

# **Madera High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Madera High School
Street	200 South L Street
City, State, Zip	Madera, CA 93637-4650
Phone Number	(559) 675-4444
Principal	Robyn Cosgrove
Email Address	robyncosgrove@maderausd.org
Website	<a href="https://www.madera.k12.ca.us/Domain/47">https://www.madera.k12.ca.us/Domain/47</a>
County-District-School (CDS) Code	20-65243--2035707

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
Website	<a href="http://www.madera.k12.ca.us">www.madera.k12.ca.us</a>

### School Description and Mission Statement (School Year 2020-2021)

#### Principal's Message

Madera High School (MHS) has a long history of more than 100 years, rich with tradition, in the community of Madera. MHS is a comprehensive high school offering a wide range of academic courses including numerous Advanced Placement (AP) classes. Madera High is committed to helping all students achieve at high levels and to be ready for the 21st Century. Additionally, Madera High offers a selection of multiple career pathways to help guide students toward meaningful, career molding, learning experiences. Students are able to explore personal interests and take a wide range of courses within various career pathways that can lead to certifications or college credit. This includes our new transportation pathway with recently renovated facilities and state of the art equipment.

Madera High is proud of our students that have qualified to attend some of the most prestigious universities in this country along with the many students who have been accepted to serve in military academies. Madera High School has a full athletic program that includes some 20 sports for boys and girls that compete in the County Metro Athletic Conference. MHS has a large cheer and dance program that promotes school spirit and pride at the various athletic events during the year.

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 each year. The Coyote Drama Production produces award-winning performances for the local community. The extracurricular activities program has continued to grow each year as new clubs have been added, bringing the total to more than 40 clubs for student involvement.

Madera High School is building strong traditions of honor, perseverance, and excellence. MHS works together to create a positive learning environment and develops relationships that make a difference in peoples' lives. We are a community of collaborative learners who work hard to make student aspirations come true. At Madera High, we believe in supporting students academically, emotionally, and behaviorally.

Madera High School received full six-year accreditation from the Western Association of Schools and Colleges at the conclusion of the 2013-14 school year. A three validation visit was conducted in the Spring of 2017. The next self-study process will take place in 2020-2021.

**Madera High's Mission Statement:**

We are committed to creating and sustaining a culture that empowers Madera High School students to be college and career-ready contributing members of society.

**Madera High's Vision Statement:**

Madera High will set high standards for perseverance, respect, integrity, and dedication, with a commitment to excellence.

**School Profile (School Year 2019-20)**

Madera High is one of 28 schools in Madera Unified School District and was the first comprehensive high school, started in 1894. MHS currently has 2,063 9th-12th grade students enrolled in classes arranged on a traditional calendar schedule. Madera High has a various staff consisting of teachers, classified personnel, counselors, psychologists, student advocates, a child welfare and attendance liaison, an activities director, an athletic director, a Dean of Curriculum & Instruction, vice principals, and a principal. Madera High operates a six-period class schedule, with time built in for teacher planning. The adjusted schedule allows for collaborative time for teachers to meet with department and/or subject matter teams for instructional planning, data analysis, and professional development. Additionally, schoolwide lessons are provided weekly for character education and student intervention. Other intervention time is embedded throughout the week within student classes. This allows students who are struggling academically to receive additional assistance from their teachers. Madera High is a school with a diverse student population. We have students of all ethnic and social groups with equally diverse needs. Our students have many different interests, talents, and abilities. Many of our students will go on to college, while others will leave MHS and go directly to work or into technical training. To meet the needs of this diverse student population, MHS provides a variety of curricular and extracurricular programs designed to prepare them for the future. Madera High is committed to helping all students achieve at high levels and be equipped with 21st Century Skills. Madera High School currently offers a selection of multiple career pathways to help guide a student's interests toward meaningful, career molding, learning experiences. The Career Pathways provide elective courses that challenge and prepare students for the 21st Century and help them stay connected to the school. Madera High School is fully vested in the Center-Based Model of educating our special education students. MHS uses a collaborative teaching model where special needs students are in the general education classroom for the majority of their day. They may also be pulled out of the general education environment for more intense work as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan (IEP). In the SDC model, students are instructed in a special classroom by a special education teacher for over half of the school day. PE and electives are taken in the general education setting. Madera High School teachers are trained in instructional strategies to meet the needs of a culturally diverse student population. ELD (English Language Development) is taught to our English learners daily. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on speaking, listening, reading, writing, and thinking. Teachers evaluate students three to four times a year and monitor their progress. The results of these assessments help teachers determine how to effectively differentiate their instruction.

Madera High is focused on high academic achievement as well as providing a safe and inviting learning environment. Madera High has very programs to support the behavior and social-emotional needs of our students. We are committed to our tradition of Coyote PRIDE, Perseverance, Respect, Integrity, Dedication, and Excellence.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	588
Grade 10	549
Grade 11	501
Grade 12	456
<b>Total Enrollment</b>	<b>2,094</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.5
Asian	2.1
Filipino	0.3
Hispanic or Latino	85.4
Native Hawaiian or Pacific Islander	0.1
White	8.9
Two or More Races	1
Socioeconomically Disadvantaged	80.7
English Learners	16
Students with Disabilities	6.1
Foster Youth	0.5
Homeless	2.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	88	89	71	777
Without Full Credential	1	1	2	12
Teaching Outside Subject Area of Competence (with full credential)	4	4	5	15

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	3	3	6
Vacant Teacher Positions	1	1	0

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: July, 2020

Madera Unified held a public hearing on September 25, 2018, 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 October, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English I &amp; Enhanced English I (9th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>English II &amp; Honors English II (10th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>English III &amp; Honors English III (11th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>AP Language (11th): Language of Composition: Reading, Writing, Rhetoric Adopted July 17, 2007 Bedford/St. Martin's, 2008</p> <p>The Bedford Reader Adopted March 28, 2000 Bedford/St. Martin's, 11th Edition, 2012</p>	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Expository Reading &amp; Writing Course (ERWC) (12th):  Expository Reading &amp; Writing Course, Third Edition Adopted May 26, 2009  California State University Online Press, 2019</p> <p>AP Literature (12th):  Perrine’s Literature: Structure &amp; Sense  Adopted March 28, 2000  Harcourt Brace, 10th Ed., 2009</p> <p>English 1A Dual Enrollment (12th)  The Blair Reader: Exploring Issues and Ideas  Pearson, 9th Edition, 2016</p>		
<b>Mathematics</b>	<p>Integrated Math I &amp; Enhanced Integrated Math I (9th):  Springboard Mathematics – Integrated Mathematics I Adopted April 29, 2014  The College Board, 2014</p> <p>Integrated Math II &amp; Enhanced Integrated Math II (10th):  Springboard Mathematics – Integrated Mathematics II Adopted April 29, 2014  The College Board, 2014</p> <p>Integrated Math III &amp; Honors Integrated Math III (11th):  Springboard Mathematics – Integrated Mathematics III Adopted April 29, 2014  The College Board, 2014</p> <p>Mathematical Reasoning With Connections (MRWC) (12th):  Mathematical Reasoning with Connections, 1st Edition Adopted March 26, 2019  California State University Online Press, 2019</p> <p>AP Calculus AB/BC (12th):  Calculus of a Single Variable/Calculus with Analytical Geometry, 9th Ed. Adopted June 29, 2010  Brooks/Cole Cengage Learning, 2010</p> <p>Statistics &amp; Probability (12th):  Understanding Statistics, 8th Edition  Adopted May 14, 2006  Houghton Mifflin Harcourt, 2006</p>	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>AP Statistics (12th): The Practice of Statistics, 5th Edition Adopted June 26, 2014 Bedford, Freeman &amp; Worth, 2014</p>		
<b>Science</b>	<p>The Living Earth/AG Biology (9th): Biology Adopted August 14, 2007 McDougal Littell, 2008 Online supplemental: Biozone: The Living Earth, 2nd Edition, 2020</p> <p>Chemistry in the Earth Systems/Honors Chemistry in the Earth Systems/Agriculture Chemistry (10th): Chemistry Adopted April 12, 2005 Prentice Hall, 2005 Online supplemental: Biozone: Chemistry in the Earth Systems, 2019</p> <p>Physics of the Universe (11th): Honors Physics, 6th Edition Adopted May 14, 2006 Pearson Prentice Hall 2005 Online supplemental: Biozone: Physics of the Universe, 2019</p> <p>AP Biology (11-12th): Principles of Life, 2nd Edition Adopted May 26, 2015 WH Freeman &amp; Company, 2014</p> <p>AP Chemistry (11-12th): Chemistry: The Central Science, 14th Edition Adopted June 23, 2020 SAVVAS (Pearson), 2018</p> <p>AP Environmental Science (11-12th): Environmental Science for AP, 2nd Ed. Adopted May 26, 2015 WH Freeman &amp; Company, 2015</p>	Yes	0.0%
<b>History-Social Science</b>	<p>World History (10th): California World History: The Modern World Adopted May 8, 2018 Pearson, 2019</p> <p>World History Dual Enrollment (10th):</p>	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>World in the Making: A Global History, Volume One: To 1500 Oxford University Press, 2018</p> <p>AP European History (10th): A History of European Society Since 1300 Adopted June 11, 2013 Bedford/St. Martins, 2011</p> <p>US History (11th): California United States History: The Twentieth Century Adopted May 8, 2018 Pearson, 2019</p> <p>US History Dual Enrollment (11th): American History: Connecting with the Past, Vol. 1 McGraw Hill, 2014</p> <p>Civics (American Government) (12th): California Magruder’s American Government Adopted May 8, 2018 Pearson, 2019</p> <p>Economics (12th): California Economics: Principles in Action Adopted May 8, 2018 Pearson, 2019</p> <p>AP Human Geography (9-12th): The Cultural Landscape: An Introduction to Human Geography, 13th Ed. Adopted June 23, 2020 Savvas (Pearson), 2020</p>		
<b>Foreign Language</b>	<p>Spanish I-III: ¡Avancemos! Adopted May 14, 2013 Holt McDougal, 2013</p> <p>Spanish for Heritage Speakers I-II: Nuevas Vistas Adopted May 14, 2013 Holt, Rinehart, &amp; Winston, 2006</p> <p>AP Spanish Language: Abriendo paso: Temas y lecturas &amp; Gramática Adopted May 14, 2013 Pearson, 2014</p> <p>AP Spanish Literature:</p>	Yes	0.0%



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Abriendo puertas: Ampliando perspectivas Adopted May 26, 2015 Houghton Mifflin, 2013  French I-IV: Bien dit! Adopted May 14, 2013 Holt McDougal, 2013		
<b>Health</b>	Human Anatomy & Physiology (11-12th): Mader’s Understanding Human Anatomy & Physiology, 6th Edition Adopted August 14, 2007 McGraw Hill, 2008  Honors Human Anatomy & Physiology (11-12th): Human Anatomy & Physiology, 7th Edition Adopted July 17, 2007 Pearson, 2007	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

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.

### 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 the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported during 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.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2020.

**School Facility Good Repair Status**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** August 2020

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Poor	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Fair	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Fair	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	45	N/A	35	N/A	50	N/A
Mathematics (grades 3-8 and 11)	18	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	17	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

Madera Unified School District (MUSD) has 27 career pathways that consist of a minimum of 3 courses (core, concentration, and capstone), and provide students with the opportunity to gain industry-level skills and knowledge through a rigorous and relevant curriculum, provide the opportunity to earn post-secondary college credits through articulation and Dual Enrollment and have the opportunity to attain industry-recognized stackable certifications. Most of the CTE classes receive A-G credit in core or elective areas. These pathways are represented by the following industry sectors: Agriculture and Natural Resources, Arts, Media, and Entertainment. Building Trades and Construction. Education, Child Development, and Family Services, Engineering and Architecture, Health Science and Medical Technology, Hospitality, Tourism and Recreation, Manufacturing and Product Development, Marketing Sales and Service, Public Services, and Transportation. Each career pathway offered is aligned to the fastest growing industry sectors in Madera County as verified through the Workforce Investment Board, Madera Redevelopment Agency, and EMSI. District and Career Pathway advisory committees meet minimally twice a year to ensure that each career pathway aligns to industry demands and are aligned with postsecondary institutions. Each Career Pathway advisory is comprised of teachers, parents, students, administrators, business and industry partners, representation from the Workforce Investment Board, career guidance counselors, and school board members. All Career Pathway courses are aligned to the CTE model standards and integrate California Common Core Literacy Standards. All courses are taught by appropriately credentialed CTE teachers and to ensure that CTE teachers are teaching industry-level skills they are required to complete a minimum of twenty externship hours annually. All Career Pathways are affiliated with a Career Technical Student Organization and student participation is a graded component of each career pathway course. All of the classes and pathway sequences can be found on <http://www.maderacte.com/>.

## Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1305
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	74.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.5

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.41
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	38.29

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2019-2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Madera High has an open-door policy and invites all parents to participate in all aspects of 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 Irma Rios, the Administrative Assistant at 675-4444 ext. 1101.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.5	2.5	2.1	5.4	5.5	6.7	9.1	9.6	9
Graduation Rate	97	95.9	97.2	87.1	88	89.3	82.7	83	84.5

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.9	7.4	6.6	6.5	3.5	3.5
Expulsions	0.3	0.6	0.4	0.3	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.04	0.04	2.5
Expulsions	0.001	0.002	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The 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 in April 2020 by the School Site Council. All revisions were communicated to both the classified and certificated staff. This includes information regarding gang affiliation. 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. Lock-down drills are held several times a year. Students are supervised before and after school and during lunch by classified staff, certificated staff, and administration. Visitors must enter through the main administrative office and sign in to receive a visitor's pass.

Madera High School has a closed campus during the school day. The school has a total of five full-time safety officers and one full-time police officer. Juniors and seniors who are in good academic standing are allowed to leave the campus during lunchtime.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	27	26	15	41	26	32	16	43	32	20	15	47
Mathematics	31	11	16	35	28	17	15	36	32	18	9	42
Science	32	5	14	28	31	8	8	35	35	6	8	30
Social Science	31	7	14	29	26	16	14	25	34	11	7	34

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	299.1

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.9
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$2,053	\$1,378	\$675	\$70,493
District	N/A	N/A	\$5,345	\$75,518
Percent Difference - School Site and District	N/A	N/A	-155.1	-6.9
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-168.0	-18.2

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

## Types of Services Funded (Fiscal Year 2019-2020)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2019 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2019-20 fiscal year.

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>.

### District Revenue Sources (Fiscal Year 2018-19)

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, and IV

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,956	\$52,484
Mid-Range Teacher Salary	\$73,239	\$81,939
Highest Teacher Salary	\$93,867	\$102,383
Average Principal Salary (Elementary)	\$123,222	\$129,392
Average Principal Salary (Middle)	\$129,365	\$136,831
Average Principal Salary (High)	\$132,629	\$147,493
Superintendent Salary	\$215,000	\$254,706
Percent of Budget for Teacher Salaries	30.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	2	N/A
All courses	13	9.7

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	11

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. MHS has a staff institute day at the beginning of the year to focus on professional development. In addition, we use delayed start time to hold department and school-wide meetings for instructional training and assessment development/analysis. By implementing Professional Learning Communities (PLCs), Madera High has laid a foundation for a cycle of continuous improvement. The focus of all department PLC meetings is to promote a culture of collaboration and to ensure all students learn at high levels. Teachers also use common prep meetings within departments to create daily lessons, assessments, and units of study to engage all learners.

MHS uses the Rigorous Curriculum Design model when creating units of study for all core subject areas. Professional Development is an ongoing process that ensures our staff is equipped with the skills to prepare our students for the 21st Century.

School funding is used to provide relevant and up-to-date training for all staff outside of training offered by Madera High or Madera Unified. Staff provides a reflection on additional training to support implementation when applicable.