



# Madera High School

## 2012-2013 School Accountability Report Card

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### Madera Unified School District

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### Mission Statement

In Madera, we are committed to educating the whole child through high expectations, community collaboration and shared responsibility for each student's health, safety, and success in life.

It is the goal of Madera: Unified to ensure every student is educated for COLLEGE, equipped for CAREER, and empowered with CHARACTER.

The mission statement is supported by the 4 Pillars:

1. Equitable access to rigorous high-level programs
2. Data-Driven Professional learning and collaboration
3. Safe and Healthy environments for learning and work
4. Strong Relationships with families and community.

The Vision Statement is: Madera: Unified for Student Success!

### School Profile

Madera High is one of 2 comprehensive high schools in Madera Unified School District. During 2012-13, 2,158 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

### Principal's Message

Madera High School (MHS) has a long history of more than 110 years as a high school for the community of Madera. It is a fully comprehensive school offering a wide range of academic courses including numerous Advanced Placement (AP) classes. It is organized on the Career School model, which offers students a series of career pathway courses designed to give them hands-on experience as they prepare for their post-high school experiences.

Our students have qualified to attend some of the most prestigious universities in the land, and several students have been accepted to the military academies.

Madera High School has a full athletic program that includes 20 sports for boys and girls and competes in the County Metro Athletic Conference, which is one of the toughest in the Central Valley. A large cheer and dance team program helps promote school spirit and pride at the various athletic events during the year.

The extracurricular activities program has continued to grow each year as new clubs have been added, bringing the total to more than 45 clubs for student involvement.

The music and drama programs have been growing steadily since their new facilities were completed in January of 2007. Our band competes throughout the state bringing home numerous awards. Twice a year our Coyote Drama Production produces award winning performances for the local community.

Academically, Madera High School has shown consistent growth over the past nine years in terms of their Academic Performance Index (API). In 2008, Madera topped the 700 plateau for the first time and reached its current high of 757 in 2013. An Intervention period was included into the daily schedule for the 2010-11 school year which aims to give assistance to struggling students. As a result, Graduation Rates reached an all time high of 96% for the class of 2012.

### Enrollment by Student Group

2012-13

	Percentage
African American	2.2%
American Indian	0.5%
Asian	2.6%
Filipino	0.3%
Hispanic or Latino	77.6%
Pacific Islander	0.0%
White	15.9%
Two or More	0.4%
None Reported	0.5%
English Learners	32.0%
Socioeconomically Disadvantaged	71.8%
Students with Disabilities	9.2%

## Discipline & Climate for Learning

Students at Madera High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Madera High discipline program is to enable all students the opportunity to learn in a safe environment. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is included in each students' registration packet.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Academic Decathlon, Mock Trial, CSF, Block M, HOSA, FBLA, FCA, MAYA, Bowling, Science Club, Art Club, Fashion Club, Anime, Paintball, GSA and Skateboarding.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Boys & Girls Cross Country, Boys & Girls Water Polo, Boys & Girls Golf, Boys & Girls Tennis, Boys & Girls Volleyball, Boys & Girls Basketball, Boys & Girls Soccer, Boys & Girls Track, Baseball, Softball, Wrestling, Football.

MHS recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements in perfect attendance, no tardies, no discipline referrals, 3.0 or higher GPA, CST growth & 4.0 GPA.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	369	218	246	2622	1906	2125
Suspension Rate	17.4%	10.1%	11.4%	13.4%	9.6%	10.6%
Expulsions	15	22	17	74	135	96
Expulsion Rate	0.7%	1.0%	0.8%	0.4%	0.7%	0.5%

## Class Size

The chart shows the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	11	12	13	11	12	13	11	12	13	11	12	13
By Subject Area												
English	28	28	-	25	26	-	17	9	-	37	45	-
Math	32	32	-	6	9	-	16	11	-	32	42	-
Science	35	35	-	2	3	-	2	5	-	29	40	-
Social Science	34	32	-	-	5	-	10	13	-	26	28	-

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2010-11	2011-12	2012-13
9th	636	649	625
10th	558	584	554
11th	488	477	506
12th	439	450	478

## Counseling & Support Staff (School Year 2012-13)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:525.* The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Clerk/Community Liaison	1	1
Counselor	4	4.0
Health Clerk	1	1.0
Intervention Specialist	2	2.0
Librarian/library media teacher	2	2.00
Nurse	1	1.0
Psychologist	1	1

## Parent Involvement

Madera High has an open door policy and invites all parents to participate in all facets of the high school. Parents give input on school affairs through representation at School Site Council (SSC) meetings.

The PTA is another forum for parents to gather information about upcoming activities, events and academic changes at the school. The PTA helps organize and finance Madera High's 4.0 GPA Night and 3.0 Certificate distribution.

Madera High has a large English learner population and strives to get their parents involved. Madera High has English Language Advisory Committee (ELAC) meetings to inform parents of what is taking place. The ELAC meetings are also used to teach parents about the workings of a high school.

Many Madera High parents are active members in various booster clubs and organizations to help support their students. Parents recruit one another with the sole purpose of improving conditions for their children. For more information on how to become involved, contact Marcia Lowry, Administrative Assistant at 675-4444 ext. 1101.

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. MHS has two staff institute days each year that focus on staff training areas.

In addition, we use 33 delayed start days to hold department meetings for curriculum work and Career School meetings on schoolwide issues. The focus of all department meetings is to collaborate with colleagues using the Cycle of Inquiry process when applicable to help increase student achievement.

Common Core training for all core teachers began in the Spring of 2013. MHS is using the Rigorous Curriculum Design model and teachers are creating units of study for all subject areas. Training will continue throughout the 2013-14 school year.

## Dropout & Graduation Rates

Madera High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Afterschool Program- consisting of tutoring help, credit recovery and enrichment activities; Intervention- small group instruction built into the school day.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	09-10	10-11	11-12
Dropout Rate	5.6%	4.8%	3.7%
Graduation Rate	92.0%	92.8%	95.2%

## Teacher Assignment

Madera Unified School District recruits and employs only the most qualified credentialed teachers.

Teacher Credential Status				
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	81	91	83	737
Without Full Credentials	0	0	0	0
Working Outside Subject	0	3	2	12

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	1	1	0
Misassignments of Teachers (other)	4	2	0
<b>Total Misassignments of Teachers</b>	<b>5</b>	<b>3</b>	<b>0</b>
Vacant Teacher Positions	0	1	1

## Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: Possession of a Bachelor's Degree, Possession of an appropriate California teaching credential, Demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.0%	1.0%
District	97.0%	3.0%
High-Poverty Schools in District	97.0%	3.0%
Low-Poverty Schools in District	N/A	N/A

## Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

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. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

## Physical Fitness (School Year 2012-13)

In the spring of each year, the district is required by the state to administer a physical fitness test to all fifth, seventh and ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	25.0%	24.8%	29.2%

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

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>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	45	43	48	41	42	40	54	56	55
Mathematics	17	14	20	40	39	39	49	50	50
Science	43	42	51	44	42	46	57	60	59
History/Social Science	48	55	54	39	42	42	48	49	49

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	40	39	46	42
School	48	20	51	54
African American/ Black	49	31	*	64
American Indian	*	*	*	*
Asian	59	42	*	47
Filipino	*	*	*	*
Hispanic or Latino	44	17	47	51
Pacific Islander	*	*	*	*
White	66	27	64	69
Males	44	19	56	59
Females	52	21	46	49
Socioeconomically Disadvantaged	42	17	45	48
English Learners	8	6	10	13
Students with Disabilities	22	8	*	15
Migrant Education	31	17	38	44
Two or More Races	*	*	*	*

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's statewide and similar schools' API ranks and API point changes by student group. The second table displays, by student group, the Growth API at the school, district, and state level.

API School Results			
	2010	2011	2012
Statewide	4	5	5
Similar Schools	8	9	6
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	28	4	10
Hispanic or Latino			
Actual API Change	31	8	7
White			
Actual API Change	24	-1	27
Socioeconomically Disadvantaged			
Actual API Change	26	-	17
English Learners			
Actual API Change	17	-4	-2
Students with Disabilities			
Actual API Change	53	-7	-44

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,554	757	13,947	736	4,655,989	790
Black or African American	39	745	311	704	296,463	708
Asian	44	805	174	845	406,527	906
Hispanic or Latino	1,208	740	12,090	727	2,438,951	744
White	236	829	1,156	814	1,200,127	853
Socioeconomically Disadvantaged	1,144	732	12,334	724	2,774,640	743
English Learners	490	657	7,109	691	1,482,316	721
Students with Disabilities	138	508	1,073	600	527,476	615

## Adequate Yearly Progress (AYP) (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		No	
Graduation Rate	Yes		Yes	



## Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2006-2007	2004-2005
Year in PI (2013-14)	Year 5	Year 3
# of Schools Currently in PI	-	24
% of Schools Identified for PI	-	96.0%

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2010-11			2011-12			2012-13		
	School	District	State	School	District	State	School	District	State
English	61	52	59	54	44	56	59	48	57
Mathematics	55	45	56	54	46	58	52	46	60

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	52	24	24	54	35	11
All Students School	41	25	34	48	36	16
Male	46	22	32	44	36	20
Female	37	28	35	44	36	20
Hispanic or Latino	45	26	29	51	36	13
White	27	23	51	35	37	28
English Learners	90	0	3	85	15	0
Socioeconomically Disadvantaged	48	27	26	55	34	0

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the 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/>.

### 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>.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

### Completion of High School Graduation Requirements - Class of 2012

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the 12th grade, the table displays by student group the number who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "\*\*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	441	1,044	418,598
African American/Black	11	29	28,078
American Indian	2	4	3,123
Asian	10	14	41,700
Filipino	1	4	12,745
Hispanic or Latino	333	843	193,516
Pacific Islander	1	2	2,585
White	82	145	127,801
English Learners	150	424	93,297
Socioeconomically Disadvantaged	50	101	31,683
Students with Disabilities	311	821	217,915

### Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	1,700
What percent of the school's pupils complete a CTE program and earn a high school diploma?	25.0%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	30.0%

## UC/CSU Course Completion

Students at Madera High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

### Career Technical Education (CTE) Programs (School Year 2012-13)

Madera High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Madera High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

MHS has a very strong component for preparing students for the workforce. The school is organized on the Career School model, providing special electives in each field for actual hands-on experiences in the student's area of interest. One of the special features is a mock interview that every junior must successfully pass to graduate. The requirement includes a full résumé and an interview with a community member who scores the interview using a common grading system. Students must present themselves as a person going through an actual interview.

Every career pathway has an ROP capstone class that provides in-depth experiences for students. Leadership teams that consist of both school and community members evaluate pathways each year. Feedback from the business sector helps provide direction and guidance as to the constantly changing needs and demands of the everyday workforce. MHS also has a large Work Experience program that has about 75 students per year. This is an opportunity for students to work at a job while in school and earn credits at the same time. Often the employer hires the student after graduation from MHS.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. More information about the programs our school offers in career technical education are available on our Accountability webpage, which you can access from our District website. In addition to a listing of courses and programs, you will also find facts about the rate at which students completed these programs. Information about career technical education policy is available on the CDE Web site.

Our CTE courses are designed to give students opportunities to apply their learning in real world situations. The CTE courses are designed to form career pathways and provide students with the opportunity to learn career-oriented skills. Our ROP courses serve as culminating capstone classes.

In many cases, our students are able to obtain certifications through our ROP courses. Each of our pathways has an advisory group consisting of teachers, administrators, and business partners. The advisory group's main goal is to ensure that our CTE courses are consistent with current industry trends and that students are being prepared to enter the workforce.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2012-13)	69.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2011-12)	23.1%

\* Duplicated Count (one student can be enrolled in several courses).

Representing the Engineering Technology pathway is Michael Westley from JBT Corporation who advises Alan Hollman, Vice Principal, and his staff. Representing the Restaurant Management pathway is Chris Mariscotti from the Vineyard Restaurant who advises Evelyn Frechou, teacher, and her committee. Representing the Athletic Training pathway is Dan Barrows from Barrows Physical Therapy who advises Melissa Armiento, teacher, and her committee. Representing the Nursing pathway is Mary Farrell from Madera Community Hospital who advises Anastasia O'Neill, teacher, and her committee.

## Advanced Placement Classes (School Year 2012-13)

Madera High encourages students to continue their education past high school. Madera High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2011-12, 183 students participated in taking the exams. Of the 183 students, 80 students scored a "3" or better.

### Advanced Placement Classes

	# of Courses
English	2
Foreign Language	1
Mathematics	3
Science	2
Social Science	2
Totals	10
Percent of Students in AP Courses	3%

## Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

## Instructional Materials (School Year 2013-14)

Madera Unified held a public hearing on September 24, 2013, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August, 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra I	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Algebra II	McDougal Littell	2009	Yes	0.0%
9th-12th	Earth Science	Prentice Hall	2011	Yes	0.0%
9th-12th	Economics	Prentice Hall	2007	Yes	0.0%
9th-12th	ELD Reading	National Geographic & Hampton Brown	2010	Yes	0.0%
9th-10th	English/ Language Arts	Holt, Rinehart & Winston	2006	Yes	0.0%
11th	English/ Language Arts	Holt, Rinehart & Winston	2007	Yes	0.0%
12th	English/ Language Arts	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Geometry	McDougal Littell	2005	Yes	0.0%
9th-12th	Life Science	McDougal Littell	2007	Yes	0.0%
9th-12th	Physical Science	Prentice Hall	2007	Yes	0.0%
9th-12th	United States Government	Glencoe/ McGraw Hill	2008	Yes	0.0%
9th-12th	United States History	McDougal Littell	2005	Yes	0.0%
9th-12th	World History	McDougal Littell	2004	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/20652432035707Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/20652432035707Textbooks_1.pdf)



## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the City of Madera, which contain numerous computer workstations.

## School Facilities

Madera High was originally constructed in 1894 and is comprised of 102 classrooms, 2 gyms, 1 multipurpose room/cafeteria, 1 library, a student-run restaurant, a training room and 2 computer labs. Recent remodeling included cosmetic work to the Administration Building, Black Box Theatre and Humanities Building.

School Facility Conditions				
Date of Last Inspection: 08/09/2013				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

### *Cleaning Process*

The principal works daily with the custodial staff of 9 full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### *Maintenance and Repair*

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### *Deferred Maintenance Budget*

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

For the 2013-14 school year the district allocated \$66,231.00 for deferred maintenance program. This represents .43% of the district's general fund budget. During the 2013-14 school year, the district's governing board did approve deferred maintenance projects for the school, which included new carpet at Madison Elementary, Fencing project & asphalt at Dixieland, HVAC control for EMS at MLK, fencing at Sierra Vista Elementary, and reroof at Washington Elementary.

## Safe School Plan

Safety of students and staff is a primary concern of Madera High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 8/2011 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held several times a year. Students are supervised before and after school by classified staff, and certificated staff and administration supervise students during lunch. Visitors must enter through the main administrative office and sign in to receive a visitors pass.

Madera High School has a closed campus during the school day and has a campus safety staff of four full-time officers and one part-time police officer. We allow seniors in good academic standing to leave the campus during lunch.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at 675-4444.

## Data Sources

Data within the SARC was provided by Madera Unified School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. 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.

## Teacher & Administrative Salaries (Fiscal Year 2012-13)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2011-12		
	District	State
Beginning Teachers	\$37,159	\$40,933
Mid-Range Teachers	\$58,115	\$65,087
Highest Teachers	\$71,557	\$84,436
Elementary School Principals	\$97,705	\$106,715
Middle School Principals	\$100,146	\$111,205
High School Principals	\$108,042	\$120,506
Superintendent	\$165,000	\$207,812
Salaries as a Percentage of Total Budget		
Teacher Salaries	0.4%	0.4%
Administrative Salaries	0.1%	0.1%

## School Site Teacher Salaries (Fiscal Year 2011-12)

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2012-13 financial statements).

Average Teacher Salaries	
School & District	
School	
District	\$59,591
Percentage of Variation	-0.8%
School & State	
All Unified School Districts	\$68,841
Percentage of Variation	-14.1%



## District Expenditures (Fiscal Year 2012-13)

The expenditures per pupil data is based on 2012-13 fiscal year audited financial statements. The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,043
From Supplemental/Restricted Sources	\$902
From Basic/Unrestricted Sources	\$5,141
District	
From Basic/Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	-7.1%

## District Revenue Sources (Fiscal Year 2012-13)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III
- EIA/SCE
- EIA/LEP

