



# 2011 – 2012 SARC SCHOOL ACCOUNTABILITY REPORT CARD



**808 W. 16<sup>th</sup> Street ♦ Merced, CA 95340 ♦ (209) 381-5165**

**Authorized by Merced County Office of Education**

**Steven E. Gomes, Ed.D., County Superintendent of Schools**

**Website: [www.mercedscholars.org](http://www.mercedscholars.org)**

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*Merced Scholars Charter School*  
*Achieving Academic Excellence One Student at a Time*

**Address:** 808 W. 16<sup>th</sup> Street, Merced, CA      **Phone:** (209) 381-5165  
**Site Administrator:** Mark Pintor      **Grade Span:** 6 through 12  
**Principal:** Lori Gattuso

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the site administrator or the district office.

### **About Our School**

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Merced Scholars Charter School is located in the City of Merced and serves students from Merced and adjacent counties. The school was formed in 2004 to meet the need for a secondary homeschool program. In 2006, it was expanded to include middle school. Since the addition of the middle school, enrollment has held steady at approximately 90 -110 students.

Merced Scholars Charter School is designed for students striving for academic excellence in a home-school environment. Our personalized learning program allows students and parents the flexibility of attending school once a week to receive individualized instruction from a credentialed teacher.

We offer:

- One-on-one personalized learning sessions with credentialed teaching staff
- Standards-aligned curriculum
- Opportunity to enroll in college courses FREE of tuition PLUS earn school credit for high school graduation
- Courses that meet the a-g UC/CSU requirements
- Leadership and community service opportunities through the Merced Scholars Charter School Student Organization
- Community-based Career Technical Education hands-on training through the Merced County Regional Occupational Program - ROP

Merced Scholars offers a variety of instructional strategies, including the use of technology and Internet, to support academic and elective courses. We are committed to a collaborative culture between parents, staff and community partners, while providing students with college preparatory curriculum and guidance for a seamless transition to higher education. Merced Scholars is authorized by the Merced County Office of Education (MCOE) and is accredited by the Western Association of Schools and Colleges (WASC). Visit us at:

<http://www.mercedscholars.org/>

## Executive Summary

### 2011-12 School Accountability Report Card

#### Student Enrollment

Group	Enrollment
Number of students	88
Black or African American	1.1%
American Indian or Alaska Native	0.0%
Asian	2.3%
Filipino	1.1%
Hispanic or Latino	48.9%
Native Hawaiian or Pacific Islander	0.0%
White	42.0%
Two or More Races	4.5%
Socioeconomically Disadvantaged	8.0%
English Learners	18.2%
Students with Disabilities	3.2%

#### Teachers

Indicator	Teachers
Teachers with full credential	100%
Teachers without full credential	0%
Teachers Teaching Outside Subject Area of Competence	20%
Misassignments of Teachers of English Learners	0%
Total Teacher Misassignments	0%

#### Student Performance

Subject	Students Proficient and Above on STAR <sup>2</sup> Program Results
English-Language Arts	50%
Mathematics	15%
Science	48%
History-Social Science	40%

#### Academic Progress<sup>1</sup>

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	755
Statewide Rank (from 2011 Base API Report)	5
Met All 2012 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 4
2012–13 Program Improvement Status (PI Year)	N/A

<sup>1</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

<sup>2</sup> Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

# Executive Summary

## 2011-12 School Accountability Report Card

### School Facilities

#### Summary of Most Recent Site Inspection

To determine the condition of the school's facilities, Merced County Office of Education (MCOE) sent an expert from its facilities department to inspect the school using the Facilities Inspection Tool (FIT), which is issued by the Office of Public School Construction. The inspection was conducted by Raymond Birch, MCOE Utility Supervisor, on October 4, 2012. All major facilities systems and components were examined and found to be in good condition.

#### Repairs Needed

None Required

#### Corrective Actions Taken or Planned

None Required

### Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

### Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	100%
Graduates Who Completed All Courses Required for University of California or California State University Admission	5.3%

### School Completion

Indicator	Result
Graduation Rate (if applicable)	94%

### School Finances 2010-11

Level	Expenditures Per Pupil Unrestricted Sources Only
School Site	\$6,074
District	\$123
State	\$2,939

Level	Expenditures Per Pupil Restricted Sources Only
School Site	\$206
District	\$10,016
State	\$5,513



# MERCED SCHOLARS CHARTER SCHOOL

## School Accountability Report Card (SARC) Reported for School Year 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

### I. Data and Access

#### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### Internet Access

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

Merced Scholars offers wireless Internet access to students, parents and guests that bring their own devices as well as Internet access for students and parents in the school's computer lab. Certain restrictions apply. Please see the school administrator for more information.

# Merced Scholars Charter School

## 2011-12 School Accountability Report Card

### II. About Our School

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Merced Scholars Charter School is designed for students striving for academic excellence in a home-school environment. Our personalized learning program allows students and parents the flexibility of attending school once a week to receive individualized instruction from a credentialed teacher.

We offer:

- One-on-one personalized learning sessions with credentialed teaching staff
- Curriculum aligned with the California Academic Content Standards and Frameworks
- Opportunity to enroll in college courses FREE of tuition PLUS earn school credit for high school graduation
- Courses that meet the a-g UC/CSU requirements
- Leadership and community service opportunities through the Merced Scholars Charter School Student Organization
- Community-based Career Technical Education hands-on training through the Merced County Regional Occupational Program - ROP

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### Contact Information

School		District	
<b>Name</b>	Merced Scholars Charter School	<b>Name</b>	Merced County Office of Education
<b>Street</b>	808 West 16 <sup>th</sup> Street	<b>Phone Number</b>	(209) 381-6600
<b>City, State, Zip</b>	Merced, CA 95340	<b>Web Site</b>	<a href="http://www.mcoe.org">www.mcoe.org</a>
<b>Phone Number</b>	(209) 381-5165	<b>Superintendent</b>	Steven E. Gomes, Ed.D.
<b>Site Administrator</b>	Mark Pintor	<b>E-mail Address</b>	<a href="mailto:sgomes@mcoe.org">sgomes@mcoe.org</a>
<b>E-mail Address</b>	<a href="mailto:mpintor@mcoe.org">mpintor@mcoe.org</a>	<b>CDS Code</b>	24102490106518
<b>Principal</b>	Lori Gattuso		
<b>E-mail Address</b>	<a href="mailto:lgattuso@mcoe.org">lgattuso@mcoe.org</a>		



## **Merced Scholars Charter School MISSION STATEMENT**

**Merced Scholars Charter School (MSCS) will provide a personalized, versatile education program; thereby preparing students to become successful, responsible and contributing citizens who read, write, communicate and calculate with clarity and accuracy, using current technologies and resources.**

### **Merced Scholars Educational Philosophy**

We believe:

- Merced Scholars must strive to meet or exceed the academic standards set forth by the State of California.
- Every child is capable of excelling in a personalized learning environment.
- Instruction should be adapted to meet the needs of the individual student.
- Parental involvement is a necessary component to the success of a child's overall educational growth and well-being.
- Dedicated staff, parents, and students should work as a cohesive unit to foster a love of learning and a commitment to responsible citizenship.
- Parents and educators must value partnerships with business and the community at large.
- Students who take ownership of their education will be life-long learners.
- Education must include academic, personal and social development.
- Students must be provided with the tools to understand life-long decision-making.
- Schools must practice sound management of business operations.



### **Opportunities for Parental Involvement**

From deciding whether Merced Scholars' personalized learning model is the appropriate placement for their child, to working alongside of certificated staff in the education of their students, Merced Scholars parents are fully integrated in the learning process.

Merced Scholars parents also play a role in recommendations made to the authorizing agency of the school, Merced County Office of Education and the County Superintendent, Steven E. Gomes, Ed.D. Parents do this by being an active member on the Merced Scholars Advisory Board.

## Merced Scholars Charter School

### 2011-12 School Accountability Report Card

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#### Student Enrollment by Grade Level (2011-12)

Families interested in a personalized learning environment for their child enroll their student at Merced Scholars. The table below displays the number of students enrolled on Information Day, October 5, 2011, in each grade level at our school during the 2011-12 school year.

Grade Level	Number of Students
Grade 6	2
Grade 7	3
Grade 8	9
Grade 9	7
Grade 10	13
Grade 11	27
Grade 12	27
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>88</b>

#### Student Enrollment by Student Group

The percentages in the table below represent the number of students enrolled at the school who are identified as being in a particular group. Group includes students of a particular ethnicity as well as those who are considered socioeconomically disadvantaged, English learners, or students with disabilities.

Group	Percent of Total Enrollment
Black or African American	1.1%
American Indian or Alaska Native	0.0%
Asian	2.3%
Filipino	1.1%
Hispanic or Latino	48.9%
Native Hawaiian or Pacific Islander	0.0%
White	42.0%
Two or More Races	4.5%
Socioeconomically Disadvantaged	8.0%
English Learners	18.2%
Students with Disabilities	3.4%

#### Average Class Size and Class Size Distribution

Merced Scholars is a personalized learning model where students meet one-on-one with their assigned certificated teacher for their learning session. According to the 2011-12 enrollment numbers, each teacher had a maximum student load of 28. In addition to the learning sessions, students may enroll in support classes that are offered on site, such as CAHSEE Prep, Leadership, and Biology. In 2011-12, the average class size was 13 in those support classes.

# Merced Scholars Charter School

## 2011-12 School Accountability Report Card

### III. School Climate

#### School Safety Plan

The Comprehensive School Safety Plan is reviewed and updated as needed. The plan includes universal precautions to be taken in the event of an earthquake, fire, bomb threat, unwanted intruder or catastrophic event. Merced Scholars has annual emergency drills to ensure staff, students, and parents are fully aware of their responsibilities in the event of an emergency.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions at the school for the most recent three-year period.

Rate*	2009–10	2010–11	2011–12
<b>Suspensions</b>	0	0	0
<b>Expulsions</b>	0	0	0

\*Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2012-13)

To determine the condition of the school's facilities, Merced County Office of Education (MCOE) sent an expert from its facilities department to inspect the school using the Facilities Inspection Tool (FIT), which is issued by the Office of Public School Construction. The below information reflects the condition of the school's facility as of October 4, 2012. The inspection was conducted by Raymond Birch, MCOE Utility Supervisor.

#### School Facility Good Repair Status (School Year 2012-13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			None
<b>Interior:</b> Interior Surfaces		X			None
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			None
<b>Electrical:</b> Electrical		X			None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			None
<b>Safety:</b> Fire Safety, Hazardous Materials		X			None
<b>Structural:</b> Structural Damage, Roofs		X			None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			None
<b>Overall Rating</b>	<b>Good</b>				

Note: Cells shaded in black do not require data.

## Merced Scholars Charter School 2011-12 School Accountability Report Card

### V. Teachers

#### Teacher Credentials

The number of teachers teaching within their subject area of competence is displayed in the table below. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	100%	100%	100%	80%
Without Full Credential	0%	0%	0%	20%
Teaching Outside Subject Area of Competence (with full credential)	43%	26%	20%	26%

#### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers
This School	79.61%
All Schools in District	82.42%
High-Poverty Schools in District	82.42%
Low-Poverty Schools in District	N/A

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

# Merced Scholars Charter School

## 2011-12 School Accountability Report Card

### VI. Support Staff

#### Academic Counselors and Other Support Staff (School Year 2011–12)

Merced Scholars accesses support staff within the Local Education Agency (LEA), Merced County Office of Education. Those services include:

- Library Media Services
- Nurse
- Psychologist
- Resource Specialist

Merced Scholars also contracts with Merced College to provide college placement testing on site as well as access to a college counselor that assists with high school or college course placement.

### VII. Curriculum and Instructional Materials

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

The following tables display information about the quality, currency, and availability of the standards aligned textbooks and other instructional materials used at the school and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Merced Scholars ensures every student has a standards-aligned textbook and access to additional materials used at the school.

*Year and month in which data were collected: October 2012*

Middle School Textbooks		
Core Curriculum Area	Textbooks and instructional materials/year of adoption	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	Holt Literature and Language Arts: Introductory Course Holt Literature and Language Arts: First Course Holt Literature and Language Arts: Second Course	0%
<b>Mathematics</b>	Math Connects Concepts and Skills Courses 1, 2 and 3 Algebra 1: Concepts and Skills	0%
<b>Science</b>	Focus on Physical Science Focus on Life Science Focus on Earth Science	0%
<b>History-Social Science</b>	World History: Ancient Civilizations World History: Medieval to Early Modern Times United States History: Independence to 1914	0%

**Merced Scholars Charter School**  
**2011-12 School Accountability Report Card**

*Year and month in which data were collected: October 2012*

<b>High School Textbooks</b>		
<b>Core Curriculum Area</b>	<b>Textbooks and instructional materials/year of adoption</b>	<b>Percent students lacking own assigned copy</b>
<b>Reading/Language Arts</b>	The Language of Literature 9 (2002 Edition) The Language of Literature 10 (2002 Edition) The Language of Literature 11 – American Literature (2002 Edition) The Language of Literature 12 – British Literature (2002 Edition)	0%
<b>Mathematics</b>	Algebra: Concepts and Applications (2005 Edition) Algebra 2 (2005 Edition) Geometry: Concepts and Applications (2005 Edition)	0%
<b>Science</b>	Earth Science (2007 Edition) Biology: The Dynamics of Life (2005 Edition) Physical Science (2008 Edition)	0%
<b>History-Social Science</b>	World Geography: Building a Global Perspective (2005 Edition) World History: Modern Times (2005 Edition) The American Vision (2006 Edition) Economics: Principles & Practices (2005 Edition ) MacGruder's American Government (2004 Edition)	0%
<b>Foreign Language</b>	!Buen Viaje!: Course 1, 2 and 3 (2005 Edition)	0%
<b>Health</b>	Glencoe Health (2005 Edition)	0%
<b>Visual and Performing Arts</b>	Art Talk (2005 Edition)	0%

**Merced Scholars Charter School**  
**2011-12 School Accountability Report Card**

**VIII. School Finances**

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)**

A comparison of our school’s per pupil expenditures with other schools in the district and throughout the state is in the table below. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)
School Site	\$6,280	\$206	\$6,074
District	\$10,139	\$10,016	\$123
State	\$8,452	\$5,513	\$2,939

*Note: Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.*

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org> (Outside Source).

**Types of Services Funded (Fiscal Year 2011–12)**

MSCS provides various services and courses so students have the opportunity to excel in their personal and academic growth. The following are a few of the programs and services that are provided at the school either through categorical funds or other sources that support and assist students:

- CAHSEE support
- Math Tutorial
- Leadership
- Employability Portfolio Workshop
- School Psychologist
- Counselor
- Special Education Teacher
- Technology Support

**Certificated Salaries (Fiscal Year 2010-11)**

A comparison of our school’s average teacher salaries with other schools in the district and throughout the state is included in this table.

Certificated Staff	Our School	District Amount	State Average
Salary	\$65,597	\$71,764	\$71,246
Benefits	\$19,063	\$20,537	\$16,062
<b>TOTAL</b>	<b>\$84,660</b>	<b>\$92,301</b>	<b>\$87,308</b>

*NOTE: A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators.*

**Merced Scholars Charter School**  
**2011-12 School Accountability Report Card**

**IX. Student Performance**

**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**Standardized Testing and Reporting Results for All Students – Three-Year Comparison**

The following table displays the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
<b>English-Language Arts</b>	64%	63%	50%	22%	26%	25%	52%	54%	56%
<b>Mathematics</b>	19%	15%	15%	13%	16%	25%	48%	50%	51%
<b>Science</b>	48%	48%	48%	9%	11%	9%	54%	57%	60%
<b>History-Social Science</b>	44%	38%	40%	6%	8%	9%	44%	48%	49%



**Merced Scholars Charter School**  
**2011-12 School Accountability Report Card**

**Standardized Testing and Reporting Results by Student Group –  
 Most Recent Year**

The following table displays a comparison of the percentage of students achieving at the Proficient or Advanced level based on gender, ethnicity, socioeconomic status, or students receiving additional services such as English learners or students with disabilities. The table also lists the comparison of these groups with the all of the students in the district.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	25%	25%	9%	9%
All Students at the School	50%	15%	48%	40%
Male	54%	19%	0%	40%
Female	48%	13%	47%	40%
Black or African American	N/D	N/D	N/D	N/D
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/D	N/D	N/D	N/D
Filipino	N/D	N/D	N/D	N/D
Hispanic or Latino	35%	10%	23%	38%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	63%	24%	82%	50%
Two or More Races	N/D	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D	N/D
English Learners	N/D	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D	N/D
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

*Note: "N/D" means that no data were available to the CDE or LEA to report. Scores are not available when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

*"N/A" means not applicable as there were no students in the school who met this criteria.*

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**Merced Scholars Charter School**  
**2011-12 School Accountability Report Card**

**California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English-Language Arts	74%	68%	80%	18%	20%	14%	54%	59%	56%
Mathematics	52%	50%	64%	11%	11%	8%	54%	56%	58%

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

**California Physical Fitness Test Results (School Year 2011–12)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
7	N/D	N/D	N/D
9	N/D	N/D	N/D

*Note: "N/D" means that no data were available to the CDE or LEA to report. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

**X. Accountability**

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index – Three-Year Comparison**

	2009–10	2010–11	2011–12
API Score	769	750	755

**Merced Scholars Charter School**  
**2011-12 School Accountability Report Card**

**Academic Performance Index Growth by Student Group – 2012 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	48	755	388	518	4,664,264	788
Black or African American	0	N/A	19	425	313,201	710
American Indian or Alaska Native	0	N/A	3	N/A	31,606	742
Asian	1	N/A	6	N/A	404,670	905
Filipino	1	N/A	2	N/A	124,824	869
Hispanic or Latino	25	685	284	497	2,425,230	740
Native Hawaiian or Pacific Islander	0	N/A	1	N/A	26,563	775
White	18	845	56	608	1,221,860	853
Two or More Races	3	N/A	8		88,428	849
Socioeconomically Disadvantaged	3	N/A	268	456	2,779,680	737
English Learners	8	N/A	76	446	1,530,297	716
Students with Disabilities	1	N/A	81	515	530,935	607

*"N/A" means not applicable as there were no students in the school who met this criteria.*

**Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Merced Scholars Charter School**  
**2011-12 School Accountability Report Card**

**Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)**

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/D	No

*Note: "N/D" means that no data were available to the CDE or LEA to report.*

**XI. School Completion and Postsecondary Preparation**

**Dropout Rate and Graduation Rate**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

<b>Indicator</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>2008–09</b>	<b>2009–10</b>	<b>2010–11</b>	<b>2008–09</b>	<b>2009–10</b>	<b>2010–11</b>	<b>2008–09</b>	<b>2009–10</b>	<b>2010–11</b>
<b>Dropout Rate</b>		N/A	N/A		15%	12%		16%	14%
<b>Graduation Rate</b>		N/A	N/A		78%	81%		74%	76%

*Note: Cells shaded in black do not require data.*

*"N/A" to indicate that graduation rate is not applicable for the school or LEA (Exclusion code U50: Graduation rate was not calculated because the school or LEA with grade twelve students had fewer than 50 students in the graduation rate denominator (graduates plus dropouts) in one or both years.*

**Completion of High School Graduation Requirements**

The following table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

**Merced Scholars Charter School**  
**2011-12 School Accountability Report Card**

**Graduating Class of 2012**

<b>Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100%	68%	
Black or African American	100%	56%	
American Indian or Alaska Native	N/A	N/A	
Asian	100%	58%	
Filipino	N/A	N/A	
Hispanic or Latino	100%	67%	
Native Hawaiian or Pacific Islander	N/A	N/A	
White	100%	78%	
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	100%	69%	
English Learners	100%	55%	
Students with Disabilities	100%	82%	

*Note: Cells shaded in black do not require data.  
 "N/A" means not applicable as there were no students in the school who met this criteria.*

**Career Technical Education Participation (School Year 2011–12)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of pupils participating in CTE	37
Percent of pupils completing a CTE program and earning a high school diploma	100%
CTE courses sequenced or articulated between the school and institutions of postsecondary education	See following table

**Merced Scholars Charter School**  
**2011-12 School Accountability Report Card**

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**Career Technical Education Programs (School Year 2012-13)**

Merced Scholars offers several Career Technical Education courses, such as Computer Literacy, Computer Applications, Financial Planning, and Leadership which do not meet the UC/CSU admissions requirements. The school also offers courses through Merced County Regional Occupational Program – ROP. Some of these courses meet the UC/CSU admissions requirement.

Merced County ROP Course Title	Course Approved for a-g
Advanced Marketing	No
Agricultural Communications	Yes
Agriculture Computer Applications	No
Agriculture Skills	No
Art & History of Floral Design	Yes
Automotive Services	No
Business & Marketing Occupations	No
Business Applications	No
Business Occupations & Technology	No
Careers with Infants & Toddlers	No
Computer Accounting	No
Computer Applications	No
Computer Literacy	No
Creative Design & Merchandising	Yes
Environmental Horticulture	Yes
Food Science	Yes
Foundations in Education	Yes
Graphic Arts	Yes
Hospitality and Tourism	No
Internships in Agriculture	No
Introduction to Health Careers	No
Logistics and Warehousing	No
Marketing Foundations (CC)	Yes
Medical Occupations	No
Sports and Entertainment Marketing	No
The Art of Animation	Yes
The Art of Digital Photography	Yes
Veterinary Science	Yes
Virtual Enterprise	Yes
Welding Fabrication Technology	No

# Merced Scholars Charter School

## 2011-12 School Accountability Report Card

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### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the UC's Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside Source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside Source)

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011–12 Students Enrolled in Courses Required for UC/CSU Admission	100%
2010–11 Graduates Who Completed All Courses Required for UC/CSU Admission	5.3%

### Advanced Placement Courses (School Year 2011–12)

Currently, Merced Scholars Charter School does not offer Advanced Placement (AP) courses. Students have the opportunity to concurrently enroll at Merced Community College. Students can earn high school credits as well as college units. Students can take the Accuplacer on site and meet with a Merced College counselor upon request.

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. Professional development is important to the growth of a teacher and the success of students. Teachers are provided three days per year dedicated to professional development. The table below shows that each year, teachers are given a minimum of 3 days of professional development.

<b>Professional Development</b>	<b># of Days per Year</b>
2011-12	3
2010-11	3
2009-10	3

MSCS is dedicated to improving student achievement and maintaining quality instruction. To help in this endeavor, MSCS and schools throughout the country are adopting a new set of standards for English and Math known as the Common Core. The California versions of these standards are known as the California Common Core State Standards (CCCSS). The district has helped MSCS develop an awareness, transition, and implementation plan for administrators and teachers in order to make the transition to CCCSS as smooth as possible for our students.

In order to help teachers and administrators understand the objectives and expectations of the Common Core Standards, district workshops are in place for the 2012-2013 school year. These workshops are offered in segments of 2 hour workshops that will help teachers transition from the traditional California standards for English and Math to the new Common Core Standards for these subjects.

The following table lists the dates and times for the Common Core professional development trainings for Merced Scholars Charter School staff.

<b>Date</b>	<b>Time</b>
November 15, 2012	1:30pm – 3:30pm
December 6, 2012	1:30pm – 3:30pm
January 17, 2013	1:30pm – 3:30pm
February 7, 2013	1:30pm – 3:30pm
March 7, 2013	1:30pm – 3:30pm
April 11, 2013	1:30pm – 3:30pm
May 16, 2013	1:30pm – 3:30pm