for a positive, safe, and effective school environment. Continual and various activities are held on our campus, creating an inclusive and energetic setting for student success.

MHS works hard to provide a safe, clean and orderly campus. Staff and students work together providing a welcoming campus to all stakeholders. Committees constantly review, analyze, and discuss school-wide initiatives and programs to strengthen student support.

Academic and social/emotional support services are plentiful at MHS. Students are provided opportunities for remediation and academic support based on needs, data, and referrals from teachers, administrators and support staff. From guidance counseling to mental and medical health services students have opportunity to receive care. MHS has additional personnel to assist in finding needed resources for students and families in need.



Lastly, MHS has focused on increasing stakeholder involvement on campus and in the decision making process. From various committees and parent meetings to surveys and activities, parents, students and community members numbers have increased dramatically over the last few years. School administration and staff continual to work on support from all stakeholders in supporting students in being college and career ready.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Clubs, athletics, AVID, FFA and Band have over 1500 students participating
2. Through Parent Square communications, Social Media Posts, MHS App, Bear Roar, Bear Necessities, phone calls, flyers, and emails, MHS communicates with its staff, students, parents and community members.
3. MHS has a full-time crisis counselor, health nurse and health aide for mental, social, emotional and medical assistance.
4. Academic support and learning skills are available all students in all grades.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. Provide more collaboration among stakeholders to support student learning goals.



Prioritized Areas of Growth Needs from Categories A through E

Prioritized are the growth areas from the five categories for MHS.

1. Provide more collaboration among stakeholders to support student learning goals and with parents to support students at home.
2. Continue to develop common assessments and benchmarks for collaboration supporting data driven discussion and instruction. With CAASPP, ELPAC, and CAST still evolving, teachers need more training and planning time to fine tune their teaching materials and strategies.
3. Continue to expand systems of intervention to meet a wider variety of student needs and supports.
4. Continue to provide curriculum and programs to incorporate relevance among personal, academic, and career goals for students.
5. Continued emphasis on making the curriculum applicable to real life situations and meaningful for students in their everyday lives.
6. Continue to incorporate technology in the classroom for student success; expand opportunities to apply acquired knowledge and skills at higher cognitive levels and to engage in higher ordered critical thinking.
7. Being an older campus, modernization and upkeep is continual.
8. Continue to develop and offer more school-wide events for student, parent and community participation
9. Students need to be provided access to restrooms made available through the Williams Act.
10. Students & teachers to be provided access to consumables & equipment without having to go through a request process.





Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarized are the identified critical student learning needs based on profile and Focus Group findings.



To provide all students with a challenging education that meets their holistic needs as well as their future needs, there is a need for an increase of collaboration among all stakeholders at Merced High School. Students will benefit when parents, teachers, counselors, support staff, and administrators are provided opportunities to communicate over programming to support students.

In the upcoming school year, Merced High will implement a seven period schedule for students. Within the schedule, teachers will be teaching five of the periods. Of the remaining two periods, teachers will be assigned one period of collaboration with similar subject level colleagues and one period of planning. This was developed to meet many goals, but we look to focus on the collaboration period as a factor in being able to produce more discussion around curriculum, instruction, and assessment that will meet the learning needs of the students.

By tracking discipline we discovered a need to improve collaboration among parents and necessary staff to ensure that students are prepared, successful, and that they maintain a positive relationships with school staff and their peers. While tracking discipline, transcripts, and other data points would identify students and guide them in a direction of appropriate intervention, it is also necessary that we develop a meaningful plan for communicating expectations to the parents and guardians of our students.

As Merced High has incorporated new standards, including CCSS and NGSS, and adopted new textbooks and curriculum, there is a need to develop and refine common assessments and benchmarks within the departments. The current assessments could be more reliable and more work could be done to align them with the California Assessment of Student Performance and Progress tests.

Once students are identified as needing more support, we need to continue to refine current supports, build programs that are existing but lacking, and incorporate new strategies to address the various needs of our students. We offer an intervention period for students who have discipline related issues. We offer academic support classes for low performing students. We provide multiple sections of content specific courses designed to meet the needs of students who struggle. Through programs like AVID and Link Crew, we have built activities and classes intended to support the success of students who are learning how to navigate educational systems. While we provide many interventions for students, we realize there is a need to track and increase school connectedness for our students. We intend on encouraging the utilization of Saturday Academies and school involvement by all students no matter what their interests may be.

As Merced High School is an older campus than other schools throughout the district, there is a need for continued modernization and maintenance of the facilities on site.



Chapter V:



Schoolwide Action Plan



Goal #1: Increase collaboration among stakeholders to support students and drive success for all students.

Tasks	SPSA LCAP 17-18	Persons Responsible	Timeline	Resources	Assessment of Progress
Provide opportunities for grade/subject level teachers to collaborate over curriculum, instruction, and assessment through a collaboration period included in the seven period schedule.	Goal 1 Goal 3	Site Admin Dept Chairs Teachers	2018-2019, Ongoing	Master Schedule Professional Growth Meetings	CAASPP Data Benchmarks Common Assessments District Meetings
Continue offering support and collaboration for probationary teachers outside of other programming (i.e., BTSA/Induction).	Goal 4	Site Admin Probationary Teachers	2017-2018, Ongoing	Professional Growth Meetings Professional Learning Plan	Teacher Retention
Continue and further efforts to communicate with parents regarding supports for student behavior, success, and connectedness.	Goal 1 Goal 2 Goal 3	Site Admin Intervention Teacher Teachers Parents	2017-2018, Ongoing	MHS Intervention Plan Parent and Community Resource Center Parent Square	Discipline Data D/F Rate
Involve more stakeholders in leadership groups	Goal 2 Goal 3	Admin Staff Parents Community	2017-2018, Ongoing	Stakeholder Leadership Groups and Meetings	Stakeholder Involvement
Increase collaboration among administration and staff regarding campus programming, instruction, curriculum, and performance results.	Goals 1 - 4	Site Admin Certificated Staff Classified Staff	2017-2018, Ongoing	Master Schedule Professional Growth Meetings	LCAP Data Bear Bulletin Staff Meetings Collaboration Period
Foster more collaborative settings for all stakeholders including students	Goal 3	Site Admin Staff District Personnel	Ongoing	Site and District Support	LCAP Data



Goal #2: Incorporate, expand, and evaluate systems of intervention for supporting students.

Tasks	SPSA LCAP 17-18	Persons Responsible	Timeline	Resources	Assessment of Progress
Create Multi-Tier System of Supports including special populations, parents and community	Goal 2 Goal 3	DO Admin Site Admin MTSS Committee	2017-2018, Ongoing	Infexion	AVID enrollment AP enrollment and success Discipline Records
Develop a method of tracking data for students who are in need of support for behavior and academic issues.	Goal 1 Goal 3	All Staff Admin Intervention Teacher	2018-2019, Ongoing	Intervention Center Parent and Community Resource Center	Academic Data Discipline Records
Develop a method of tracking data to encourage and support school connectedness for students and families.	Goal 2 Goal 3	All Staff Activities Director Athletic Director	2018-2019, Ongoing	CTE Pathways Clubs Sports	Bear Points Activities Participation
Academic support for special populations	Goal 3	Paraprofessionals Teachers Admin	2017-2018, Ongoing	Master Schedule Professional Growth Meetings	Academic data
Provide more opportunities for increasing inclusivity, respect for diversity, and tolerance for students, parents, and staff	Goal 2 Goal 3	All stakeholders	Ongoing	School events Rallies School Bulletin Parent Square InnovatEd Professional Learning	Perception Data
Recruit staff for ASSETS to increase student enrollment	Goal 3 Goal 4	Staff	Ongoing	Student Involvement	Student Involvement Data
Expand pathways for Career Technical Education	Goal 1	District Admin Site Admin Teachers	Ongoing	Master Schedule	CTE Pathway Completion Data
Develop and implement 6 year Career Action Plan	Goal 1	Teachers (freshmen seminar and english) Counselors Admin	Ongoing, revised (2017-2018) Yearly updates	Career Center (Bear Den) 6 year plan document Career Day	Graduation Rate CTE Enrollment and Success A-G Completion AP Enrollment and success



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		College and Career Services Technician			
Provide more access and support for planning futures in military, college, and career including planning for financial support	Goal 1	College and Career Services Technician	Ongoing	Career Center (Bear Den)	
Increase CAASPP scores	Goal 1	Admin Teachers	Ongoing	Align Benchmarks CAASPP Resources	Benchmark Data
Decrease D/F rate	Goal 1 Goal 3	Admin Teachers	Ongoing	Staff and Department Meetings Professional Growth Meetings	D/F Rate



Appendix



Welcome to Bear Country



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A. Local Control and Accountability Plan (LCAP):

The Merced Union High School District invites parents, teachers, students and community stakeholders to participate in the review and development of the Local Control Accountability Plan. We look forward to the successful implementation of our plan, as well as the community’s thoughts and ideas toward increasing student achievement and enhancing services for our students. You may find our district plan at <http://www.muhsd.org/our-district/lcap>.

Merced High School held its own LCAP meetings for our stakeholders. At our first meeting, with over 150 people in attendance, in break-out groups we discussed the history of school finance, development of LCAP, and our site’s LCAP goals. At our second meeting this year, we reviewed our LCAP data for our site goals and had a question and answer session for stakeholder input. In addition that evening, our ninth grade PBL classes showcased their public projects. Here are two links for the presentations:

[LCAP Meeting #1 Presentation](#)

[LCAP Meeting #2 Presentation](#)

B. Results of Student Questionnaire/Interviews

The Merced High School WASC Student Perception Survey Data August 2017

The following data is from a student perception survey completed by 1,416 students in August 2017. 408 ninth graders, 306 tenth graders, 376 juniors, and 326 seniors completed and submitted their survey through Google Forms.

1) Adults in my school work hard to make my experience positive at MHS.

Strongly Agree	Agree	Disagree	Strongly Disagree
28%	63%	6%	3%

2) Adults in my school demonstrate good character such as responsibility, honesty, and integrity.

Strongly Agree	Agree	Disagree	Strongly Disagree
27.3%	65.6%	5.1%	2%

3) At MHS, adults care about my life AFTER high school.

Strongly Agree	Agree	Disagree	Strongly Disagree
21.5%	55.3%	18%	5.2%

4) At MHS, teachers and staff are available to help me when needed.

Strongly Agree	Agree	Disagree	Strongly Disagree
28.5%	62.3%	7%	2.2%

5) My teachers encourage me to do my best.



Strongly Agree	Agree	Disagree	Strongly Disagree
38.3%	56.4%	3.8%	1.5%

6) At MHS, teachers make learning interesting

Strongly Agree	Agree	Disagree	Strongly Disagree
13.2%	58.3%	20.4%	8.1%

7) At MHS, teachers care about my specific learning needs.

Strongly Agree	Agree	Disagree	Strongly Disagree
17.4%	60.7%	16.3%	5.6%

8) At MHS, we learn about how to make good choices.

Strongly Agree	Agree	Disagree	Strongly Disagree
23.7%	64.3%	8.8%	3.2%

9) At MHS, there are clear rules and consequences for breaking the rules.

Strongly Agree	Agree	Disagree	Strongly Disagree
38.3%	53.5%	5.2%	3%

10) MHS tries to involve my family.

Strongly Agree	Agree	Disagree	Strongly Disagree
10.8%	52.3%	27.3%	9.6%

11) MHS provides opportunities for students to get involved in activities outside of the classroom (sports, clubs, other activities).

Strongly Agree	Agree	Disagree	Strongly Disagree
47.5%	47.7%	2.7%	2.1%

12) Students at MHS respect each other's differences (gender, race, culture, disability, sexual orientation, learning differences, etc.).

Strongly Agree	Agree	Disagree	Strongly Disagree
23.8%	50.5%	14.2%	11.5%

13) Most students at MHS are well behaved..

Strongly Agree	Agree	Disagree	Strongly Disagree
9.5%	60.3%	19.5%	10.7%

14) Students at MHS help make important school decisions.

Strongly Agree	Agree	Disagree	Strongly Disagree
12%	59.2%	20.3%	8.5%

15) I feel safe at school.

Strongly Agree	Agree	Disagree	Strongly Disagree
22.8%	64.4%	8.1%	4.7%

16) I enjoy coming to this school.

Strongly Agree	Agree	Disagree	Strongly Disagree
23.4%	56.2%	12%	8.4%



17) At MHS, I am treated with respect by adults.

Strongly Agree	Agree	Disagree	Strongly Disagree
27.3%	61%	7.6%	4.1%

18) I feel that MHS is preparing me to for college and career.

Strongly Agree	Agree	Disagree	Strongly Disagree
28.2%	56.7%	10.3%	4.8%

19) At MHS, the work I do has purpose.

Strongly Agree	Agree	Disagree	Strongly Disagree
21.9%	61.4%	11.6%	5.1%

20) I understand the requirements for graduation

Strongly Agree	Agree	Disagree	Strongly Disagree
40.1%	50.3%	7.1%	2.5%

21) I know how to find information about college and how to apply for college.

Strongly Agree	Agree	Disagree	Strongly Disagree
14.5%	45.7%	29.2%	10.6%

22) I know how to find help if I am struggling with my school work.

Strongly Agree	Agree	Disagree	Strongly Disagree
23.8%	63.4%	9.7%	3.1%

23) I feel connected to MHS.

Strongly Agree	Agree	Disagree	Strongly Disagree
20.9%	54.3%	17.6%	7.2%

24) This year I am participating in activity such as sports, clubs, etc

Yes	No
70.5%	29.5%

25) Do you currently attend the Bear Academy (the after school program)?

Yes	No
10.6%	89.4%

26) After high school, I plan on ...

Students were able to select more than one answer

Attending a 4 year university	827 students (58.4%)
Attending a community college	457 students (32.3%)
Going to work	370 students (26.1%)
Joining the military	125 students (8.8%)
Trade School or Certificate Program	66 students (4.4%)

In November 2017, our district personnel visited our site and conducted a “Mini-WASC” for continuous insight on improving MHS. Below are their results of their student interview:



Student Feedback Question Summary

- 10 students total: 3 seniors, 4 juniors, 2 sophomores, 1 freshman
- Overall rating of school on scale of 1-10: 8 (3), 7 (5), 5-6 (1), 4 (1)
- Self-reported group ID: Aggie, Achiever/ Involved, Smart, Outgoing, Rebel, Academic, Nerdy, Social/Rebel, EL student, Active
- Is MHS preparing you for life after high school?
 - Yes, but need more CTE offerings
 - Yes, but need more workshops on life skills like banking
 - Yes, but teaches more booksmart than street smarts
- Involved in and activity or sport? 6 Yes, 4 No
- Biggest challenge?
 - Failure, and balance
 - Keeping parents happy, feeling overwhelmed
 - Time management (2)
 - Adaptation to activities and schedules
 - Managing life outside of school
 - Worrying about fitting in
 - Juggling
 - Bullying
 - Learning the language
 - Learning English and making friends
- What suggestions do you have for improving MHS?
 - More CTE (2)
 - PreAP classes didn't prepare me for AP
 - Life Skill classes (2)
 - Less technology- when the Wifi goes down, the teachers don't have a plan
 - Math about using money on a larger scale
 - Anti-Bullying curriculum
 - More interpreters
 - Less Chromebook work
 - There is too much focus on low income students. Students who work hard shouldn't have to pay for their lunches.
 - Consistent grading practices- 95% is an "A" in some classes
- What are your thoughts about the quality of the food in the cafeteria this year?
 - A little better
 - Salads are a lot better- I never ate salads before

Also, in January 2017, district personnel visited MHS to discuss are strengths and weakness. Below are the results from their student interviews.

Student Feedback Question Summary



- 8 Students - 12th grade- 6 11th grade- 2
- Groups: 2 AP, 1 Foster, 2 EL, 1 McKinney-Vento, 2 SPED, 6/8 low income.
- Overall rating of MHS experience on a scale of 1-10: 7.43
- Group ID- nerd, helper for immigrant students (2), student/job (2), athlete, intellectual
- Is the school preparing you for life after high school? Some teachers are, others aren't. (7)
- Are you involved in sports, clubs etc? 3/7 yes
- What is your biggest challenge as a teen in 2017? Learning English (2), time management for school and work/ caregiving (2), credit recovery, over committed
- If a younger sibling was going to start as a freshman next year, what changes would you make to improved his/her experience?
 - Teachers need to explain to freshmen how important each class is for their future without overwhelming them.
 - Don't pile too much homework on freshmen. There are teachers who just give out packets without explaining how to do the work.
 - Pair up link crew students with freshmen whose experiences are going to be similar to theirs.
 - Use news videos starring students for announcements, and to reinforce the importance of school for the future.
 - No busy work from teachers.
- What were the outstanding qualities of your favorite teacher of all time?
 - Interactive, with a great sense of humor
 - Made the subject fun
- How many of you will have college credits when you graduate? -3
- The way of the future may be blended learning where learning is accomplished online with follow-up in the classroom, what would you think of that model?
- General reply- No, I wouldn't like that. I'd be happy if we didn't use Chromebooks at all. Face to face learning is the best.

In addition to the above interviews and survey, our district LCAP committee and Superintendent came and met with our students throughout the last two years. We do not have results or summaries from those visits. In addition our 9th and 11th grade students have taken the California Healthy Kids Survey, and the results are further in the appendices.

C. Results of parent questionnaire/interviews

Merced High School Parent Perception Survey - WASC, August 22, 2017

The following data is from a parent perception survey completed by 207 parents at our August 22, 2017 Back to School Night. Sixty-six parents (31%) were of freshmen, sixty parents (28%) identified their child as a sophomore, forty-three were parents of juniors (20%), and forty-five were parents of seniors (21%). There were seven parents that identified that they had more than one child at MHS.



1) I receive information on what I can do at home to help my child improve or advance his/her education.

Always	Sometimes	Rarely	Never
45.5%	38.4%	10.9%	5.2%

2) I am invited to attend meetings where I can learn about what is going on at the school.

Always	Sometimes	Rarely	Never
56.5%	35.1%	3.7%	4.7%

3) I receive information on health, nutrition, and adolescent development.

Always	Sometimes	Rarely	Never
33.5%	36.9%	17.2%	12.4%

4) Merced High School is very good about staying in touch with me.

Always	Sometimes	Rarely	Never
66.2%	27.7%	2.8%	3.3%

5) If I have a concern or comment about my child the teachers, principal or academic counselor gets back to me right away.

Always	Sometimes	Rarely	Never
55.9%	30.4%	7.8%	5.9%

6) I am aware of the many different ways I can be involved with the school either at the school itself, at home or in the community.

Always	Sometimes	Rarely	Never
51.9%	39.3%	7%	1.8%

7) I believe my student is challenged by the school academic curriculum.

Always	Sometimes	Rarely	Never
58.4%%	34%	3.3%	4.3%

8) I receive regular updates from the school about my child's academic achievement.

Always	Sometimes	Rarely	Never
59.5%	30.9%	5.3%	4.3%

9) I receive information about course credit and understand the graduation requirements.

Always	Sometimes	Rarely	Never
53.1%	30.8%	9.5%	6.6%

10) My child's teachers adjust their teaching styles to meet the academic needs of my child.

Always	Sometimes	Rarely	Never
40%	49.5%	8.5%	2%

11) My child's teachers hold high expectations for my child.

Strongly Agree	Agree	Disagree	Strongly Disagree



45.4%	52.2%	1.9%	0.5%
-------	-------	------	------

12) Merced High School is preparing my student for college and career.

Strongly Agree	Agree	Disagree	Strongly Disagree
47.9%	50%	2.1%	0%

13) My child receives the academic support needed to meet his/her individual needs.

Strongly Agree	Agree	Disagree	Strongly Disagree
40.5%	54.8%	4.7%	0%

14) I am asked about my child's talents and strengths.

Always	Sometimes	Rarely	Never
27.4%	38.2%	18.3%	16.1%

15) I know how to get involved in the school improvement planning and decision making at my child's school.

Always	Sometimes	Rarely	Never
46.8%	36.9%	10%	6.3%

16) I am invited to help plan family involvement activities at the school.

Always	Sometimes	Rarely	Never
32.3%	35.9%	20.3%	11.5%

17) I am given information about community services that help families with needs such as adult education, employment, mental health services, utilities.

Always	Sometimes	Rarely	Never
37.3%	39.4%	11.9%	11.4%

18) My involvement in my child's education is valued at school.

Always	Sometimes	Rarely	Never
73.5%	23.8%	1.6%	1.1%

19) I am given information about services to support my child's learning and behavior needs and enhance his/her talents such as tutoring, mentoring, camps, career exploration, etc.

Always	Sometimes	Rarely	Never
48.7%	33.3%	11.8%	6.2%

20) Merced High School is a friendly and welcoming environment to students, parents, families.

Always	Sometimes	Rarely	Never
78.5%	19.5%	1.5%	0.5%

21) Merced High School respects all cultures and diversity.

Always	Sometimes	Rarely	Never
86.2%	12.8%	1%	0%

22) Merced High School maintains a safe and orderly campus.

Always	Sometimes	Rarely	Never
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82%	15.5%	2%	0.5%
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23) Merced High School hires and retains highly qualified staff.

Always	Sometimes	Rarely	Never
70.1%	29.3%	0%	0.6%

In addition, to this survey and our parent meetings, we had over 200 parents complete the California Healthy Kids Survey for this year.

D. The most recent California Healthy Kids Survey

California Healthy Kids Survey

Data from the CHKS shows that nearly half of 9th and 11th graders combined feel connected to the school. In addition, nearly 60% of these students report feeling safe at school. Of concern are the significant number of students (30% and 37%) who reported feeling chronically sad and hopeless in the past 12 months, those that report being bullied or harassed (28% and 29%), and those that have considered suicide (14% and 18%) during the same time period.

CHKS: Summary of Key Indicators 2016-2017		
SCHOOL ENGAGEMENT AND SUPPORTS		
	9th Graders	11th Graders
School Connectedness	50%	44%
Academic Motivation	31%	26%
Truant More than a Few Times*	2%	9%
Caring Adult Relationships	27%	27%
High Expectations	42%	37%
Meaningful Participation	1%	11%
SCHOOL SAFETY AND SUBSTANCE ABUSE		
School perceived as safe or very safe*	59%	60%
Experienced harassment/ bullying *	28%	29%
Had mean rumor/ lies spread re: you*	33%	30%
Been afraid of being beaten up*	15%	8%
Been in a physical fight*	10%	9%
Seen a weapon on campus*	14%	16%
Been drunk or “high” @ school, ever	7%	10%
MENTAL AND PHYSICAL HEALTH		
Current alcohol or drug use**	17%	24%
Current binge drinking	5%	9%
Current binge drinking	7%	15%



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Current cigarette smoking**	2%	4%
Experienced chronic sad/hopeless*	30%	37%
Considered suicide*	14%	18%
*Past 12 months **Past 30 days		

E. Master Schedule

Teacher Name	Room	Department	0	1	2	3	4	5	6
Abejuela, Mark	323	Math		Integ Math 2		Integ Math 3	Integ Math 2	Integ Math 3	Integ Math 2
Aguayo-Cisneros, Jorge	322	Math		Integ Math 2	Integ Math 2	Integ Math 1		Integ Math 2	Integ Math 1
Aguilar, Marisela	509	World Languages		Span Speak 1	Span Speak 1	Span Speak 1		Spanish 2	Spanish 2
Alamillo, Aurora	513	World Language		Spanish 3-H	Spanish 2	Spanish 2	Spanish 2	Spanish 3-H	
Alvarez, Lorena	511	World Language		AP Span Lang	Spanish 1		Spanish 1	Spanish 3	Spanish 1
Arreola, Haydee	124	Activities Dir.		TSA Leader	TSA Leader	TSA Leader	Leadership	TSA Leader	TSA Leader
Arenivaz, Gilbert	223	SpEd		Learn Skills	Collab w/ Long	Prog Monitor	Collab w/ Long		Learn Skills
Arganda, Karla	515	World Languages		Spanish 1	Spanish 1	Spanish 1	Spanish 1	Span Speak 2	
Benson, Lisa	203	ROP		Foundation Ed1	Foundation Ed1	Mrkt Fndtn CC	Mrkt Fndtn CC	Mrkt Fndtn CC	Mrkt Fndtn CC
Besecker, Kyle	315	Science			Earth Science	Earth Science	Life Science	Life Science	Earth Science
Calzadillas, Andrew	304	FCS		Foods & Nutr 1		Culinary Arts1	CulArtCafeLab	Foods & Nutr 1	Foods & Nutr 1
Camara, Del	120	FA		Art 1	Art 1	Art 2	Art 3/4/AP		Art 1
Cecil, Nicole	423	Ag			Shop Skills	Ag Earth	Ag Bio	Ag Bio	Ag Bio
Cherf, R		Counseling		Counseling	Counseling	Counseling	Counseling	Counseling	
Chiesa, Ellen	225	ELA		English 3	AP EngLang Comp	AP EngLang Comp		AP EngLang Comp	English 3
Clinton, Linda	S-5	Ag		Ag Bio	Vet Science	Vet Science	Ag Leadership		Ag Earth
Deal, Craig	117	Social		World	World	Econ/Go		Econ/Go	Athletics



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		Studies		History	History	v		v	
DeLeon, Andrea	218/ DR M	ELD/FA/ Link		Theater Art 1 / ELD Conv 1/2	Theater Art 1/2/3	ELD Reading 1/2	Link	ELD Writing 1/2	
Dickson, Joel		Counseling		Counseling	Counseling	Counseling	Counseling	Counseling	
DiSalvo, Steve	125	Social Studies		World History	Academi c Support		World History	World History	Athletics
Downey, Samantha	312	Science		Earth Science	Earth Science		Earth Science	Physics	Physics
Eccles, Steve	316	Science		Marine Biology	Biology	Biology		Biology	Biology
Elliot, Lauren	S-6	Ag		Ag Soil Chem	Ag Soil Chem	Ag Soil Chem	Env Horticul tu	Floral	
Flores, Cesar	328	Math		Integ Math 1	Integ Math B	Integ Math B	Integ Math 1		Integ Math B
Fogelberg, Val	206	Social Studies		Health	Health	Health	Health	Health	
Frietas, William	301	Science		AP Physics	AP Physics				
Gaestel, Joseph	221	Business		Compute r Apps 2	Compute rProg1 /2	AP CompSci Prin		Compute r Apps	Compute rProg1
Gentry, Lindsay	114	AVID		AVID 9/10	AVID 9/10	AVID 9/10	AVID 11	AVID 12	AVID Coordina tor
Gentry, Seth	100 (IC)	IC		IC	IC	IC	IC	IC	IC
Gonzales, Anthony	220	Science		Biology	Biology	Biology	Biology	Biology	
Graham, (Gary) Scott	314	Science			Chemistr y	Chemistr y	Chemistr y	AP Chemistr y	Chemistr y
Grattan, Kit	Gym	PE		PE 1	PE 1	PE 1	PE 1		Athletics
Hagerman, Tim	123	Math	Pre- Cal	Integ Math 3	AP Calculus	Pre-Cal	Integ Math 3		
Hang, Tom	413	World Languages		Hmong 1/2					
Hogue, Paul	SBO	Athletic Director		Athletic Dir	Athletic Dir	Athletic Dir	Athletic Dir	Athletic Dir	
Holland, Jim	121	Social Studies			Econ/Go v	Econ/Go v	Econ/Go v	Econ/Go v	Econ/Go v
Jester, Dawn	327	Math		Integ Math B	Integ Math A		Integ Math B	Integ Math A	Integ Math A
Jimenez, Vic	326	Math	Inte g Mat h 3		Integ Math 3	Integ Math 2	Integ Math 2		Athletics
Johnson,	113	Social		US		US	US	US	US



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Maureen		Studies		History		History	History	History	History
Jones-Norton, Allison	106	ELA			English 3	English 3	English 3	English 3	English 3
Jones, Steve	321	Math		PrepColl Math		PrepColl Math	Integ Math 1	Integ Math 1	Integ Math 1
Kane, John	129	Social Studies		Econ/Gov	Econ/AP Gov		Econ/AP Gov	Econ/AP Gov	Athletics
Kenny, Justin	605	SpEd		Collab w/ Morton	Learn Skills		ProgMonitor	Collab w/ Morton	Collab w/ Morton
Lawson, Yer	303	Science		AP Biology		Biology	Biology	Biology	Biology
Long, John	112	ELA			CSU ERW	CSU ERW	CSU ERW	CSU ERW	CSU ERW
Martinez, Anica	317	SpEd		FuncSoc StudL1		Learn Skills	Func Science	Workin Profsnl	Workin Profsnl
Marvulli, Luke	324	Math		Integ Math A	Financial Alg	Financial Alg	Integ Math A	Financial Alg	
Maxwell, Gary	S-8/S-1	Ind Tech		Wood shop 1/2/3	Wood shop 1/2/3	Wood shop 1/2/3	Auto Mech 1/2	Auto Mech 1/2	
McAfee, Bart	Gym	PE		PE 2	Weight Train	PE 2	PE 2	PE 2	
McLaughlin, Laurie	306	Science		Life Science	Life Science	Life Science		Anatomy /Phys	Anatomy /Phys
McNamara, Tammy	Gym	PE		PE 1	PE 1	PE 1		PE 1	Pep Squad
Meneley, Jacob	115	Social Studies		Freshman Seminar	Freshman Seminar	Freshman Seminar	Freshman Seminar	Freshman Seminar	
Meyer, Tammie	202	FCS		Chld Devlpmt	Chld Devlpmt		Chld Devlpmt	Health /FamLvlg	Health /FamLvlg
Mikkelsen, Susan	Library	Library		Library	Library	Library	Library	Library	Library
Miramontes, Alejo	411	ELD		ELD 3 Trans	ELD 3 Trans	ELD 3 Trans	ELD 4/5.1	ELD 4/5.1	
Morton, Danyelle	325	ELA		English 1		English 1	English 1	English 1	English 1
Mua, Kassie	409	ELA		English 2PreAP	English 2PreAP	English 2PreAP		English 2PreAP	CSU ERW
Mua, Steve	S-7/S-3	Ag		Sm Eng/Adv Sm Eng	Welding 1/2	Welding 1/2	Shop Skills	Sm Eng/Adv Sm Eng	
Nava, Hector	Gym	PE		PE 1	PE 1	PE 2	PE 2		Athletics
Nickles, Ted	Gym	PE		PE 2	PE 2	PE 1	PE 1	PE 1	
Odishoo, Susan		Counseling		Counseling	Counseling	Counseling	Counseling	Counseling	
Parle, Justin	219	FA		Comp Graph 1	Comp Graph 1	Comp Graph 2	Photography 1		Comp Graph 1
Pedrozo, Josh	119	Social		US	US	AP US	AP US		US



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		Studies		History	History	History	History		History
Ratcliff, Sarah	110	FA		Yearbook	Photography 1	Photography 1	Photography 2	Photography 1	
Rivas-Wakefield, Mishia	407	SpEd			Voc Arts 2/ FuncCon Skl 2	Voc Arts 2/ FuncCon Skl 2	FuncCon Skl 1	Life Skills 2	FuncCom 1
Rivero, John	401	Math	Integ Math 1		Integ Math 1	Integ Math A	Integ Math A	Integ Math A	
Sandoval, Richard	318	Social Studies		World History	World History H	World History		World History	World History
Scheidt, Rob	102	Social Studies		Freshman Seminar /Health	Freshman Seminar /Health	Academic Support	Academic Support	Academic Support	Athletics
Schmid, Jon	Band	Band	Band/PE	Band 1		Insr-Percusn	Jazz Ensemble	Band 2/3/4	Band Aux 1/2/3/4
Schneider, Clayton	403	SpEd		Collab w/ Weaver	ProgMonitor	Collab w/ Weaver	Learn Skills	Collab w/ Weaver	Athletics
Sebastian, Joel	105	Inst. Coach	Decathlon	Inst. Coach	Inst. Coach	Inst. Coach	Inst. Coach	Inst. Coach	Inst. Coach
Shelburne, Emily	205	Math	Integ Math 2		Integ Math 1	AP Statistics/ Prob/Stats	AP Statistics	Integ Math 1	
Sizemore, Karen	118	ELA	CSU ERW	CSU ERW	AP EngLit Comp	AP EngLit Comp	AP EngLit Comp		
Smoot, Kurt		Counseling		Counseling	Counseling	Counseling	Counseling	Counseling	
Stover, Shelly	405	SpEd		FuncSoc StudL2	Voc Arts	Life Skills 1	FuncCom 2	FuncCom 2	
Tetangco, Keith	222	Science		Chemistry	Forensic Sci	Forensic Sci	Forensic Sci		Athletics
Valenzuela, Selenni	216	ELA		English 3	English 2	English 2	English 2		English 2
Verrinder, Jason	319	SpEd		ProgMonitor		Collab w/ Flores	Collab w/ Jester	Learn Skills	Collab w/ Jester
Weaver, Denice	204	ELA		English 2		English 2	English 2	English 2	English 2
Wendel, John	116	ELA		English1 PreAP	English1 PreAP	English 3	English1 PreAP	English1 PreAP	
White, Catherine	201	Business		Accounting 1/2	Dig Media Product	Computer Apps	Computer Apps	Computer Apps	
Williams, Erin	108	ELA		English 1	English 1		English 1	English 1	English 1
Total Teachers									
82		407							



	sections							
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F. Approved AP Course List

Subject	2014-15	2015-16	2016-17	2017-18
Biology	1	1	1	1
Calculus AB	1	1	1	1
Chemistry	1	1	2	1
Computer Science Principles	--	--	--	1
English Language and Composition	--	1	1	1
English Literature and Composition	1	1	1	1
European History	1	--	--	--
Physics 1	1	1	2	1
Physics B	--	--	--	--
Spanish Language and Culture *	1	1	1	1
Spanish Literature and Culture *	--	--	--	--
Statistics	1	1	1	1
Studio Art: 2-D Design	1	1	1	--
Studio Art: 3-D Design	--	1	1	--
Studio Art: Drawing	1	1	1	1
U.S. Government and Politics	1	1	1	1



United States History

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G. UC A–G Approved Course List

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures or historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title/Discipline	Transcript Abbreviation(s)	Course Details
American Government Civics / American Government	American Govt	Classroom-based Half Year
AP Government and Politics United States Adopted from: The College Board Advanced Placement Program Civics / American Government	AmGov/Pol-AP AP Gov/Pol US	UC Honors Classroom-based Half Year
AP United States History Adopted from: The College Board Advanced Placement Program U.S. History	AP US History US History-AP	UC Honors Classroom-based Full Year
U.S. History - 1st semester U.S. History	US History.1	Classroom-based Half Year
U.S. History - 2nd semester U.S. History	US History.2	Classroom-based Half Year
World History/Culture - 1st semester World History / Cultures / Historical Geography	Wld Hist/Cult. 1 Wld Hist/Cult.1	Classroom-based Half Year
World History/Culture - 2nd semester World History / Cultures / Historical Geography	Wld Hist/Cult.2	Classroom-based Half Year
World History/Culture Advanced World History / Cultures / Historical Geography	WldHst/Clt Ad	Classroom-based Full Year

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title/Discipline	Transcript Abbreviation(s)	Course Details
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AP English Language and Composition Adopted from: The College Board Advanced Placement Program English	AP EngLngComp	UC Honors Classroom-based Full Year
AP English Literature and Composition Adopted from: The College Board Advanced Placement Program English	AP EngLitComp EnglishLit-AP	UC Honors Classroom-based Full Year
CSU Expository Reading and Writing Adopted from: California State University (CSU) Early Assessment Program (EAP) English	ExpRW	Classroom-based Full Year
English 1 - 1st semester English	English 1.1	Classroom-based Half Year
English 1 - 2nd semester English	English 1.2	Classroom-based Half Year
English 1 Pre AP English	English 1 Adv English1PreAP	Classroom-based Full Year
English 2 - 1st semester English	English 2.1	Classroom-based Half Year
English 2 - 2nd semester English	English 2.2	Classroom-based Half Year
English 2 Pre AP English	English 2 Adv English2PreAP	Classroom-based Full Year
English 3 - 1st semester English	English 3.1	Classroom-based Half Year
English 3 - 2nd semester English	English 3.2	Classroom-based Half Year

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Calculus AB Adopted from: The College Board Advanced Placement Program Calculus	AP CalculusAB	UC Honors Classroom-based Full Year



AP Statistics Adopted from: The College Board Advanced Placement Program Statistics	AP Statistics	UC Honors Classroom-based Full Year
Integrated Math 1 Mathematics I	Integ Math 1	Classroom-based Full Year
Integrated Math 2 Mathematics II	Integ Math 2 Integ Math 2.1 Integ Math 2.2	Classroom-based Full Year
Integrated Math 3 Mathematics III	Integ Math 3	Classroom-based Full Year
Integrated Math B Mathematics I	Integ Math B	Classroom-based Full Year
Pre-Calculus Advanced Mathematics	Pre-Calculus	Classroom-based Full Year
Pre-Calculus (H) Advanced Mathematics	PreCalculus-H	UC Honors Classroom-based Full Year
Probability & Statistics Statistics	Prob/Statistics	Classroom-based Full Year

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, or integrated, or earth and space science course can meet one year of this requirement.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Anatomy & Physiology Biology / Life Sciences	Anatomy/Phys	Classroom-based Full Year
AP Biology Adopted from: The College Board Advanced Placement Program Biology / Life Sciences	AP Biology Biology AP	UC Honors Classroom-based Full Year
AP Chemistry Adopted from: The College Board Advanced Placement Program Chemistry	AP Chemistry	UC Honors Classroom-based Full Year



AP Physics 1 Adopted from: The College Board Advanced Placement Program Physics	AP Physics	UC Honors Classroom-based Full Year
Biology Biology / Life Sciences	Biology Biology.1 Biology.2	Classroom-based Full Year
Chemistry Chemistry	Chemistry Chemistry.1 Chemistry.2	Classroom-based Full Year
Chemistry and Agriscience Adopted from: University of California Curriculum Integration (UCCI) Chemistry	Ag\Soil Chem Agriculture and Soil Chemistry	Classroom-based Full Year
Integrated Agricultural Biology Biology / Life Sciences	Int Ag Bio	Classroom-based Full Year
Marine Biology Honors Biology / Life Sciences	MarineBioH	Classroom-based Full Year
Physics Physics	Physics Physics.1 Physics.2	Classroom-based Full Year

Language Other than English ("e") 2 years required, 3 years recommended
Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended). LOTE levels are defined by the number of years of high school instruction; e.g. LOTE 1= 1 yr.; LOTE 2 = 2 years, etc.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Spanish Language and Culture Adopted from: The College Board Advanced Placement Program LOTE Level 4+	AP Span Lang SPAN LANG-AP	UC Honors Classroom-based Full Year
Hmong for Hmong Speakers 1 LOTE Level 2	Hmong Speak 1	Classroom-based Full Year
Hmong for Hmong Speakers 2 LOTE Level 4+	Hmong Speak 2	Classroom-based Full Year
Spanish 1 LOTE Level 1	Spanish 1	Classroom-based Full Year



Spanish 2 LOTE Level 2	Spanish 2	Classroom-based Full Year
Spanish 3 (H) LOTE Level 3	Spanish 3-H	UC Honors Classroom-based Full Year
Spanish for Spanish Speakers 1 LOTE Level 2	Span Speak 1	Classroom-based Full Year
Spanish for Spanish Speakers 2 LOTE Level 4+	Span Speak 2	Classroom-based Full Year

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts). Two one-semester courses from the same discipline is also acceptable.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Studio Art: Drawing Adopted from: The College Board Advanced Placement Program Visual Arts	AP StudioArtDrw StudioArtDrw- AP	UC Honors Classroom-based Full Year
Art 1 Visual Arts	Art 1	Classroom-based Full Year
Art 2 Visual Arts	Art 2	Classroom-based Full Year
Art 3 Visual Arts	Art 3	Classroom-based Full Year
Art 4 Visual Arts	Art 4	Classroom-based Full Year
Band 1 Music	Band 1	Classroom-based Full Year
Band 2 Music	Band 2	Classroom-based Full Year
Band 3 Music	Band 3	Classroom-based Full Year
Band 4 Music	Band 4	Classroom-based Full Year



Band Auxiliary 1 Music	Band Aux 1	Classroom-based Full Year
Band Auxiliary 2 Music	Band Aux 2	Classroom-based Full Year
Band Auxiliary 3 Music	Band Aux 3	Classroom-based Full Year
Band Auxiliary 4 Music	Band Aux 4	Classroom-based Full Year
Computer Graphics 1 Visual Arts	Comp Graph 1	Classroom-based Full Year
Computer Graphics 2 Visual Arts	Comp Graph 2	Classroom-based Full Year
Digital Media Productions Visual Arts	DigMediaProd	Classroom-based Full Year
Jazz Ensemble Music	Jazz Ensemble	Classroom-based Full Year
Photography 1 Visual Arts	Photography 1	Classroom-based Full Year
Photography 2 Visual Arts	Photography 2	Classroom-based Full Year
The Art and History of Floral Design Adopted from: Merced County ROP Visual Arts	ArtHisFIDsgn1	Classroom-based Full Year
Theater Arts 1 Theater	Theater Art 1	Classroom-based Full Year
Theater Arts 2 Theater	Theater Art 2	Classroom-based Full Year
Theater Arts 3 Theater	Theater Art 3	Classroom-based Full Year
Yearbook Visual Arts	Yearbook	Classroom-based Full Year

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title/Discipline	Transcript Abbreviation(s)	Course Details
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Accounting Interdisciplinary	Acct	Classroom-based Full Year
Agricultural Earth Science 1 Laboratory Science – Physical Sciences	AgEarthSci 1	Classroom-based Full Year
AP Computer Science Principles Adopted from: The College Board Advanced Placement Program Mathematics - Computer Science	AP CompSci Prin	UC Honors Classroom-based Full Year
AVID 10 Adopted from: AVID - Advancement Via Individual Determination Interdisciplinary	AcSem AVID 10	Classroom-based Full Year
AVID 11 Adopted from: AVID - Advancement Via Individual Determination Interdisciplinary	AcSem AVID 11	Classroom-based Full Year
AVID 12 Adopted from: AVID - Advancement Via Individual Determination Interdisciplinary	AcSem 12AVID	Classroom-based Full Year
AVID 9 Adopted from: AVID - Advancement Via Individual Determination Interdisciplinary	AcSem AVID 9	Classroom-based Full Year
Child Development History / Social Science	Chld Devlpmt	Classroom-based Full Year
Computer Programming Mathematics - Computer Science	ComputerProg 1	Classroom-based Full Year
Computer Programming Mathematics - Computer Science	ComputerProg 1	Classroom-based Full Year
Earth Science - 1st semester Laboratory Science – Physical Sciences	Earth Sci.1	Classroom-based Half Year
Earth Science - 2nd semester Laboratory Science – Physical Sciences	Earth Sci.2	Classroom-based Half Year
Economics History / Social Science	Economics	Classroom-based Half Year
Economics Honors History / Social Science	Economics H	Classroom-based Half Year



Environmental Horticulture Science Adopted from: Merced County ROP Laboratory Science – Biology / Life Sciences	EnvHorticultu	Classroom-based Full Year
Environmental Science Laboratory Science – Physical Sciences	Enviro Sci	Classroom-based Full Year
Forensic Science Laboratory Science – Biology / Life Sciences	Forensic Sci	Classroom-based Full Year
Foundations in Education Adopted from: Merced County ROP History / Social Science	FoundationEd1	Classroom-based Full Year
Marketing Foundations Adopted from: Merced County ROP History / Social Science	Mrkt Fndations Mrkt Fndtn CC	Classroom-based Half Year
Veterinary Science Adopted from: Merced County ROP Laboratory Science – Biology / Life Sciences	ROP Vet Sci	Classroom-based Full Year

H. Additional Details of School Programs

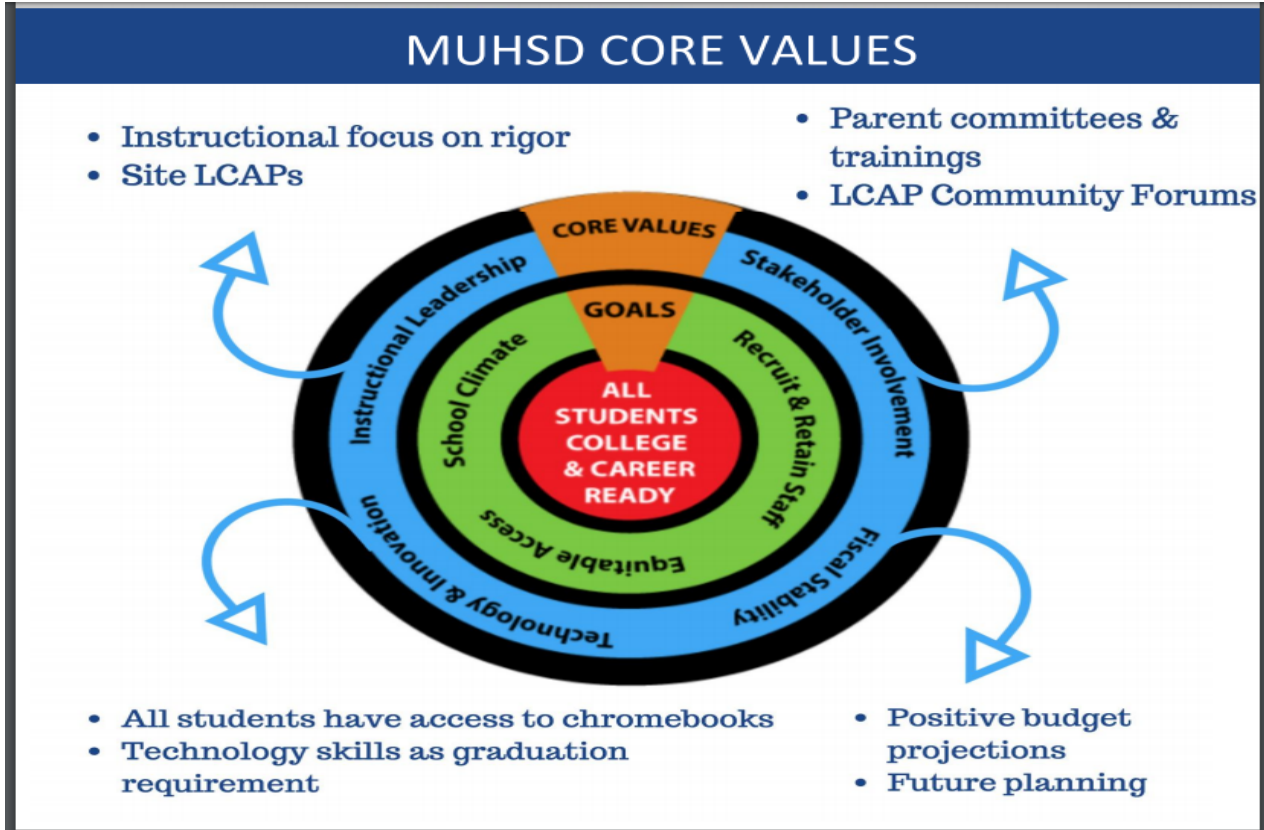
As stated throughout our WASC Self-Study we have a variety of programs for students at MHS. For credit recovery or some advancement, we offer a online program called GradPoint, where students work independently on their own pace to successfully make up credits or earn credits to get ahead. With a new graduation requirement the district and our site, has expanded our career technical pathways. Our goal is that every student is college and career ready when they graduate from MHS. In addition, several of our course are articulated with the college and Merced College offers additional college courses on our campus for students to get ahead.

Working with our AVID program, all teachers are being introduced and provided strategies for WICOR to assist in incorporating all four domains of language to every class, every day. Link Crew is a mentoring program for freshmen. Our juniors and seniors group up with freshmen to assist in their transition to high school. Together as a school, we created our new school wide learning outcomes to match our posture Bear STRONG. Every student will understand the importance of incorporating each of the outcomes in their daily lives.

Please review chapter two and three for all of our addition programs offered here at MHS.



I. California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance Information



J. School Accountability Report Card (SARC)

Please refer to our website, <http://mhs.muhsd.org/merced-high-school/about/reports-plans>, to view our recent School Accountability Report Card that provides information about the condition and performance of our school.

K. CBEDS School Information Form



1.1 Enrollment - Primary Status by Subgroup

Academic Year: 2017-2018	LEA: Merced Union High	User ID: clopez1
View: Snapshot	School Type: ALL	Create Date: 12/18/2017 12:30:01 AM
	School: Merced High-2435204	Print Date: 12/27/2017 8:32:08 AM

School Code	School Name	Primary Enrollments	Transitional Kindergarten	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	Socio-Economically Disadvantaged
2435204	Merced High	1730	0	95	28	245	23	88	1356
TOTAL-Selected Schools		1730	0	95	28	245	23	88	1356

Grade: 01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,KN-Kindergarten,UE-Ungraded Elementary,US-Ungraded Secondary	Ethnicity/Race: ALL	Gender: ALL
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L. MUHSD Graduation Requirements

A. History/Social Studies

Graduation: 4 years

B. English

Graduation: 4 years

C. Math

Graduation: 2 years (must pass Algebra)

D. Science

Graduation: 3 years (1 Life, 1 Physical)

E. World Language

Graduation: not required

F. Visual & Performing Arts (see links below)

Graduation: 1 year WL, Art **OR** CTE

G. Electives (see links below)

Graduation: 6 courses

Starting with the class of 2020, 2 of the 6 elective credits must be CTE courses and 10 credits must be in a capstone course.

Physical Education

Graduation: 2 years

M. Any Pertinent Additional Data

To prepare students to be more college and career ready, MUHSD and MHS are implementing new strategies to support all students. We have over ten teachers utilizing PBL and Deeper Learning strategies in their curriculum delivery. Over forty teachers have been trained in PBL concepts. Understanding that all student learn differently and can learn, we adopted a Growth Mindset pilot team. Teachers began last year attending district trainings. And to add to our growth and help in the overall platform of our school community, we have began developing a MTSS approach. We are working with an outside company called Inflexion to assist in our development of interventions for students success.



N. Budgetary Information

District Policies/School Financial Support

The budget climate at MUHSD has improved since our last full WASC visit due to additional state funding. LCAP, CTE, and Title 1 one-time funding increases have allowed our campus to update technologies, expand programs, procure high quality learning resources, and provide professional development for staff.

MUHSD 2017 - 2018 Expenditure Per Pupil: \$8670.83

MHS Budget 2017-2018	
Principal's Site Budget	146,458
Title I	149,284
Music	20,000
Library/Student Engagement	30,000
Athletics	25,000
Curriculum Support	10,000
Safety	9,200
Carl Perkins - 3550	60,600
Ag Incentive -7010	11,915
Ag Incentive Matching - 0311	11,915
Nurses health	2,000
Total	476,372

