

Madera High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 School 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
School Website	https://www.madera.k12.ca.us/Domain/47
County-District-School (CDS) Code	20-65243--2035707

2021-22 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website Address	www.madera.k12.ca.us

2021-22 School Overview

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. 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 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 2020-21 school year. A three validation visit was conducted in the Spring of 2024.

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 2021-22)

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 1,943 9th-12th grade students enrolled in classes arranged on a traditional calendar schedule. Madera High has 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

2021-22 School Overview

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. 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 many 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	584
Grade 10	518
Grade 11	487
Grade 12	466
Total Enrollment	2,055

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	2.4
Black or African American	1.5
Filipino	0.3
Hispanic or Latino	85.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.1
White	8.1
English Learners	15.8
Foster Youth	0.4
Homeless	2.1
Socioeconomically Disadvantaged	83.3
Students with Disabilities	8.5

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

July, 2020

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 & Enhanced English I (9th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>English II & Honors English II (10th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>English III & 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> <p>Expository Reading & Writing Course (ERWC) (12th): Expository Reading & Writing Course, Third Edition Adopted May 26, 2009 California State University Online Press, 2019</p> <p>AP Literature (12th): Perrine's Literature: Structure & 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>	Yes	0.0%

<p>Mathematics</p>	<p>Integrated Math I & Enhanced Integrated Math I (9th): Springboard Mathematics – Integrated Mathematics I Adopted April 29, 2014 The College Board, 2014</p> <p>Integrated Math II & Enhanced Integrated Math II (10th): Springboard Mathematics – Integrated Mathematics II Adopted April 29, 2014 The College Board, 2014</p> <p>Integrated Math III & 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 & Probability (12th): Understanding Statistics, 8th Edition Adopted May 14, 2006 Houghton Mifflin Harcourt, 2006</p> <p>AP Statistics (12th): The Practice of Statistics, 5th Edition Adopted June 26, 2014 Bedford, Freeman & Worth, 2014</p>	<p>Yes</p>	<p>0.0%</p>
<p>Science</p>	<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 & Company, 2014</p> <p>AP Chemistry (11-12th): Chemistry: The Central Science, 14th Edition Adopted June 23, 2020 SAVVAS (Pearson), 2018</p>	<p>Yes</p>	<p>0.0%</p>

	<p>AP Environmental Science (11-12th): Environmental Science for AP, 2nd Ed. Adopted May 26, 2015 WH Freeman & Company, 2015</p>		
History-Social Science	<p>World History (10th): California World History: The Modern World Adopted May 8, 2018 Pearson, 2019</p> <p>World History Dual Enrollment (10th): 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>	Yes	0.0%
Foreign Language	<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, & Winston, 2006</p> <p>AP Spanish Language: Abriendo paso: Temas y lecturas & Gramática Adopted May 14, 2013 Pearson, 2014</p> <p>AP Spanish Literature: Abriendo puertas: Ampliando perspectivas Adopted May 26, 2015 Houghton Mifflin, 2013</p>	Yes	0.0%

	French I-IV: Bien dit! Adopted May 14, 2013 Holt McDougal, 2013		
Health	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%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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, 2 computer labs, and 3 shops.

Cleaning Process

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 2021.

Year and month of the most recent FIT report	August 2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Due to the age of the buildings, many do not have Air Conditioning Systems for students and staff in those areas which contributed to extreme deficiencies in these areas
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Lastly, the finding of a rotten door frame contributed to an extreme deficiency that brought the average scores down.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Also, older windows and screens should be replaced due to staining and hazing of the glass. Most glass is single pane and many without screens.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
			X

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	432	NT	NT	NT	NT
Female	226	NT	NT	NT	NT
Male	206	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	375	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	77	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	34	NT	NT	NT	NT
Military	13	NT	NT	NT	NT
Socioeconomically Disadvantaged	351	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	51	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	432	NT	NT	NT	NT
Female	226	NT	NT	NT	NT
Male	206	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	375	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	77	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	34	NT	NT	NT	NT
Military	13	NT	NT	NT	NT
Socioeconomically Disadvantaged	351	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	51	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	429	335	78.09%	21.91%	28.36%
Female	224	173	77.23%	22.77%	32.37%
Male	205	162	79.02%	20.98%	24.07%
American Indian or Alaska Native	--	--	100.00%		
Asian	--	--	83.33%	16.67%	40.00%

Black or African American	--	--	100.00%		40.00%
Filipino	--	--	100.00%		66.67%
Hispanic or Latino	362	279	77.07%	22.93%	25.81%
Two or More Races	13	--	53.85%	46.15%	57.14%
White	31	27	87.10%	12.90%	37.04%
English Learners	77	54	70.13%	29.87%	
Foster Youth	--	--	100.00%		
Homeless	17	--	47.06%	52.94%	
Socioeconomically Disadvantaged	367	288	78.47%	21.53%	26.74%
Students Receiving Migrant Education Services	--	--	33.33%	66.67%	
Students with Disabilities	51	38	74.51%	25.49%	7.89%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	429	395	92.07%	7.93%	24.05%
Female	224	208	92.86%	7.14%	27.88%
Male	205	187	91.22%	8.78%	19.79%
American Indian or Alaska Native	--	--	100.00%		
Asian	--	--	83.33%	16.67%	60.00%
Black or African American	--	--	100.00%		40.00%
Filipino	--	--	100.00%		66.67%
Hispanic or Latino	362	334	92.27%	7.73%	21.56%
Two or More Races	13	--	76.92%	23.08%	30.00%
White	31	29	93.55%	6.45%	37.93%
English Learners	77	64	83.12%	16.88%	
Foster Youth	--	--	100.00%		
Homeless	17	16	94.12%	5.88%	6.25%
Socioeconomically Disadvantaged	367	337	91.83%	8.17%	20.47%
Students Receiving Migrant Education Services	--	--	100.00%		
Students with Disabilities	51	38	74.51%	25.49%	5.26%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	431	NT	NT	NT	NT
Female	211	NT	NT	NT	NT
Male	220	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	369	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	35	NT	NT	NT	NT
English Learners	57	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	337	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	42	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Madera Unified School District (MUSD) has 26 career pathways that consist of a minimum of 3 courses (introduction, concentrator, 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, Business and Finance, Education, Child Development, 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 is aligned with postsecondary institutions. Each Career Pathway advisory is composed 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/>. Here you will also find what specific courses are offered at each high school, where there are Dual Credit opportunities, and which courses receive A-G designation. If a pathway is not offered at a student's home school they are eligible for a Career Academy of Special Interest Transfer to ensure equal access for students based on their interests.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,312
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	84.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.4

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.46
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	39.47

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.1	2.2	5.9	6.7	3.9	8.0	9.0	8.9	9.4
Graduation Rate	97.2	93.3	90.9	89.3	92.4	89.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	441	401	90.9
Female	210	199	94.8
Male	231	202	87.4
American Indian or Alaska Native	0	0	0.00
Asian	12	10	83.3
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	379	343	90.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	36	34	94.4
English Learners	78	53	67.9
Foster Youth	--	--	--
Homeless	31	27	87.1
Socioeconomically Disadvantaged	374	335	89.6
Students Receiving Migrant Education Services	17	13	76.5
Students with Disabilities	48	28	58.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2147	2093	176	8.4
Female	1042	1022	73	7.1
Male	1105	1071	103	9.6
American Indian or Alaska Native	7	7	2	28.6
Asian	49	49	3	6.1
Black or African American	32	32	3	9.4
Filipino	6	6	0	0.0
Hispanic or Latino	1844	1796	150	8.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	23	23	3	13.0
White	176	170	14	8.2
English Learners	374	359	58	16.2
Foster Youth	14	13	2	15.4
Homeless	55	53	6	11.3
Socioeconomically Disadvantaged	1790	1745	167	9.6
Students Receiving Migrant Education Services	67	67	5	7.5
Students with Disabilities	183	179	29	16.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.38	0.14	6.51	0.18	3.47	0.20
Expulsions	0.59	0.05	0.34	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.99	4.05	2.45
Expulsions	0.18	0.18	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.14	0.05
Female	0.00	0.00
Male	0.27	0.09
American Indian or Alaska Native	0.00	0.00
Asian	2.04	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.11	0.05
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.17	0.06
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.55	0.00

2021-22 School Safety Plan

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	32	16	43
Mathematics	28	17	15	36
Science	31	8	8	35
Social Science	26	16	14	25

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	20	15	47
Mathematics	32	18	9	42
Science	35	6	8	30
Social Science	34	11	7	34

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	38	16	43
Mathematics	24	28	14	37
Science	26	15	11	27
Social Science	30	6	21	22

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	293.6

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.9
Social Worker	0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

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	\$75,229
Percent Difference - School Site and District	N/A	N/A	-155.1	-6.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-170.4	-20.3

2020-21 Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2020-21 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 2020-2021 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 2020-21)

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,956	\$52,562
Mid-Range Teacher Salary	\$73,239	\$83,575
Highest Teacher Salary	\$93,867	\$104,166
Average Principal Salary (Elementary)	\$124,294	\$131,875
Average Principal Salary (Middle)	\$125,066	\$137,852
Average Principal Salary (High)	\$135,508	\$150,626
Superintendent Salary	\$225,000	\$260,243
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	11.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	3
Social Science	2
Total AP Courses Offered	16

Professional Development

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 early-out 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	11	3

Madera Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website Address	www.madera.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10502	NT	NT	NT	NT
Female	5136	NT	NT	NT	NT
Male	5366	NT	NT	NT	NT
American Indian or Alaska Native	46	NT	NT	NT	NT
Asian	103	NT	NT	NT	NT
Black or African American	146	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	9612	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	86	NT	NT	NT	NT
White	487	NT	NT	NT	NT
English Learners	2921	NT	NT	NT	NT
Foster Youth	100	NT	NT	NT	NT
Homeless	656	NT	NT	NT	NT
Military	134	NT	NT	NT	NT
Socioeconomically Disadvantaged	9608	NT	NT	NT	NT
Students Receiving Migrant Education Services	364	NT	NT	NT	NT
Students with Disabilities	867	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10503	NT	NT	NT	NT
Female	5137	NT	NT	NT	NT
Male	5366	NT	NT	NT	NT
American Indian or Alaska Native	46	NT	NT	NT	NT
Asian	103	NT	NT	NT	NT
Black or African American	146	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	9612	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	86	NT	NT	NT	NT
White	488	NT	NT		NT
English Learners	2921	NT	NT	NT	NT
Foster Youth	101	NT	NT	NT	NT
Homeless	656	NT	NT	NT	NT
Military	134	NT	NT	NT	NT
Socioeconomically Disadvantaged	9609	NT	NT	NT	NT
Students Receiving Migrant Education Services	364	NT	NT	NT	NT
Students with Disabilities	867	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.