



# Madera South High School

## 2014-2015 School Accountability Report Card

**Oracio Rodriguez**  
Principal  
orodriguez@  
maderausd.org

**School Address:**  
755 West Pecan  
Avenue Madera, CA  
93637  
(559) 675-4450

### Madera Unified School District

**Edward Gonzalez**  
Superintendent  
edwardgonzalez@  
maderausd.org

**District Address:**  
1902 Howard Road  
Madera, CA 93637-  
5123

(559) 675-4500

CDS: 20-65243-  
0110965

www.madera.k12.ca.us

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Principal's Message

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. MSHS represents the second fully independent comprehensive high school in the community of Madera. It features four career-oriented "schools within a school". These schools: Humanities, Health Science, Business/Human Services, and Agriculture, Science & Engineering—provide students with career pathway choices and opportunities to explore personal interests.

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

Madera South High School received a full six year accreditation from the Western Association of Schools and Colleges at the conclusion of the 2009-10 school year. A validation visit in the Spring of 2013 resulted in a reaffirmation of our accreditation through 2016.

Madera South High School will continue to uphold our mantra of building students with C.L.A.S.S. (Character, Leadership, Academics, Sportsmanship, and Service).

### Mission Statement

Madera South High School's Vision Statement: Madera South High School is a community of learners where students are driven by their aspirations, not bound by their circumstances.

Madera South High School's Mission Statement: Madera South High School creates communities of empowered learners, inspired and challenged to achieve academic, social, and career goals in an atmosphere of mutual respect and trust.

### School Profile (School Year 2015-16)

Madera South High is one of 25 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During 2015-16, approximately 2,900 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.



## Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

| Enrollment by Student Group         |            |
|-------------------------------------|------------|
| 2014-15                             |            |
|                                     | Percentage |
| Black or African American           | 3.0%       |
| American Indian or Alaska Native    | 0.4%       |
| Asian                               | 0.6%       |
| Filipino                            | 0.2%       |
| Hispanic or Latino                  | 89.8%      |
| Native Hawaiian or Pacific Islander | -          |
| White                               | 5.9%       |
| Two or More Races                   | 0.1%       |
| English Learners                    | 16.0%      |
| Socioeconomically Disadvantaged     | 92.0%      |
| Students with Disabilities          | 9.5%       |
| Foster Youth                        | 0.5%       |

## Enrollment By Grade (School Year 2014-15)

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

| Enrollment Trend by Grade Level |         |         |         |
|---------------------------------|---------|---------|---------|
|                                 | 2012-13 | 2013-14 | 2014-15 |
| 9th                             | 782     | 804     | 833     |
| 10th                            | 758     | 720     | 771     |
| 11th                            | 568     | 623     | 631     |
| 12th                            | 597     | 505     | 597     |

## Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

## Highly Qualified Teachers (School Year 2014-15)

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

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

| NCLB Compliant Teachers          |  |  |
|----------------------------------|--|--|
|                                  | % of Core Academic Courses Taught By Highly Qualified Teachers | % of Core Academic Courses Taught By Non-Highly Qualified Teachers |
| School                           | 95.6%  | 4.4%   |
| All Schools in District          | 94.7%  | 5.3%   |
| High-Poverty Schools in District | 94.7%  | 5.3%   |
| Low-Poverty Schools in District  | N/A  | N/A  |

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

| Teacher Credential Status  |        |       |       |          |
|--|--------|-------|-------|----------|
|  | School |       |       | District |
|  | 13-14  | 14-15 | 15-16 | 15-16    |
| Fully Credentialed   | 100    | 100   | 100   | 749      |
| Without Full Credentials   | 1      | 1     | 0     | 37       |
| Teaching Outside Subject Area of Competence (with full credential) | 10     | 0     | 0     | 0        |

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

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

| Misassignments/Vacancies                |  |          |          |
|---|--|----------|----------|
|   | 13-14  | 14-15    | 15-16    |
|   | Misassignments of Teachers of English Learners | 0        | 0        |
| Misassignments of Teachers (other)      | 0  | 1        | 6        |
| <b>Total Misassignments of Teachers</b> | <b>0</b>                                       | <b>1</b> | <b>6</b> |
| Vacant Teacher Positions                | 1  |          | 2        |

## School Facilities (School Year 2015-16)

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 103 classrooms, three large shop classes, two gyms, a weight room, two locker rooms, one multipurpose room/cafeteria, one library, and five computer labs.

| School Facility Conditions                               |                                  |      |      |  |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 08/03/2015                      |                                  |      |      |  |
| Overall Summary of School Facility Conditions: Exemplary |                                  |      |      |  |
| Items Inspected  | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned |
|  | Good                             | Fair | Poor |  |
| Systems (Gas Leaks, Mech/HVAC, Sewer)                    | X                                |      |      |  |
| Interior   | X                                |      |      | Patch hole on partition in CR 113              |
| Electrical   | X                                |      |      | Electrical cover missing in D-7                |
| Restrooms/Fountains                                      | X                                |      |      |  |
| Safety (Fire Safety, Hazardous Materials)                | X                                |      |      |  |
| Structural (Structural Damage, Roofs)                    | X                                |      |      | Cracks/bubbles on courts                       |
| External (Grounds, Windows, Doors, Gates, Fences)        | X                                |      |      |  |

### 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 highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### Deferred Maintenance Budget

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

For the 2015-16 school year the district allocated \$5,000.00 for deferred maintenance program. This represents 0.0062% of the district's general fund budget.

## Instructional Materials (School Year 2015-16)

Madera Unified held a public hearing on September 22, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks |                          |                                     |               |            |           |
|----------------------------|--------------------------|-------------------------------------|---------------|------------|-----------|
| Grade Levels               | Subject                  | Publisher                           | Adoption Year | Sufficient | % Lacking |
| 9th-12th                   | Earth Science            | Prentice Hall                       | 2011          | Yes        | 0.0%      |
| 9th-12th                   | Economics                | Prentice Hall                       | 2007          | Yes        | 0.0%      |
| 9th-12th                   | ELD Reading              | National Geographic & Hampton Brown | 2010          | Yes        | 0.0%      |
| 9th - 12th                 | Mathematics              | College Board                       | 2014          | Yes        | 0.0%      |
| 9th-12th                   | English/ Language Arts   | College Board                       | 2014          | Yes        | 0.0%      |
| 12th                       | English/ Language Arts   | Holt, Rinehart & Winston            | 2008          | Yes        | 0.0%      |
| 9th-12th                   | Life Science             | McDougal Littell                    | 2007          | Yes        | 0.0%      |
| 9th-12th                   | Physical Science         | Prentice Hall                       | 2007          | Yes        | 0.0%      |
| 9th-12th                   | United States Government | Glencoe/ McGraw Hill                | 2008          | Yes        | 0.0%      |
| 9th-12th                   | United States History    | McDougal Littell                    | 2005          | Yes        | 0.0%      |
| 9th-12th                   | World History            | McDougal Littell                    | 2004          | Yes        | 0.0%      |

## Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

#### California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

| Subject  | School | District | State |
|--|--------|----------|-------|
| English Language Arts/Literacy (Grades 3-8 and 11) | 33     | 25       | 44    |
| Mathematics (Grades 3-8 and 11)                    | 8      | 16       | 33    |

#### California Assessment of Student Performance and Progress - Grade 11

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | English-Language Arts     |     |       |      | Mathematics               |                |     |     |       |      |
|---|------------------|---------------|----------------|---------------------------|-----|-------|------|---------------------------|----------------|-----|-----|-------|------|
|   |                  |               |                | Percent Achievement Level |     |       |      | Percent Achievement Level |                |     |     |       |      |
|   |                  |               |                | One                       | Two | Three | Four | Number Tested             | Percent Tested | One | Two | Three | Four |
| All Students                                  | 563              | 547           | 97.2           | 30                        | 31  | 29    | 3    | 541                       | 96.1           | 62  | 27  | 7     | 1    |
| Male  | 563              | 262           | 46.5           | 37                        | 27  | 27    | 3    | 259                       | 46             | 66  | 22  | 7     | 2    |
| Female  | 563              | 285           | 50.6           | 23                        | 34  | 32    | 4    | 282                       | 50.1           | 59  | 32  | 7     | 0    |
| Black or African American                     | 563              | 12            | 2.1            | 33                        | 33  | 8     | 8    | 12                        | 2.1            | 67  | 33  | 0     | 0    |
| American Indian or Alaska Native              | 563              | 6             | 1.1            | --                        | --  | --    | --   | 5                         | 0.9            | --  | --  | --    | --   |
| Asian   | 563              | 4             | 0.7            | --                        | --  | --    | --   | 4                         | 0.7            | --  | --  | --    | --   |
| Filipino                                      | 563              | 1             | 0.2            | --                        | --  | --    | --   | 1                         | 0.2            | --  | --  | --    | --   |
| Hispanic or Latino                            | 563              | 493           | 87.6           | 30                        | 30  | 30    | 3    | 488                       | 86.7           | 63  | 26  | 7     | 1    |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                        | --  | --    | --   | --                        | --             | --  | --  | --    | --   |
| White   | 563              | 29            | 5.2            | 17                        | 41  | 34    | 3    | 29                        | 5.2            | 45  | 52  | 3     | 0    |
| Two or More Races                             | 563              | 1             | 0.2            | --                        | --  | --    | --   | 1                         | 0.2            | --  | --  | --    | --   |
| Socioeconomically Disadvantaged               | 563              | 487           | 86.5           | 29                        | 32  | 29    | 3    | 483                       | 85.8           | 63  | 26  | 7     | 1    |
| English Learners                              | 563              | 72            | 12.8           | 69                        | 18  | 3     | 0    | 71                        | 12.6           | 90  | 7   | 0     | 0    |
| Students with Disabilities                    | 563              | 56            | 9.9            | 88                        | 7   | 2     | 0    | 57                        | 10.1           | 96  | 2   | 0     | 0    |
| Students Receiving Migrant Education Services | --               | --            | --             | --                        | --  | --    | --   | 30                        | 5.3            | 50  | 33  | 10    | 0    |
| Foster Youth                                  | --               | --            | --             | --                        | --  | --    | --   | --                        | --             | --  | --  | --    | --   |

## Career Technical Education (CTE) Programs (School Year 2014-15)

Madera South High School's Career Technical Education (CTE) program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Madera South High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Current CTE programs include: Agriculture Mechanics, Agriscience, Floral Design, Animal Science, Veterinary Science, Ornamental Horticulture, Computer Applications, Graphic Design, Microsoft Office Specialist, Contemporary Living Skills, Exploring Childhood, Public Safety, Restaurant Management, Video Communications, Performing Arts, Digital Imagery, Health Science. We also offer the following ROP classes: Nursing, Medical Careers, Video Production, Diesel Engines, Agriculture Construction and Fabrication, Performing Arts, Sports Medicine, and Careers in Education.

| CTE Programs                       |                          |  |  |  |
|------------------------------------|--------------------------|--|--|--|
| Title of Career Preparation Course | Who offers the course    | How do these classes support student achievement   | How does the school address the needs of all students in career preparation  | How are the courses evaluated for effectiveness  |
| ROP Careers in Education           | Madera South High School | This is a capstone course in the Education career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.                | Each student is enrolled in a career pathway course that is aligned to the Career School the student has chosen. All students are given access to courses that support college and career readiness. | Multiple measures are used to evaluate the course: enrollment, number of completers in the pathway, certifications earned by students, as well as feedback from the local advisory committee, and alignment to industry sector expectations. |
| Contemporary Living Skills         | Madera South High School | This is a concentration course in the Education career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.           |  |  |
| Exploring Childhood                | Madera South High School |  |  |  |
| Health Science                     | Madera South High School | This is a entry level course in the Health Science career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.        |  |  |
| ROP Athletic Training              | Madera South High School | This is a concentration course in the Health Science career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.      |  |  |
| ROP Nursing Careers                | Madera South High School | This is a capstone course in the Health Science career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.           |  |  |
| ROP Medical Careers                | Madera South High School |  |  |  |
| ROP Ag Welding                     | Madera South High School | This is a capstone course in the Agriculture Mechanics career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.    |  |  |
| ROP Small Engines                  | Madera South High School |  |  |  |
| Diesel Engines                     | Madera South High School | This is a concentration course in the Ag Mechanics career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.        |  |  |
| Ag Mechanics II                    | Madera South High School |  |  |  |
| Ag Mechanics I                     | Madera South High School | This is a entry level course in the Agriculture Mechanics career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students. |  |  |
| Floral Design                      | Madera South High School | This is a concentration course in the Plant Science career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.       |  |  |
| Ornamental Horticulture II         | Madera South High School |  |  |  |
| Ornamental Horticulture II         | Madera South High School | This is a capstone course in the Plant Science career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.            |  |  |
| Viticulture & Crops                | Madera South High School |  |  |  |
| Ornamental Horticulture I          | Madera South High School | This is a entry level course in the Plant Science career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.         |  |  |
| Ag Economics                       | Madera South High School | This is a capstone course in the Agriculture Business career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.     |  |  |
| Introduction to Public Safety      | Madera South High School | This is a concentration course in the Human Service career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.       |  |  |
| ROP Theatre Production             | Madera South High School | This is a capstone course in the Performing Arts career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.          |  |  |
| Ag Earth Science                   | Madera South High School | This is a entry level course in the AgriScience career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.           |  |  |
| Ag Biology                         | Madera South High School | This is a concentration course in the AgriScience career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.         |  |  |



**CTE Programs cont.**

| <b>Title of Career Preparation Course</b> | <b>Who offers the course</b> | <b>How do these classes support student achievement</b>   | <b>How does the school address the needs of all students in career preparation</b>   | <b>How are the courses evaluated for effectiveness</b>   |
|---|------------------------------|---|--|--|
| Graphic Design                            | Madera South High School     | This is a concentration course in the Arts, Media, and Entertainment career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students. | Each student is enrolled in a career pathway course that is aligned to the Career School the student has chosen. All students are given access to courses that support college and career readiness. | Multiple measures are used to evaluate the course: enrollment, number of completers in the pathway, certifications earned by students, as well as feedback from the local advisory committee, and alignment to industry sector expectations. |
| Digital Imagery                           | Madera South High School     | This is an entry level course in the Arts, Media, and Entertainment career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.  |  |  |
| ROP Videography                           | Madera South High School     | This is a capstone course in the Arts, Media, and Entertainment career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.      |  |  |
| Computer Application I                    | Madera South High School     | This is an entry level course in the Business career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.                        |  |  |
| Marketing                                 | Madera South High School     | This is a concentration course in the Business career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.                       |  |  |
| Microsoft Office Specialist               | Madera South High School     | This is a capstone course in the Business career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.                            |  |  |
| Ag Science III                            | Madera South High School     | This is a capstone course in the Animal Science career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.                      |  |  |
| Small Animal Veterinary Care              | Madera South High School     | This is a concentration course in the Animal Science career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.                 |  |  |
| Ag Science                                | Madera South High School     | This is an entry level course in the Animal Science career pathway and all students are working towards completing certification as well held to high rigorous academic standards to ensure college and career readiness for all students.                  |  |  |

### Career Technical Education Participation

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

| <b>Enrollment &amp; Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)</b> |                 |
|--|-----------------|
| <b>Question</b>  | <b>Response</b> |
| How many of the school's pupils participated in CTE programs?  | 2,297           |
| What percentage of the school's pupils completed a CTE program and earned a high school diploma?   | 9.0%            |
| What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?      | 88.0%           |

### UC/CSU Course Completion

Students at Madera South High are encouraged to take University of California/California State University (UC/CSU) preparatory courses (i.e. Honors and Advance Placement (AP)) and complete the a-g requirements if students plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

| <b>UC/CSU Course Enrollment</b>   |                   |
|---|-------------------|
|   | <b>Percentage</b> |
| Students Enrolled in Courses Required for UC/CSU Admission (2014-15)        | 96.3%             |
| Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14) | 31.8%             |

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

## California Standards Test

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

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| California Standards Test Percentage of Students Meeting or Exceeding State Standards |        |      |      |          |      |      |       |      |      |
|---|--------|------|------|----------|------|------|-------|------|------|
| Subject   | School |      |      | District |      |      | State |      |      |
|   | 2013   | 2014 | 2015 | 2013     | 2014 | 2015 | 2013  | 2014 | 2015 |
| Science (Grades 5, 8, and 10)   | 45     | 45   | 34   | 45       | 50   | 41   | 59    | 60   | 56   |

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

### California Standards Test Percentage of Students Meeting or Exceeding State Standards

| Subgroups                       |         |
|---------------------------------|---------|
| Subject                         | Science |
| District                        | 41      |
| School                          | 34      |
| African American/Black          | 26      |
| Hispanic or Latino              | 33      |
| White                           | 55      |
| Males                           | 38      |
| Females                         | 30      |
| Socioeconomically Disadvantaged | 33      |
| English Learners                | 3       |
| Students with Disabilities      | 20      |

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

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## Physical Fitness (School Year 2014-15)

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

| Percentage of Students in Healthy Fitness Zone |                       |                       |                      |
|--|-----------------------|-----------------------|----------------------|
| 2014-15  |                       |                       |                      |
| Grade Level                                    | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9  | 20.1%                 | 20.9%                 | 20.6%                |

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



## California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

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

| CAHSEE By Subject for All Grade Ten Students |         |          |       |         |          |       |         |          |       |
|--|---------|----------|-------|---------|----------|-------|---------|----------|-------|
|  | 2012-13 |          |       | 2013-14 |          |       | 2014-15 |          |       |
|  | School  | District | State | School  | District | State | School  | District | State |
| English                                      | 44      | 48       | 57    | 42      | 44       | 56    | 37      | 43       | 58    |
| Mathematics                                  | 46      | 46       | 60    | 47      | 47       | 62    | 40      | 44       | 59    |

| CAHSEE By Student Group for All Grade Ten Students |                  |              |            |                  |              |            |
|--|------------------|--------------|------------|------------------|--------------|------------|
|  | English          |              |            | Mathematics      |              |            |
|  | % Not Proficient | % Proficient | % Advanced | % Not Proficient | % Proficient | % Advanced |
| All Students District                              | 57               | 26           | 17         | 56               | 34           | 10         |
| All Students School                                | 63               | 25           | 12         | 60               | 32           | 8          |
| Male   | 68               | 24           | 8          | 61               | 33           | 7          |
| Female   | 57               | 27           | 16         | 60               | 31           | 9          |
| Black or African American                          | 54               | 25           | 21         | 61               | 32           | 7          |
| American Indian or Alaska Native                   | 0                | 0            | 0          | 0                | 0            | 0          |
| Asian  | 0                | 0            | 0          | 0                | 0            | 0          |
| Filipino   | 0                | 0            | 0          | 0                | 0            | 0          |
| Hispanic or Latino                                 | 64               | 25           | 10         | 61               | 31           | 7          |
| Native Hawaiian or Pacific Islander                | 0                | 0            | 0          | 0                | 0            | 0          |
| White  | 50               | 25           | 25         | 50               | 38           | 13         |
| English Learners                                   | 97               | 2            | 1          | 92               | 8            | 0          |
| Socioeconomically Disadvantaged                    | 63               | 25           | 11         | 60               | 33           | 7          |
| Receiving Migrant Education Services               | 0                | 0            | 0          | 0                | 0            | 0          |
| Students with Disabilities                         | 100              | 0            | 0          | 100              | 0            | 0          |

### Engagement

#### State Priority: Parental Involvement

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

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

#### Parent Involvement (School Year 2015-16)

Parents can become involved through membership in the School Site Council (SSC), English Language Acquisition Committee (ELAC), Parent Resource Center (PRC), Parent Institute for Quality Education (PIQE), and through our ongoing training and workshops. Specific interest groups such as the Stallion Athletic Boosters, Stallion Band Boosters, Ag Boosters also assist with fundraising and student support. Parents are also encouraged to attend Back to School Night, Open House, 8th Grade Orientation Night, and award ceremonies. Parents receive information through progress reports, counselor/administrator contact, and the MSHS EdConnect phone messaging system. Madera South High School also hosts numerous athletic and extra-curricular activities and performances throughout the year.

#### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at 559-675-4450.



## State Priority: Pupil Engagement

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

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

## Completion of High School Graduation Requirements - Class of 2014

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2013-14 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "\*" means that the student group is not numerically significant.

| Completion of High School Graduation Requirements |        |          |       |
|---|--------|----------|-------|
|   | School | District | State |
| All Students                                      | 92.9%  | 84.6%    | 84.6% |
| African American/Black                            | 84.2%  | 83%      | 76%   |
| American Indian or Alaska Native                  | 100%   | 62.5%    | 78.1% |
| Asian   | 125%   | 90.5%    | 92.6% |
| Filipino  | 100%   | 100%     | 96.5% |
| Hispanic or Latino                                | 92.7%  | 84.2%    | 81.3% |
| Native Hawaiian or Pacific Islander               | 200%   | 200%     | 83.6% |
| White   | 92.3%  | 86.8%    | 89.9% |
| Two or More Races                                 | 0%     | 0%       | 82.8% |
| English Learners                                  | 56.9%  | 40.6%    | 50.8% |
| Socioeconomically Disadvantaged                   | 93.9%  | 85.8%    | 81.4% |
| Students with Disabilities                        | 82%    | 71.3%    | 61.3% |

## Dropout & Graduation Rates (Four-Year Cohort Rate)

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

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

|          | Graduation & Dropout Rates |       |       |            |       |       |
|----------|----------------------------|-------|-------|------------|-------|-------|
|          | Dropout                    |       |       | Graduation |       |       |
|          | 11-12                      | 12-13 | 13-14 | 11-12      | 12-13 | 13-14 |
| School   | 10.4%                      | 10.9% | 8.7%  | 87.7%      | 85.8% | 89.2% |
| District | 10.6%                      | 11.2% | 10.3% | 86.0%      | 83.4% | 87.0% |
| State    | 13.1%                      | 11.4% | 11.5% | 78.9%      | 80.4% | 81.0% |

## State Priority: School Climate

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

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

## Discipline & Climate for Learning

Students at Madera South High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Madera South High discipline program is to assist students in becoming productive young adults. Parents and students are informed of school rules and discipline policies through the Parent/Student and District Handbooks which are sent home at the beginning of the school year.

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

|          | Suspensions & Expulsions |       |       |            |       |       |
|----------|--------------------------|-------|-------|------------|-------|-------|
|          | Suspensions              |       |       | Expulsions |       |       |
|          | 12-13                    | 13-14 | 14-15 | 12-13      | 13-14 | 14-15 |
| School   | 16.1%                    | 11.6% | 16.1% | 1.2%       | 0.3%  | 0.3%  |
| District | 9.1%                     | 8.1%  | 8.1%  | 0.5%       | 0.2%  | 0.2%  |
| State    | 5.1%                     | 4.4%  | 3.8%  | 0.1%       | 0.1%  | 0.1%  |

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Madera South High School's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area.

Madera South High School recognizes and celebrates the achievements and successes of its students and staff on a regular basis. Students are recognized for their achievements during awards assemblies as well as career school and in class recognition programs.

## Safe School Plan (School Year 2015-16)

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 was last reviewed and updated on March 2015 by the School Safety Committee. All revisions were 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 (monthly/regular) basis throughout the school year. Lockdown drills are held (once a year/twice a year/as needed). There is a designated areas for student drop off and pick up. Visitors must check into the main office before entering campus during school hours and are identified by a required visitors pass.

## Other SARC Information

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



## Adequate Yearly Progress (AYP) (School Year 2014-15)

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

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

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

| Adequate Yearly Progress (AYP) |                         |             |                         |             |                         |             |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|-------------------------|-------------|
|                                | School                  |             | District                |             | State                   |             |
| Made AYP Overall               | Yes                     |             | Yes                     |             | Yes                     |             |
| Met AYP Criteria               | English - Language Arts | Mathematics | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate             | Yes                     | Yes         | Yes                     | Yes         | Yes                     | Yes         |
| Percent Proficient             | N/A                     | N/A         | N/A                     | N/A         | N/A                     | N/A         |
| Met Attendance Rate            | N/A                     |             | Yes                     |             | Yes                     |             |
| Met Graduation Rate            | Yes                     |             | Yes                     |             | Yes                     |             |

## Federal Intervention Program (School Year 2015-16)

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

| Federal Intervention Programs        |           |           |
|--------------------------------------|-----------|-----------|
|                                      | School    | District  |
| Program Improvement (PI) Status      | In PI     | In PI     |
| First Year in PI                     | 2008-2009 | 2004-2005 |
| Year in PI (2015-16)                 | Year 5    | Year 3    |
| # of Title I Schools Currently In PI | -         | 24        |
| % of Title I Schools Currently In PI | -         | 96.0%     |

## Advanced Placement Classes (School Year 2014-15)

Madera South High encourages students to continue their education past high school. Madera South High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, five or higher on the College Board AP exam(s) qualify for college credit at most of the nation's colleges. During the 2013-14 school year, 238 students participated in taking the exams. Of the 238 students, 108 students scored a "3" or better.

| Advanced Placement Classes        |              |
|-----------------------------------|--------------|
|                                   | # of Courses |
| English                           | 6            |
| Foreign Language                  | 2            |
| Mathematics                       | 7            |
| Science                           | 3            |
| Social Science                    | 5            |
| Totals                            | 23           |
| Percent of Students in AP Courses | 0.5%         |

## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

| Class Size Distribution |    |    |                        |    |    |                |    |    |              |    |    |    |
|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|----|
| Average Class Size      |    |    | Classrooms Containing: |    |    |                |    |    |              |    |    |    |
|                         |    |    | 1-20 Students          |    |    | 21-32 Students |    |    | 33+ Students |    |    |    |
| 13                      | 14 | 15 | 13                     | 14 | 15 | 13             | 14 | 15 | 13           | 14 | 15 |    |
| By Subject Area         |    |    |                        |    |    |                |    |    |              |    |    |    |
| English                 | 27 | 27 | 31                     | 45 | 45 | 17             | 21 | 21 | 24           | 55 | 55 | 57 |
| Mathematics             | 30 | 30 | 31                     | 15 | 15 | 13             | 22 | 22 | 19           | 51 | 51 | 56 |
| Science                 | 33 | 33 | 32                     | 9  | 9  | 7              | 5  | 5  | 8            | 45 | 45 | 35 |
| Social Science          | 31 | 31 | 33                     | 14 | 14 | 10             | 8  | 8  | 6            | 42 | 42 | 49 |

## Counseling & Support Staff (School Year 2014-15)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:443.* The chart displays a list of support services that are offered to students. Note: 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.

| Counseling & Support Services Staff |                 |                      |
|-------------------------------------|-----------------|----------------------|
|                                     | Number of Staff | Full Time Equivalent |
| Academic Coach                      | 4               | 4                    |
| Academic Counselor                  | 6               | 6                    |
| Academic Intervention Specialist    | 2               | 2                    |
| Career Counselor                    | 1               | 1                    |
| Librarian                           | 1               | 1                    |
| Library Media Technician            | 1               | 1                    |
| Nurse                               | 1               | 1                    |
| Nurse/Health Aide                   | 1               | 1                    |
| School Psychologist                 | 1               | 1                    |
| Technology Technician               | 1               | 1                    |

## Staff Development

Staff members build teaching skills and concepts by participating in professional learning opportunities throughout the year, then sharing their experiences and knowledge with colleagues. The district dedicated three days to staff development annually for the past three years. Topics for staff development during the 2014-15 school year will include Common Core State Standards, 21st Century Skills, developing Common Core aligned units, lessons, Performance Tasks, assessing student progress, safe school ambassadors, and building positive relationships with students.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

## School Site Teacher Salaries (Fiscal Year 2013-14)

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

| Average Teacher Salaries     |          |
|------------------------------|----------|
| School & District            |          |
| School                       | \$62,558 |
| District                     | \$63,186 |
| Percentage of Variation      | -1%      |
| School & State               |          |
| All Unified School Districts | \$71,529 |
| Percentage of Variation      | -12.5%   |

## Teacher & Administrative Salaries (School Year 2013-14)

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

| Average Salary Information               |           |           |
|--|-----------|-----------|
| Teachers - Principal - Superintendent    |           |           |
| 2013-14                                  |           |           |
|  | District  | State     |
| Beginning Teachers                       | \$39,187  | \$43,062  |
| Mid-Range Teachers                       | \$61,287  | \$67,927  |
| Highest Teachers                         | \$75,463  | \$87,811  |
| Elementary School Principals             | \$102,552 | \$110,136 |
| Middle School Principals                 | \$107,498 | \$115,946 |
| High School Principals                   | \$111,115 | \$124,865 |
| Superintendent                           | \$192,000 | \$211,869 |
| Salaries as a Percentage of Total Budget |           |           |
| Teacher Salaries                         | 36.0%     | 39.0%     |
| Administrative Salaries                  | 6.0%      | 5.0%      |

## District Expenditures (Fiscal Year 2013-14)

The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

| Expenditures per Pupil                            |         |
|---|---------|
| School  |         |
| Total Expenditures Per Pupil                      | \$6,385 |
| From Supplemental/Restricted Sources              | \$1,108 |
| From Basic/Unrestricted Sources                   | \$5,277 |
| District  |         |
| From Basic/Unrestricted Sources                   | \$4,636 |
| Percentage of Variation between School & District | 13.8%   |
| State   |         |
| From Basic/Unrestricted Sources                   | \$5,348 |
| Percentage of Variation between School & State    | -1.3%   |

## District Revenue Sources (Fiscal Year 2014-15)

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