

Madera South High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

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.

2022-23 School Contact Information

School Name	Madera South High School
Street	705 West Pecan Ave
City, State, Zip	Madera, CA 93637
Phone Number	5596754450
Principal	Jon Steinmetz
Email Address	jonsteinmetz@maderausd.org
School Website	https://www.madera.k12.ca.us/Page/562
County-District-School (CDS) Code	20-65243-0110965

2022-23 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

2022-23 School Overview

Madera South High School (MSHS) opened in the Fall of 2006 with ninth and tenth-grade students. Proudly, we graduated our first senior class at the conclusion of the 2008-09 school year. Over the years, Madera South High has developed a variety of Career Technical Education pathways, some of which are recognized for excellence at the state and national levels. Students have the opportunity to work at being both college and career ready while earning their high school diploma. Students also have the opportunity for dual enrollment and concurrent opportunities that allow them to earn college credits while in high school. Our career pathways also offer certification opportunities.

The school's large campus is home to the school's awarding winning Agricultural Academy. In the 2022/2023 school year, Madera South High School's FFA Program had a National Proficiency Award winner and a National Proficiency Award runner-up at the National FFA convention. Additionally, at the National Convention, our FFA Chapter was honored as a Two-Star Chapter to go along with eleven students earning National Degrees. Madera South High School's campus includes a school farm where various livestock is raised and crops are grown by students. In addition to this, the school has a fully operational florist that allows students on-the-job experiences. The school also is home to an Agricultural welding program that includes state-of-the-art equipment.

In addition to opportunities within the Agricultural pathway, Madera South High School provides courses in the medical pathway, business pathway, public safety pathway, visual and performing arts pathway, and education pathways. Our students from these pathways travel around the United States for various competitions and learning experiences. Students are also able to challenge themselves with AP courses and dual enrollment classes that are offered on our campus during the school day.

Vision

In partnership with families and the community, we help to create lifelong learners through strong relationships, high expectations with support, and an unwavering commitment to succeed.

Mission Statement

It is the mission of Madera South High School that all students will graduate with the skills to ensure they are caring, competent, critical thinkers, who are prepared for college, career, and community success.

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	500
Grade 10	567
Grade 11	560
Grade 12	756
Total Enrollment	2,383

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.5
Male	47.5
American Indian or Alaska Native	0.3
Asian	1.1
Black or African American	1.4
Filipino	0.3
Hispanic or Latino	93.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.4
White	2.7
English Learners	18.6
Foster Youth	0.3
Homeless	1.7
Migrant	3.9
Socioeconomically Disadvantaged	94.2
Students with Disabilities	8.2

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)	94.30	84.98	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	1.35	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.00	6.33	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	1.30	15.10	1.57	12115.80	4.41
Unknown	6.60	6.02	58.40	6.05	18854.30	6.86
Total Teaching Positions	111.00	100.00	966.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	5.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	1.40	
Total Out-of-Field Teachers	1.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	5.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 2022

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>	<p>Yes</p>	<p>0.0%</p>

<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</p>	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Madera South High was constructed in two phases. Phase 1 was completed in 1992 and phase 2 which allowed MSHS to open as its own comprehensive high school was completed in 2006. Madera South High School and is comprised of 117 classrooms, three large shop classes, two gyms, a weight room, a fitness room, two locker rooms, one multipurpose room/cafeteria, one library, and 4 computer labs.

Cleaning Process

The principal works daily with the custodial staff of 10 (8 full-time and 2 part-time) 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 in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget

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

Year and month of the most recent FIT report	August 2022
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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			
Interior: Interior Surfaces		X		Carpets and flooring have been replaced, chemical-free floor stripper has been purchased, tennis courts resurfaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	4	N/A	16	N/A	33

2021-22 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	502	485	96.61	3.39	33.40
Female	254	248	97.64	2.36	41.53
Male	248	237	95.56	4.44	24.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	465	449	96.56	3.44	33.41
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	26.67
English Learners	74	71	95.95	4.05	2.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	458	442	96.51	3.49	32.13
Students Receiving Migrant Education Services	13	12	92.31	7.69	16.67
Students with Disabilities	49	45	91.84	8.16	4.44

2021-22 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	502	477	95.02	4.98	3.98
Female	254	241	94.88	5.12	4.15
Male	248	236	95.16	4.84	3.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	465	440	94.62	5.38	3.86
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	0.00
English Learners	74	70	94.59	5.41	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	458	433	94.54	5.46	3.70
Students Receiving Migrant Education Services	13	11	84.62	15.38	0.00
Students with Disabilities	49	44	89.80	10.20	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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12.76	NT	15.25	28.5	29.47

2021-22 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	1244	1224	98.39	1.61	12.76
Female	652	641	98.31	1.69	12.95
Male	592	583	98.48	1.52	12.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	16	94.12	5.88	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	1164	1149	98.71	1.29	12.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	30	93.75	6.25	26.67
English Learners	162	156	96.3	3.7	0
Foster Youth	--	--	--	--	--
Homeless	21	20	95.24	4.76	20
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1151	1131	98.26	1.74	12.39
Students Receiving Migrant Education Services	40	39	97.5	2.5	5.13
Students with Disabilities	103	100	97.09	2.91	0

2021-22 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 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 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 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1601
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.9
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.21
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	50.58

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	89	88	84	88	89

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.

2022-23 Opportunities for Parental Involvement

Parents can become involved through membership in the School Site Council (SSC), English Language Acquisition Committee (ELAC), Parent Institute for Quality Education (PIQE), and through our ongoing training and workshops. Madera South High School also has parent involvement in the district-level Parent Advisory Committee (PAC) and District English Language Acquisition Committee (DELAC). Specific interest groups such as the Stallion Athletic Boosters, Stallion Band Boosters, Ag Boosters, and Stallion Choir Boosters also assist with fundraising and student support. Parents are also encouraged to attend Back to School Night, 8th Grade Orientation Night, and award ceremonies. The school also holds special counseling nights for each grade level to help parents understand what students need at each step of their child's high school education. There are special events to assist parents such as our FAFSA night to help parents apply for financial aid. Parents are encouraged to attend field trips with students. Parents receive information through progress reports, counselor/administrator contact, and the Parent Square messaging system. Parent listening sessions with the principal are held on the first Friday of each month in the school year. Madera South High School also hosts numerous athletic and extra-curricular activities and performances throughout the year. In addition to this, the school creates a monthly family newsletter that highlights events around campus and keeps parents informed. Moreover, numerous school departments and clubs have weekly or monthly newsletters.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.6	2.9		3.9	4.6		8.9	7.8
Graduation Rate		97.4	95.8		92.4	91.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	746	715	95.8
Female	399	389	97.5
Male	347	326	93.9
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	702	674	96.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	18	17	94.4
English Learners	121	105	86.8
Foster Youth	--	--	--
Homeless	41	33	80.5
Socioeconomically Disadvantaged	709	679	95.8
Students Receiving Migrant Education Services	37	36	97.3
Students with Disabilities	57	49	86.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2574	2486	1124	45.2
Female	1334	1297	613	47.3
Male	1238	1187	510	43.0
American Indian or Alaska Native	10	10	6	60.0
Asian	27	27	10	37.0
Black or African American	40	37	25	67.6
Filipino	8	8	4	50.0
Hispanic or Latino	2402	2323	1027	44.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	10	7	70.0
White	70	66	41	62.1
English Learners	507	490	230	46.9
Foster Youth	19	16	12	75.0
Homeless	51	50	28	56.0
Socioeconomically Disadvantaged	2426	2341	1061	45.3
Students Receiving Migrant Education Services	106	104	40	38.5
Students with Disabilities	212	206	108	52.4

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.00	4.05	2.45
Expulsions	0.47	0.18	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.31	6.76	0.18	3.95	0.20	3.17
Expulsions	0.00	0.19	0.00	0.25	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.76	0.19
Female	4.12	0.15
Male	9.61	0.24
American Indian or Alaska Native	0.00	0.00
Asian	3.70	0.00
Black or African American	30.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.33	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	36.36	0.00
White	5.71	0.00
English Learners	11.64	0.20
Foster Youth	26.32	0.00
Homeless	19.61	0.00
Socioeconomically Disadvantaged	6.97	0.21
Students Receiving Migrant Education Services	1.89	0.00
Students with Disabilities	16.98	0.47

2022-23 School Safety Plan

The safety of students and staff is a primary concern of Madera South High. MSHS is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually and presented to the School Site Council. It is reviewed and modified as needed until the final approval date in the March 2023 School Site Council meeting. The School Site Council is presented with a safety plan review opportunity in the fall of each school year. Additionally, the staff is provided training to ensure they are aware of key components such as evacuation procedures, earthquake drills, preparedness training, lockdown procedures, and plans for reunification. All revisions are communicated to both the classified and certificated staff members. Madera South High School's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown training is provided for staff and students. There are designated areas for student drop off and pick up. Visitors must check into the main office before entering campus during school hours using the Raptor identification system, and then they are identified by staff by wearing a required visitor pass.

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	33	33	28	74
Mathematics	35	19	10	74
Science	37	9	7	50
Social Science	36	10	18	54

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	30	25	12	72
Mathematics	31	13	13	56
Science	32	7	3	35
Social Science	32	13	5	56

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	27	29	32	46
Mathematics	32	7	18	42
Science	30	8	8	24
Social Science	30	13	6	46

2021-22 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	297.88

2021-22 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)	8.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	7,835	18,975,869	6,799	2,891,772
District	N/A	N/A	1,036	\$81,282
Percent Difference - School Site and District	N/A	N/A	147.1	189.1
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	3.1	188.1

2021-22 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 2021-22 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 2020 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2021-2022 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 2021-22)

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,924	\$54,370
Mid-Range Teacher Salary	\$77,970	\$82,681
Highest Teacher Salary	\$99,526	\$106,610
Average Principal Salary (Elementary)	\$129,671	\$135,283
Average Principal Salary (Middle)	\$131,455	\$141,244
Average Principal Salary (High)	\$136,081	\$152,955
Superintendent Salary	\$225,000	\$264,367
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	12.6
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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	5
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

Staff members participate in professional learning opportunities throughout the year, then sharing their experiences and knowledge with colleagues. Topics for staff development during the 2022-23 school year included:

- Effective Instructional Strategies
- Kagan Strategies for Cooperative Learning
- Language Development Strategies
- Highly Functioning Professional Learning Communities (PLC)
- Essential Questions and Learning Objectives
- Technology Integration using specific platforms such as zoom, google, and pear deck.
- Engagement Strategies
- Use of Formative Assessments
- Mastery Grading

Topics for staff development during the 2020-21 school year included:

- Technology application training in zoom, google classroom, pear deck and other applications to assist in remote learning prior to the opening of school in the fall of 2020.
- Inspire Math Training -Focus on student choice
- Grading with Equity

Topics for the 2021-2022 school year:

- Engagement Strategies
- PBIS training
- Safe School Ambassadors Training
- Inspire Math Training

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	11	3	8