

Madera High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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.

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.

2023-24 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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 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 can explore personal interests and take a wide range of courses within various career pathways that can lead to certifications or college credit. 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 people's 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 after the 2020-21 school year.

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 2023-2024)

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 1,855 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, family liaison, activities director, athletic director, a Dean of Curriculum and 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 once a week 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

2023-24 School Description and Mission Statement

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 to be college and/or career-ready. Madera High School is fully vested in educating and meeting the needs of 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 toward 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 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	545
Grade 10	447
Grade 11	449
Grade 12	417
Total Enrollment	1,858

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
American Indian or Alaska Native	0.3%
Asian	2.2%
Black or African American	1.1%
Filipino	0.2%
Hispanic or Latino	87%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.9%
White	7.8%
English Learners	16.2%
Foster Youth	0.4%
Homeless	1.9%
Migrant	2.7%
Socioeconomically Disadvantaged	83.5%
Students with Disabilities	6.8%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.60	76.49	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	2.10	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.60	8.72	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	2.46	15.10	1.57	12115.80	4.41
Unknown	8.90	10.21	58.40	6.05	18854.30	6.86
Total Teaching Positions	87.10	100.00	966.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.30	81.06	850.50	83.46	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.19	28.20	2.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	3.90	59.00	5.79	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.70	4.48	23.70	2.33	11953.10	4.28
Unknown	7.90	9.37	57.50	5.64	15831.90	5.67
Total Teaching Positions	84.30	100.00	1019.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	1.00
Misassignments	5.60	2.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.60	3.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	2.10	2.70
Total Out-of-Field Teachers	2.10	3.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.7	4.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	1.9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 26, 2023, and determined through Resolution 10-2023/24 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.

Year and month in which the data were collected	July 2023
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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 McGraw Hill Book Co., 2016 Board Approved: May 24, 2016</p> <p>English II (10th): StudySync California Edition w/Designated ELD McGraw Hill Book Co., 2016 Board Approved: May 24, 2016</p> <p>Honors English II (10th): Advanced Language & Literature Bedford, Freeman & Worth, 2016 Board Approved: January 25, 2022</p> <p>English III & Honors English III (11th): StudySync California Edition w/Designated ELD McGraw Hill Book Co., 2016 Board Approved: May 24, 2016</p> <p>AP Language (11th): The Bedford Reader Bedford/St. Martin's, 11th Edition, 2012 Board Approved: March 28, 2000</p> <p>Expository Reading & Writing Course (ERWC) (12th): Expository Reading & Writing Course, Third Edition California State University Online Press, 2019 Board Approved: May 26, 2009</p> <p>AP Literature (12th): Perrine's Literature: Structure & Sense Harcourt Brace, 11th & 17th eds., 2017 & 2020 Board Approved: March 28, 2000</p> <p>English 1A Dual Enrollment (12th) The Blair Reader: Exploring Issues and Ideas Pearson, 9th Edition, 2016</p>	Yes	0.0%
Mathematics	<p>Integrated Math I & Enhanced Integrated Math I (9th): Springboard Mathematics – Integrated Mathematics I (accessed digitally) The College Board, 2014 Board Approved: April 29, 2014</p> <p>Integrated Math II & Enhanced Integrated Math II (10th): Springboard Mathematics – Integrated Mathematics II (accessed digitally) The College Board, 2014 Board Approved: April 29, 2014</p> <p>Integrated Math III & Honors Integrated Math III (11th): Springboard Mathematics – Integrated Mathematics III (accessed digitally) The College Board, 2014 Board Approved: April 29, 2014</p>	Yes	0.0%

	<p>Mathematical Reasoning With Connections (MRWC) (12th): Mathematical Reasoning with Connections, 1st Edition California State University Online Press, 2019 Board Approved: March 26, 2019</p> <p>AP Calculus AB/BC (12th): Calculus of a Single Variable/Calculus with Analytical Geometry, 9th Ed. Brooks/Cole Cengage Learning, 2010 Board Approved: June 29, 2010</p> <p>Statistics & Probability (12th): Understanding Statistics, 8th Edition Houghton Mifflin Harcourt, 2006 Board Approved: May 14, 2006</p> <p>AP Statistics (12th): The Practice of Statistics, 5th Edition Bedford, Freeman & Worth, 2014 Board Approved: June 26, 2014</p>		
Science	<p>The Living Earth/AG Biology (9th): Open Source: The Living Earth Student Edition Printshop, 2021 Board Approved: June 22, 2021</p> <p>Chemistry in the Earth Systems/Honors Chemistry in the Earth Systems/Agriculture Chemistry (10th): Experience Chemistry, Volumes 1 & 2 Savvas, 2021 Board Approved: June 22, 2021</p> <p>Physics of the Universe (11th): Experience Physics Savvas, 2022 Board Approved: May 23, 2023</p> <p>AP Biology (11-12th): Principles of Life, 2nd Edition WH Freeman & Company, 2014 Board Approved: May 26, 2015</p> <p>AP Chemistry (11-12th): Chemistry: The Central Science, 14th Edition Savvas (Pearson), 2018 Board Approved: June 23, 2020</p> <p>Human Anatomy & Physiology (11-12th): Mader's Understanding Human Anatomy & Physiology McGraw Hill, 6th & 10th eds., 2008 & 2019 Board Approved: August 14, 2007</p> <p>Honors Human Anatomy & Physiology (11-12th): Human Anatomy & Physiology, 7th Edition Pearson, 2007 Board Approved: July 17, 2007</p> <p>AP Environmental Science (11-12th): Environmental Science for AP, 2nd Ed. WH Freeman & Company, 2015</p>	Yes	0.0%

	Board Approved: May 26, 2015		
History-Social Science	<p>World History (10th): California World History: The Modern World Pearson, 2019 Board Approved: May 8, 2018</p> <p>World History Dual Enrollment (10th): World in the Making: A Global History, Volume One: To 1500 Oxford University Press, 2018 Board Approved:</p> <p>AP European History (10th): A History of Western Society Since 1300 for the AP Course BFW Publishers, 2020 Board Approved: May 23, 2023</p> <p>US History (11th): California United States History: The Twentieth Century Board Approved: May 8, 2018</p> <p>AP US History (11th): The American Pageant: History of a Republic, 13th ed. Houghton-Mifflin, 2006 Board Approved: May 8, 2008</p> <p>US History Dual Enrollment (11th): American History: Connecting with the Past, Vol. 1 McGraw Hill, 2014 Board Approved:</p> <p>Civics (American Government) (12th): California Magruder's American Government Pearson, 2019 Board Approved: May 8, 2018</p> <p>Economics (12th): California Economics: Principles in Action Pearson, 2019 Board Approved: May 8, 2018</p> <p>AP Human Geography (9-12th): The Cultural Landscape: An Introduction to Human Geography, 13th Ed. Savvas (Pearson), 2020 Board Approved: June 23, 2020</p> <p>AP American Government (12th): American Government: Stories of a Nation BFW Publishers, 2021 Board Approved: May 24, 2022</p> <p>AP Comparative Government (12th): Essentials of Comparative Politics with Cases, 7th Edition W.W. Norton & Company, 2021 Board Approved: June 8, 2021</p> <p>AP Microeconomics (12th): Krugman's Economics, 3rd Edition BFW Publishers, 2019</p>	Yes	0.0%

	Board Approved: June 8, 2021		
Foreign Language	<p>Spanish I: Encuentros 1 Vista Higher Learning, 2022 Board Approved: May 24, 2022</p> <p>Spanish II: Encuentros 2 Vista Higher Learning, 2022 Board Approved: May 24, 2022</p> <p>Spanish III: Encuentros 3 Vista Higher Learning, 2022 Board Approved: May 24, 2022</p> <p>Spanish for Heritage Speakers I: Galeria 1 Vista Higher Learning, 2020 Board Approved: May 24, 2022</p> <p>Spanish for Heritage Speakers II: Galeria 2 Vista Higher Learning, 2020 Board Approved: May 24, 2022</p> <p>AP Spanish Language: Temas Vista Higher Learning, 2020 Board Approved: May 24, 2022</p> <p>AP Spanish Literature: Temas Vista Higher Learning, 2020 Board Approved: May 24, 2022</p> <p>French I-IV: D'accord Vista Higher Learning, 2019 Board Approved: May 24, 2022</p> <p>French I: D'accord 1 Vista Higher Learning, 2019 Board Approved: May 24, 2022</p> <p>French II: D'accord 2 Vista Higher Learning, 2019 Board Approved: May 24, 2022</p> <p>French III: D'accord 3 Vista Higher Learning, 2019 Board Approved: May 24, 2022</p> <p>AP French: Themes Vista Higher Learning, 2022 Board Approved: May 24, 2022</p>	Yes	0.0%

Health	<p>Human Anatomy & Physiology (11-12th): Mader's Understanding Human Anatomy & Physiology, 6th Edition McGraw Hill, 2008 Board Approved: August 14, 2007</p> <p>Honors Human Anatomy & Physiology (11-12th): Human Anatomy & Physiology, 7th Edition Pearson, 2007 Board Approved: August 14, 2007</p>	Yes	0.0%

School Facility Conditions and Planned Improvements

Madera High was originally constructed in 1894 and is comprised of almost 100 classrooms, 1 front office, 2 gyms, 1 multipurpose room/cafeteria, 1 library, a student-run restaurant, a training room, 2 computer labs, and 3 shops.

- Description of the safety, cleanliness, and adequacy of the school facility;

MHS is a "vintage" school that has been through multiple updates over the past century. The campus has seen many trends and demands: student growth, classroom type demand (Science, Culinary, CTE), electrical, sewer, flooring, and Heating/Ventilation/Air Conditioning (HVAC).

Upon inspection of the school site, you will find external wiring and conduit that is left exposed. An example can be seen between room 401 and Olive Gym or between the 600 Bldg and the JFG.

We have an open sewer system that ventilates to the open where students gather (in between the 200 and JFG) and plugs due to the low pressure of the system.

Aging portable classrooms with deteriorating wood ramp approaches. The crawlspace under the buildings has housed unwanted animals that have flea infestations that have caused bites to students and teachers, leading to tenting and fumigation of buildings.

The lack of AirConditioning in the: JF Gym, Olive Gym, Cafeteria kitchen, Weight Room, and Wrestling Room poses a health issue for students and employees during the heat of summer as our swamp coolers can only produce a 20-degree difference to outside temps.

Old carpets and floors are difficult to clean after years of use.

Students crossing Olive Ave. to go between Gyms and the Stadium for PE classes cause a safety issue for students and traffic crossing.

- Description of any planned or recently completed facility improvements; and

The floors in the 100, 200, JFG Foyer, and Library Foyer, were resurfaced. This helped to remove old tile and carpet with polished concrete which is easier for our staff to keep clean and reduces smells.

Science classrooms had fixed student stations removed and replaced with tables and chairs.

Planned- AC for the Cafeteria Kitchen.

There are many different areas where concrete holes were painted yellow 2 years ago, but they haven't been repaired yet and are tripping hazards.

- Description of any needed maintenance to ensure good repair as specified in statute.

Painting of neglected interior and exterior surfaces in the JF Gym and the Olive Gym.

Air Conditioning in each teaching and locker room area to replace swamp coolers.

Replacement of carpeted areas for hygiene and cleanliness.

Fixing of broken window latches to older windows in the 100, 200, 300, 600, and 800 Buildings so they can be securely closed in evening and summer/winter times.

Leaking roof in the 200, 300, 800 Bldg

The Intercom System in the front office has been updated, however, many older speakers on campus are not working and some have broken down in the past few years.

The Front Office is not conducive to metal detector- causing scanning malfunction and creates traffic flow problems throughout the office.

The cafeteria, current system for securing students through lines is not adequate for student flow.

Administration offices that have walls for confidential conversations. The existing areas are open at the top and everyone can hear conversations.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2023.

Year and month of the most recent FIT report				August 2023
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	

School Facility Conditions and Planned Improvements

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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44	54	30	31	47	46
Mathematics (grades 3-8 and 11)	14	18	16	18	33	34

2022-23 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	419	391	93.32	6.68	53.59
Female	219	207	94.52	5.48	60.68
Male	200	184	92.00	8.00	45.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	363	338	93.11	6.89	53.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	34	94.44	5.56	64.71
English Learners	63	48	76.19	23.81	2.13
Foster Youth	--	--	--	--	--
Homeless	11	5	45.45	54.55	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	347	322	92.80	7.20	51.71
Students Receiving Migrant Education Services	15	12	80.00	20.00	25.00
Students with Disabilities	33	30	90.91	9.09	10.00

2022-23 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	419	394	94.03	5.97	17.77
Female	219	202	92.24	7.76	18.81
Male	200	192	96.00	4.00	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	363	339	93.39	6.61	17.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	35	97.22	2.78	25.71
English Learners	63	57	90.48	9.52	0.00
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	347	326	93.95	6.05	15.95
Students Receiving Migrant Education Services	15	14	93.33	6.67	21.43
Students with Disabilities	33	31	93.94	6.06	0.00

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.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.84	16.48	15.25	14.88	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	826	803	97.22	2.78	16.48
Female	425	411	96.71	3.29	15.89
Male	401	392	97.76	2.24	17.09
American Indian or Alaska Native	--	--	--	--	--
Asian	23	20	86.96	13.04	35.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	701	683	97.43	2.57	14.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	76	74	97.37	2.63	25.68
English Learners	112	110	98.21	1.79	0.00
Foster Youth	--	--	--	--	--
Homeless	17	14	82.35	17.65	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	677	657	97.05	2.95	13.89
Students Receiving Migrant Education Services	26	25	96.15	3.85	20.00
Students with Disabilities	55	52	94.55	5.45	1.96

2022-23 Career Technical Education Programs

Madera Unified School District (MUSD) has 25 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 with 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. A minimum of three industry partners must be present at all pathway advisory meetings. The focus of these meetings are to make sure that the skills and standards being taught meet the needs of our local industry. 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 fifteen 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 at <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. More information about this process is also available at <http://www.maderacte.com>

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1130
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	85.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.15
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	44.15

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	90%	89%	89%	88%	88%

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.

2023-24 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 Veronica Gildelatorre, 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	5.9	1.8	4.8	8	4.6	5.5	9.4	7.8	8.2
Graduation Rate	90.9	93.5	92.6	89	91.8	91.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	419	388	92.6
Female	200	194	97.0
Male	219	194	88.6
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	15	14	93.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	349	321	92.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	39	39	100.0
English Learners	73	49	67.1
Foster Youth	--	--	--
Homeless	27	23	85.2
Socioeconomically Disadvantaged	373	344	92.2
Students Receiving Migrant Education Services	19	13	68.4
Students with Disabilities	26	20	76.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2027	1958	474	24.2
Female	976	947	239	25.2
Male	1051	1011	235	23.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	6	0	0.0
Asian	43	43	12	27.9
Black or African American	22	21	7	33.3
Filipino	5	5	1	20.0
Hispanic or Latino	1764	1703	402	23.6
Native Hawaiian or Pacific Islander	4	4	3	75.0
Two or More Races	17	16	5	31.3
White	156	152	43	28.3
English Learners	388	364	98	26.9
Foster Youth	14	12	6	50.0
Homeless	58	53	16	30.2
Socioeconomically Disadvantaged	1706	1647	414	25.1
Students Receiving Migrant Education Services	66	61	10	16.4
Students with Disabilities	150	141	54	38.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.14	6.78	8.29	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.05	0.38	0.49	0.00	0.25	0.31	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.29	0.49
Female	5.94	0.2
Male	10.47	0.76
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.33	0
Black or African American	4.55	0
Filipino	0	0
Hispanic or Latino	8.67	0.57
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.69	0
English Learners	9.79	0.26
Foster Youth	21.43	0
Homeless	6.9	0
Socioeconomically Disadvantaged	8.97	0.41
Students Receiving Migrant Education Services	4.55	0
Students with Disabilities	17.33	0.67

2023-24 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 about hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated in September 2023 by the School Site Council. All revisions were communicated to both the classified and certificated staff. This includes information regarding the Evolv metal detector system. All students and visitors must be scanned before entering campus. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. Lockdown 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 six 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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	25	40	13	43
Mathematics	30	12	12	35
Science	34	3	4	30
Social Science	32	6	9	33

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	29	22	34
Mathematics	26	15	26	27
Science	30	7	10	24
Social Science	27	13	16	23

2022-23 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	314.92

2022-23 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)	5.9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.9
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	2.9

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	10234.54	2763.58	7470.96	78289
District	N/A	N/A	3671.58	\$77,690
Percent Difference - School Site and District	N/A	N/A	68.2	-3.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	12.5	-12.1

Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$47,813	\$55,550
Mid-Range Teacher Salary	\$76,198	\$84,645
Highest Teacher Salary	\$97,406	\$111,284
Average Principal Salary (Elementary)	\$129,854	\$139,860
Average Principal Salary (Middle)	\$132,984	\$146,440
Average Principal Salary (High)	\$139,061	\$158,447
Superintendent Salary	\$225,000	\$278,268
Percent of Budget for Teacher Salaries	25.65%	32.21%
Percent of Budget for Administrative Salaries	4.57%	4.89%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

Professional Development

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in- class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	8	8