



Madera South High School

2013-2014 School Accountability Report Card

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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/>.
- To 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 2014-15)

Madera South High is one of 23 elementary/middle/comprehensive high schools in Madera Unified School District. During 2013-14, approximately 2,652 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 2013-14)

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

Enrollment by Student Group	
2013-14	
	Percentage
African American	3.2%
American Indian	0.5%
Asian	0.8%
Filipino	0.3%
Hispanic or Latino	88.0%
Pacific Islander	0.0%
White	6.8%
Two or More	-
None Reported	0.4%
English Learners	17.2%
Socioeconomically Disadvantaged	89.5%
Students with Disabilities	9.5%

Enrollment By Grade (School Year 2013-14)

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

Enrollment Trend by Grade Level			
	11-12	12-13	13-14
9th	827	782	804
10th	688	758	720
11th	654	568	623
12th	567	597	505

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.

Teacher Assignment

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

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	103	100	100	769
Without Full Credentials	0	1	1	1
Working Outside Subject	8	10	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			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	2	0	0
Misassignments of Teachers (other)	8	0	1
Total Misassignments of Teachers	10	0	1
Vacant Teacher Positions	0	1	

Highly Qualified Teachers (School Year 2013-14)

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/>.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.5%	2.5%
High-Poverty Schools in District	97.5%	2.5%
Low-Poverty Schools in District	N/A	N/A

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.

School Facilities (School Year 2014-15)

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/cafe/tertia, one library, and five 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 highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

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 2013-14 school year the district allocated \$660,231.00 for deferred maintenance program. This represents .4% of the district's general fund budget. During the 2013-14 school year, the district's governing board did approve deferred maintenance projects for the school, which included maintenance and operations routine maintenance supplies, pool supplies, building repairs, equipment replacement, land improvements, and building improvements. The items noted in the table have been corrected or are in the process of remediation.

Instructional Materials (School Year 2014-15)

Madera Unified held a public hearing on September 23, 2014, 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, 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

School Facility Conditions				
Date of Last Inspection: 08/08/2014				
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			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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-10th	English/ Language Arts	Holt, Rinehart & Winston	2006	Yes	0.0%
11th	English/ Language Arts	Holt, Rinehart & Winston	2007	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%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/20652430110965Textbooks_1.pdf

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);
- The Academic Performance Index; 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/Standardized Testing and Reporting Results

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. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The table at the right displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	*	*	46	*	*	33	60	59	60

* Data was not available by the time of publication.

California Assessment of Student Performance and Progress

Subgroups

Subject	Science
District	33
School	46
American Indian or Alaska Native	*
Asian	*
Asian Indian	*
Black or African American	*
Ethnicity -- Two or More Races	*
Filipino	*
Hispanic or Latino	*
Native Hawaiian or Pacific Islander	*
White	*

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

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 English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

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 (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	35	37	35	41	42	40	54	56	55
Mathematics	11	14	8	40	39	39	49	50	50
History/Social Science	35	41	42	39	42	42	48	49	49

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

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'.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2013-14)	67.6%
Graduates Who Completed All Courses Required for UC/CSU Admission (2012-13)	30.0%

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	2012	2013
Statewide	3	3	3
Similar Schools	8	6	6
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	28	11	-2
Hispanic or Latino			
Actual API Change	35	12	-6
White			
Actual API Change	-29	14	3
Socioeconomically Disadvantaged			
Actual API Change	34	12	-1
English Learners			
Actual API Change	42	15	-25
Students with Disabilities			
Actual API Change	-26	-5	30

Career Technical Education (CTE) Programs (School Year 2013-14)

Madera South High career planning 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: Food Services, Ag. Mechanics, Ag. Science, Floral Design/Retail, Animal Science, Veterinary Science, Horticulture, Computer Applications, Graphics & Design, Microsoft Office Specialist, Contemporary Living Skills, Exploring Childhood, Public Safety, Restaurant Management, Video Communications, Performing Arts, Digital Imagery, Intro to Health Sciences. We also offer the following ROP classes: Nursing, Medical Careers, Video Production, Diesel Engines, Ag Mechanics, Performing Arts, Sports Medicine, and Careers in Education.

Career Technical Education Participation

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

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	928
What percent of the school's pupils complete a CTE program and earn a high school diploma?	95.6%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	16.0%

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 2013-14)

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			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.7%	23.0%	28.0%

**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 2013-14)

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									
	2011-12			2012-13			2013-14		
	School	District	State	School	District	State	School	District	State
English	41	44	56	44	48	57	42	44	56
Mathematics	43	46	58	46	46	60	47	47	62

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	56	26	18	53	37	11
District						
All Students	58	25	16	53	38	10
School						
Male	65	24	11	52	39	9
Female	52	26	22	53	36	10
African American	67	27	7	75	19	6
Hispanic or Latino	60	25	15	53	38	9
White	36	33	31	42	44	14
English Learners	99	1	0	91	9	0
Socioeconomically Disadvantaged	59	25	16	51	39	10
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 schoolsite.

Parent Involvement (School Year 2014-15)

Parents can become involved through membership in the School Site Council (SSC), English Language Acquisition Committee (ELAC), Parent Empowerment Program (PEP), Parenting Partners Program, and through our ongoing trainings 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.

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			
	10-11	11-12	12-13
Dropout Rate	8.2%	10.4%	10.9%
Graduation Rate	86.6%	87.7%	85.8%

Completion of High School Graduation Requirements - Class of 2013

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 2011-12 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	86.4%	83.6%	84.6%
African American/Black	93.8%	79.4%	75.9%
American Indian	100%	100%	77.8%
Asian	100%	104.4%	92.9%
Filipino	0%	0%	92.2%
Hispanic or Latino	86%	82.1%	80.8%
Pacific Islander	100%	100%	84.1%
White	84.3%	90%	90.2%
Two or More Races	0%	0%	89%
English Learners	42.3%	46.5%	53.7%
Socioeconomically Disadvantaged	86.6%	82.5%	82.6%
Students with Disabilities	69.7%	70.9%	60.3%

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						
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	230	437	256	1906	2125	1993
Suspension Rate	8.4%	16.2%	9.7%	9.6%	10.6%	9.9%
Expulsions	52	36	7	135	96	55
Expulsion Rate	1.9%	1.3%	0.3%	0.7%	0.5%	0.3%

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 2014-15)

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 May 2014 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.

Adequate Yearly Progress (AYP) (School Year 2013-14)

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.
- API as an additional indicator.
- 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 and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		N/A	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	N/A	N/A
Percent Proficient	No	No	N/A	N/A
API School Results	N/A		N/A	
Graduation Rate	Yes		N/A	

Federal Intervention Program (School Year 2014-15)

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 (API or 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 (2014-15)	Year 5	Year 3
# of Schools Currently in PI	-	24
% of Schools Identified for PI	-	100.0%

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Advanced Placement Classes (School Year 2013-14)

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	5
Science	1
Social Science	8
Totals	22
Percent of Students in AP Courses	0.4%

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		
12	13	14		12	13	14	12	13	14	12	13	14
By Subject Area												
English	28	27	29	35	45	26	23	21	26	52	55	55
Math	31	30	31	16	15	12	13	22	23	50	51	49
Science	32	33	31	10	9	9	6	5	13	42	45	35
Social Science	33	31	30	6	14	15	7	8	5	44	42	43

Counseling & Support Staff (School Year 2013-14)

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.

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 2013-14 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.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
AB 1802 Counselor	6	6
Academic Coach	2	2
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
Psychologist	1	1
Technology Technician	1	1

Data Sources

Data within the SARC was provided by Madera Unified School District, retrieved from the 2013-14 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 (based on 2013-14 financial statements).

Average Teacher Salaries	
School & District	
School	\$62,421
District	\$61,941
Percentage of Variation	0.8%
School & State	
All Unified School Districts	\$69,360
Percentage of Variation	-10%

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	\$38,419	\$41,318
Mid-Range Teachers	\$60,085	\$65,615
Highest Teachers	\$73,983	\$84,981
Elementary School Principals	\$99,765	\$107,624
Middle School Principals	\$104,462	\$112,817
High School Principals	\$110,595	\$121,455
Superintendent	\$165,000	\$206,292
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.0%	40.0%
Administrative Salaries	6.0%	5.0%



District Expenditures (Fiscal Year 2013-14)

The expenditures per pupil data is based on 2013-2014 fiscal year audited financial statements. 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,017
From Supplemental/Restricted Sources	\$1,110
From Basic/Unrestricted Sources	\$4,907
District	
From Basic/Unrestricted Sources	\$4,450
Percentage of Variation between School & District	10.3%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	4.6%

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>.

District Revenue Sources (Fiscal Year 2013-14)

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
- EIA/SCE
- EIA/LEP

