

# Matilda Torres High School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Matilda Torres High School
<b>Street</b>	16645 Rd 26
<b>City, State, Zip</b>	Madera, CA 93638
<b>Phone Number</b>	(559) 416-5909
<b>Principal</b>	Sabrina Rodriquez
<b>Email Address</b>	sabrinarodriquez@maderausd.org
<b>School Website</b>	<a href="https://torres.maderausd.org/">https://torres.maderausd.org/</a>
<b>County-District-School (CDS) Code</b>	20652430139691

## 2023-24 District Contact Information

<b>District Name</b>	Madera Unified School District
<b>Phone Number</b>	559.675.4500
<b>Superintendent</b>	Todd Lile
<b>Email Address</b>	toddlile@maderausd.org
<b>District Website</b>	<a href="http://www.madera.k12.ca.us">www.madera.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

### Mission Statement: (Purpose)

To inspire responsible college and career ready citizens who value the importance of academic and personal achievement, so that they become productive members of our community.

### Vision Statement: (Beliefs & Core Values)

Torres High School students and staff alike will espouse the T.O.R.O.S. values:

**Trustworthy:** Toros are honest. They can be trusted to make the right decisions even when no one else is watching.

**Optimistic:** Toros are hopeful and confident. They look for the positive when they are faced with a challenge.

**Resilient:** Toros are strong. They are able to overcome any obstacle that comes their way be it in the classroom, on the field, court, or in life!

**Open-minded:** Toros are open to new ideas. They embrace diversity, and are willing to listen to different perspectives. They appreciate differences in people.

**Selfless:** Toros are kind and compassionate. They look for ways to give back to their campus and community. They encourage others to do their best, and are respectful of each other's feelings, needs, and space. They work to put the needs of others before themselves. They strive to be like our school namesake, former MUSD counselor, Matilda Torres.

### Schoolwide Learner Outcomes:

All students at Torres High School, upon graduating, will demonstrate proficiency in the following schoolwide learner outcomes (Graduate Profile):

THINK critically and creatively to solve problems.

COLLABORATE with others to achieve more together.

## 2023-24 School Description and Mission Statement

ADAPT to new challenges by reflecting and growing.  
COMMUNICATE effectively in multiple mediums, languages, and settings.  
PRODUCE quality work, through initiative, self-direction, and perseverance.  
CONTRIBUTE to the success of the community and world.

### School Profile

Matilda Torres High School opened in August 2020 with 906 freshmen (9th graders) and sophomores (10th graders). Each additional year, we added an additional grade level so that we are now just over 2,000 students enrolled by August of 2023. In addition to serving our students and families, THS also provides integrated services to students and families of its eight feeder schools. Our students and their families may access THS services, which include integrated health services delivered through our Student Based Health Center, our mobile health center, and supplemental mental health services delivered in partnership with Madera County Behavioral Health Services as well as our family engagement, educational, and referral services delivered through our THS Parent Resource Center (PRC).

We are proud to also share that our high school, Matilda Torres High School was named after a beloved educator who served as both a teacher and counselor for over 25 years in Madera Unified School District. Mrs. Matilda Torres was known as a tremendous student and community advocate. She was a champion for students and she wholeheartedly embraced the philosophy that all students can achieve at high levels. Mrs. Torres loved her students and built relationships with them that transformed their lives. As a result of her relentless love and her impact on our community, the Madera Board of Trustees proudly named our newest comprehensive high school after this remarkable woman in an effort to honor her. Our staff and students alike do our very best to honor her legacy.

Our new high school is housed on a rural 57 acre development at the corner of Road 26 and Martin Street. This location was strategically chosen to reduce travel time and traffic congestion throughout town. The passage of bond Measure G provided evidence of the overwhelming community support behind the development of our new high school. Torres High School's modern campus has delivered on its commitment to provide 21st century facilities that ensure all students are college and career ready. The school design blends modern architectural concepts, offers flexible learning spaces, and an inspiring atmosphere. Design elements were made collaboratively with input from industry partners, experts, and educators. Classrooms were designed for flexible seating arrangements that facilitate the use of technology and interactive learning. The campus features modern amenities including a gymnasium, an Olympic-sized pool, a performing arts center, a multipurpose stadium equipped with a track and field, baseball fields, softball fields, and tennis courts. In partnership with Camarena Health, the campus also houses a school-based medical health center to meet student and staff healthcare needs. THS also offers a variety of career pathway opportunities for students that provide potential for college credit, meet "a-g" requirements, and even afford students industry recognized certifications. Our Career Technical Education (CTE) programs include Arts, Media, and Entertainment, Business & Finance, Education & Child Development, Health Science, Hospitality, Tourism & Recreation, Information & Communication Technology, and Public Services as well as a pathway for Engineering & Manufacturing which is also home to MadTown 1323-Madera's World Champion Robotics program.

THS has a current staff of approximately 90 certificated members, 47 classified support staff members, 7 counselors, an activities director, an athletic director, 2 school psychologist, 4 vice principals, a Dean of Curriculum & Instruction, and a principal. We follow a traditional calendar that operates on a 6-period class schedule. All teachers are scheduled to have prep time with their same subject area instructors which allows them an opportunity to collaboratively plan instructional lessons, analyze data, and explore professional development opportunities with their subject area colleagues. Additionally every Wednesday, 90 minutes are set aside for schoolwide professional development and professional learning community opportunities.

Furthermore, THS provides all our special education students fair and appropriate educational opportunities in the least restrictive environment. All special education teachers teach grade level standards. At THS, our special education teachers plan collaboratively with their subject area colleagues. Special education teachers either teach self-contained classes to students with disabilities, or teach in a collaborative setting with a general education teacher. Students with severe cognitive disabilities in grades 9-12, who will not receive a regular high school diploma, are taught Core Content Connectors that are based on the Common Core State Standards.

Lastly, all faculty are credentialed to teach a diverse population. All faculty provide integrated English Language Development (ELD) support services to students. Additionally, designated ELD support is provided by our English teachers. English Language Learners (ELLs) are grouped by language proficiency to receive additional instructional time through leveled ELD courses in an extended effort to support their language acquisition. All ELD courses focus on the 5 domains of language (speaking, listening, reading, writing, and thinking) and the English Language Development standards. ELL students are able to reclassify once they meet the district reclassification criteria which includes multiple measures. Many of our ELL students may also attain the recognition of the State Seal of Biliteracy on their high school transcripts if they can demonstrate proficiency

## 2023-24 School Description and Mission Statement

as outlined by shared district criteria.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	556
Grade 10	568
Grade 11	525
Grade 12	352
<b>Total Enrollment</b>	<b>2,001</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	50.8%
American Indian or Alaska Native	0.2%
Asian	0.8%
Black or African American	0.7%
Filipino	0.1%
Hispanic or Latino	92.3%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0.4%
White	4.8%
English Learners	15.5%
Foster Youth	0.5%
Homeless	2.4%
Migrant	2%
Socioeconomically Disadvantaged	91.4%
Students with Disabilities	9.1%

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.70	80.86	821.90	85.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.90	4.91	25.70	2.67	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.60	9.11	44.60	4.62	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	15.10	1.57	12115.80	4.41
<b>Unknown</b>	2.00	5.04	58.40	6.05	18854.30	6.86
<b>Total Teaching Positions</b>	40.50	100.00	966.00	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	51.20	82.48	850.50	83.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	3.00	4.83	28.20	2.77	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.90	6.36	59.00	5.79	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.30	3.77	23.70	2.33	11953.10	4.28
<b>Unknown</b>	1.50	2.56	57.50	5.64	15831.90	5.67
<b>Total Teaching Positions</b>	62.10	100.00	1019.00	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.00
Misassignments	2.60	2.90
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.60</b>	<b>3.90</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.40
Local Assignment Options	0.00	1.90
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>2.30</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.7	6.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	1.6

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

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

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

Madera Unified held a public hearing on September 25, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

July 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English I &amp; Enhanced English I (9th): StudySync California Edition w/Designated ELD McGraw Hill Book Co., 2016 Board Approved: May 24, 2016</p> <p>English II (10th): StudySync California Edition w/Designated ELD McGraw Hill Book Co., 2016 Board Approved: May 24, 2016</p> <p>Honors English II (10th): Advanced Language &amp; Literature Bedford, Freeman &amp; Worth, 2016 Board Approved: January 25, 2022</p> <p>English III &amp; Honors English III (11th): StudySync California Edition w/Designated ELD McGraw Hill Book Co., 2016 Board Approved: May 24, 2016</p> <p>AP Language (11th): The Bedford Reader Bedford/St. Martin's, 11th Edition, 2012 Board Approved: March 28, 2000</p> <p>Expository Reading &amp; Writing Course (ERWC) (12th): Expository Reading &amp; Writing Course, Third Edition California State University Online Press, 2019 Board Approved: May 26, 2009</p> <p>AP Literature (12th): Perrine's Literature: Structure &amp; Sense Harcourt Brace, 11th &amp; 17th eds., 2017 &amp; 2020 Board Approved: March 28, 2000</p> <p>English 1A Dual Enrollment (12th) The Blair Reader: Exploring Issues and Ideas</p>	Yes	0.0%



	Pearson, 9th Edition, 2016		
<b>Mathematics</b>	<p>Integrated Math I &amp; Enhanced Integrated Math I (9th): Springboard Mathematics – Integrated Mathematics I (accessed digitally) The College Board, 2014 Board Approved: April 29, 2014</p> <p>Integrated Math II &amp; Enhanced Integrated Math II (10th): Springboard Mathematics – Integrated Mathematics II (accessed digitally) The College Board, 2014 Board Approved: April 29, 2014</p> <p>Integrated Math III &amp; Honors Integrated Math III (11th): Springboard Mathematics – Integrated Mathematics III (accessed digitally) The College Board, 2014 Board Approved: April 29, 2014</p> <p>Mathematical Reasoning With Connections (MRWC) (12th): Mathematical Reasoning with Connections, 1st Edition California State University Online Press, 2019 Board Approved: March 26, 2019</p> <p>AP Calculus AB/BC (12th): Calculus of a Single Variable/Calculus with Analytical Geometry, 9th Ed. Brooks/Cole Cengage Learning, 2010 Board Approved: June 29, 2010</p> <p>Statistics &amp; Probability (12th): Understanding Statistics, 8th Edition Houghton Mifflin Harcourt, 2006 Board Approved: May 14, 2006</p> <p>AP Statistics (12th): The Practice of Statistics, 5th Edition Bedford, Freeman &amp; Worth, 2014 Board Approved: June 26, 2014</p>	Yes	0.0%
<b>Science</b>	<p>The Living Earth/AG Biology (9th): Open Source: The Living Earth Student Edition Printshop, 2021 Board Approved: June 22, 2021</p> <p>Chemistry in the Earth Systems/Honors Chemistry in the Earth Systems/Agriculture Chemistry (10th): Experience Chemistry, Volumes 1 &amp; 2 Savvas, 2021 Board Approved: June 22, 2021</p> <p>Physics of the Universe (11th): Experience Physics Savvas, 2022 Board Approved: May 23, 2023</p> <p>AP Biology (11-12th): Principles of Life, 2nd Edition WH Freeman &amp; Company, 2014 Board Approved: May 26, 2015</p>	Yes	0.0%

	<p>AP Chemistry (11-12th): Chemistry: The Central Science, 14th Edition Savvas (Pearson), 2018 Board Approved: June 23, 2020</p> <p>Human Anatomy &amp; Physiology (11-12th): Mader's Understanding Human Anatomy &amp; Physiology McGraw Hill, 6th &amp; 10th eds., 2008 &amp; 2019 Board Approved: August 14, 2007</p> <p>Honors Human Anatomy &amp; Physiology (11-12th): Human Anatomy &amp; Physiology, 7th Edition Pearson, 2007 Board Approved: July 17, 2007</p> <p>AP Environmental Science (11-12th): Environmental Science for AP, 2nd Ed. WH Freeman &amp; Company, 2015 Board Approved: May 26, 2015</p>		
<p><b>History-Social Science</b></p>	<p>World History (10th): California World History: The Modern World Pearson, 2019 Board Approved: May 8, 2018</p> <p>World History Dual Enrollment (10th): World in the Making: A Global History, Volume One: To 1500 Oxford University Press, 2018 Board Approved:</p> <p>AP European History (10th): A History of Western Society Since 1300 for the AP Course BFW Publishers, 2020 Board Approved: May 23, 2023</p> <p>US History (11th): California United States History: The Twentieth Century Board Approved: May 8, 2018</p> <p>AP US History (11th): The American Pageant: History of a Republic, 13th ed. Houghton-Mifflin, 2006 Board Approved: May 8, 2008</p> <p>US History Dual Enrollment (11th): American History: Connecting with the Past, Vol. 1 McGraw Hill, 2014 Board Approved:</p> <p>Civics (American Government) (12th): California Magruder's American Government Pearson, 2019 Board Approved: May 8, 2018</p> <p>Economics (12th): California Economics: Principles in Action Pearson, 2019 Board Approved: May 8, 2018</p> <p>AP Human Geography (9-12th):</p>		

	<p>The Cultural Landscape: An Introduction to Human Geography, 13th Ed. Savvas (Pearson), 2020 Board Approved: June 23, 2020</p> <p>AP American Government (12th): American Government: Stories of a Nation BFW Publishers, 2021 Board Approved: May 24, 2022</p> <p>AP Comparative Government (12th): Essentials of Comparative Politics with Cases, 7th Edition W.W. Norton &amp; Company, 2021 Board Approved: June 8, 2021</p> <p>AP Microeconomics (12th): Krugman's Economics, 3rd Edition BFW Publishers, 2019 Board Approved: June 8, 2021</p>		
<p><b>Foreign Language</b></p>	<p>Spanish I: Encuentros 1 Vista Higher Learning, 2022 Board Approved: May 24, 2022</p> <p>Spanish II: Encuentros 2 Vista Higher Learning, 2022 Board Approved: May 24, 2022</p> <p>Spanish III: Encuentros 3 Vista Higher Learning, 2022 Board Approved: May 24, 2022</p> <p>Spanish for Heritage Speakers I: Galeria 1 Vista Higher Learning, 2020 Board Approved: May 24, 2022</p> <p>Spanish for Heritage Speakers II: Galeria 2 Vista Higher Learning, 2020 Board Approved: May 24, 2022</p> <p>AP Spanish Language: Temas Vista Higher Learning, 2020 Board Approved: May 24, 2022</p> <p>AP Spanish Literature: Temas Vista Higher Learning, 2020 Board Approved: May 24, 2022</p> <p>French I-IV: D'accord Vista Higher Learning, 2019 Board Approved: May 24, 2022</p>		

	<p>French I: D'accord 1 Vista Higher Learning, 2019 Board Approved: May 24, 2022</p> <p>French II: D'accord 2 Vista Higher Learning, 2019 Board Approved: May 24, 2022</p> <p>French III: D'accord 3 Vista Higher Learning, 2019 Board Approved: May 24, 2022</p> <p>AP French: Themes Vista Higher Learning, 2022 Board Approved: May 24, 2022</p>		
<b>Health</b>	<p>Human Anatomy &amp; Physiology (11-12th): Mader's Understanding Human Anatomy &amp; Physiology, 6th Edition McGraw Hill, 2008 Board Approved: August 14, 2007</p> <p>Honors Human Anatomy &amp; Physiology (11-12th): Human Anatomy &amp; Physiology, 7th Edition Pearson, 2007 Board Approved: August 14, 2007</p>		

## School Facility Conditions and Planned Improvements

Our amazing high school opened in August of 2020. Torres High School is housed on a 57-acre development on the corner of Road 26 and Martin Street. This location was strategically chosen to reduce travel time and traffic congestion throughout town. The passage of bond Measure G displayed the overwhelming community support for our new high school. THS's modern campus has delivered on our commitment to provide 21st century facilities that ensure all students are college and career ready. The school design blends modern architectural concepts, offers flexible learning spaces, and an inspiring atmosphere. Design elements were made collaboratively with input from industry partners, experts, and educators. Classrooms are designed for flexible seating arrangements that facilitate the use of technology and interactive learning. The campus features modern amenities including a phenomenal gymnasium, an Olympic-sized pool, a multipurpose stadium equipped with a track and field, baseball-softball fields, and tennis courts. In partnership with Camarena Health, the campus will also house a school based medical facility to meet students and staff healthcare needs. Our stadium is currently in the process of being approved and built.

Our entire facility is modern and in outstanding condition. Our campus is cleaned and maintained by a Custodial and Grounds team that are exceptional and committed. Services are also supplemental by our district Maintenance and Operations crew as needs are identified throughout the year. There is ample funding to maintain the facilities and schedules that are set to ensure the campus is routinely cleaned, surveyed for safety concerns and checked to guarantee it is highly functional. Our annual Facility Inspection Tool (FIT) demonstrates our campus is in outstanding condition and that our overall facility rating is exemplary.

**Year and month of the most recent FIT report**

7/14/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			: 2
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			F101 Culinary: Refrigerators continue to break despite repairs.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			A214: Baseboard underneath the windows needs to be secured. B106: Three stained ceiling tiles from previous leak (leak has been repaired)
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	46	39	30	31	47	46
<b>Mathematics</b> (grades 3-8 and 11)	12	9	16	18	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	508	502	98.82	1.18	38.72
<b>Female</b>	238	235	98.74	1.26	48.51
<b>Male</b>	270	267	98.89	1.11	30.08
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	477	471	98.74	1.26	38.51
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100.00	0.00	25.00
<b>English Learners</b>	67	65	97.01	2.99	6.15
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	14	93.33	6.67	21.43
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	466	461	98.93	1.07	36.96
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	47	45	95.74	4.26	13.33

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	508	503	99.02	0.98	9.16
<b>Female</b>	238	235	98.74	1.26	6.81
<b>Male</b>	270	268	99.26	0.74	11.24
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	477	472	98.95	1.05	8.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100.00	0.00	6.25
<b>English Learners</b>	67	66	98.51	1.49	6.15
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	14	93.33	6.67	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	466	461	98.93	1.07	8.68
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	47	45	95.74	4.26	13.33



## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	22.32	18.84	15.25	14.88	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	852	851	99.88	0.12	19.20
<b>Female</b>	414	413	99.76	0.24	17.43
<b>Male</b>	437	437	100.00	0.00	20.69
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	788	787	99.87	0.13	18.60
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	44	44	100.00	0.00	29.55
<b>English Learners</b>	95	95	100.00	0.00	4.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	23	23	100.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	783	782	99.87	0.13	17.93
<b>Students Receiving Migrant Education Services</b>	19	19	100.00	0.00	21.05
<b>Students with Disabilities</b>	77	76	98.70	1.30	8.00

## 2022-23 Career Technical Education Programs

Madera Unified School District (MUSD) has 25 career pathways that consist of a minimum of 3 courses (introduction, concentrator, and capstone), and provide students with the opportunity to gain industry-level skills and knowledge through a rigorous and relevant curriculum, provide the opportunity to earn post-secondary college credits through articulation and Dual Enrollment and have the opportunity to attain industry-recognized stackable certifications. Most of the CTE classes receive A-G credit in core or elective areas. These pathways are represented by the following industry sectors: Agriculture and Natural Resources, Arts, Media, and Entertainment, Building Trades and Construction, Business and Finance, Education, Child Development, Engineering and Architecture, Health Science and Medical Technology, Hospitality, Tourism and Recreation, Manufacturing and Product Development, Marketing Sales and Service, Public Services, and Transportation. Each career pathway offered is aligned to the fastest-growing industry sectors in Madera County as verified through the Workforce Investment Board, Madera Redevelopment Agency, and EMSI. District and Career Pathway advisory committees meet minimally twice a year to ensure that each career pathway aligns with industry demands and is aligned with postsecondary institutions. Each Career Pathway advisory is composed of teachers, parents, students, administrators, business and industry partners, representation from the Workforce Investment Board, career guidance counselors, and school board members. A minimum of three industry partners must be present at all pathway advisory meetings. The focus of these meetings are to make sure that the skills and standards being taught meet the needs of our local industry. All Career Pathway courses are aligned to the CTE model standards and integrate California Common Core Literacy Standards. All courses are taught by appropriately credentialed CTE teachers and to ensure that CTE teachers are teaching industry-level skills they are required to complete a minimum of fifteen externship hours annually. All Career Pathways are affiliated with a Career Technical Student Organization and student participation is a graded component of each career pathway course. All of the classes and pathway sequences can be found at <http://www.maderacte.com/>. Here you will also find what specific courses are offered at each high school, where there are Dual Credit opportunities, and which courses receive A-G designation. If a pathway is not offered at a student's home school they are eligible for a Career Academy of Special Interest Transfer to ensure equal access for students based on their interests. More information about this process is also available at <http://www.maderacte.com>

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1369
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.85
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91%	91%	90%	90%	91%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

At this time, THS has no formal Parent Club or Parent-Teacher Association; however, we have initiated a Parent Booster Club for Athletics. When it comes to THS Athletics, we want to stay involved with our community. One way we do this is through our partnership with our Athletic Booster Club. The THS Parent Booster Club gives families and our community a chance to be involved with THS and the Athletics Department. The Athletic Department supports providing camps for the youth in our community and helps to fundraise to supplement our various athletic program needs. The THS Athletic Department wants to give back to the community that has given us so much. We want our student-athletes to use the "We are T.O.R.O.S" mantra not just in school or in athletics, but also in their everyday lives away from campus. Additionally, we have added both a CTE Parent Booster Club and a Band Booster Club to support our students interests in our various CTOSs and visual & performing arts. All Booster Clubs work collaboratively to support our students in their various interests.

Many of our THS opportunities are provided at THS through our Department of Community Services and THS Parent Resource Center (PRC). The PRC has offered a series of classes, and/or workshops at least on a quarterly basis throughout this year that has helped to connect our parents to the latest in parent leadership opportunities and best practices to support the learning and teaching process of their students. The following resources are made available to all THS parents:

- Parent Portal Support
- Parenting skills classes
- Parenting Project Program
- Parent Leadership classes
- Various Parent Education Workshops
- Parent Institute for Quality Education (THS Cohort)
- English as a Second Language
- Finance/Homeownership Workshop
- Computer Literacy Classes (THS Cohort)
- Adult and Family Literacy
- Community Resources and Referrals
- Citizenship Classes
- Annual Parent and Community Engagement Conference

## 2023-24 Opportunities for Parental Involvement

- Family Health/Wellness Workshops
- Mental Health Fairs
- Financial Aid Workshops
- Scholarship Workshop
- Freshman Parent Preview
- Graduate Profile Workshop

Additionally, THS offered regular parent involvement opportunities via our School Site Council (SSC), English Learner Advisory Committee (ELAC), Annual Title I Parent Meeting, Parent Orientation, Counselor Family/Student Support Sessions, and Back to School Night. While many meetings are still offered virtually, all sessions are open to the public to participate and attend in person. To provide current and ongoing information to parents, THS sends a regular calendar, quarterly newsletter and other communications as needed through our various media platforms. THS also produces a Parent Square message to all parents/guardians regarding the activities for each upcoming week. Parents are provided with many opportunities to provide input and be involved in their student's education. Parents are also encouraged to participate in school events including Grad Profile, Parent-Teacher SSTs, and parent education classes, as well as volunteer in our classrooms and participate in fundraisers.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>			3.8	8	4.6	5.5	9.4	7.8	8.2
<b>Graduation Rate</b>			94.5	89	91.8	91.1	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	343	324	94.5
<b>Female</b>	173	166	96.0
<b>Male</b>	169	157	92.9
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	309	293	94.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	28	26	92.9
<b>English Learners</b>	55	49	89.1
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	13	12	92.3
<b>Socioeconomically Disadvantaged</b>	323	305	94.4
<b>Students Receiving Migrant Education Services</b>	14	12	85.7
<b>Students with Disabilities</b>	36	30	83.3

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2124	2074	603	29.1
Female	1040	1015	313	30.8
Male	1080	1056	289	27.4
Non-Binary	4	3	1	33.3
American Indian or Alaska Native	4	4	2	50.0
Asian	17	16	2	12.5
Black or African American	17	15	4	26.7
Filipino	2	2	1	50.0
Hispanic or Latino	1957	1913	551	28.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	10	10	3	30.0
White	106	103	38	36.9
English Learners	385	375	116	30.9
Foster Youth	16	15	2	13.3
Homeless	64	63	27	42.9
Socioeconomically Disadvantaged	1944	1900	567	29.8
Students Receiving Migrant Education Services	57	56	15	26.8
Students with Disabilities	196	195	71	36.4

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.10	6.36	5.74	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.00	0.81	0.52	0.00	0.25	0.31	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.74	0.52
Female	3.94	0.29
Male	7.5	0.74
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.72	0.56
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.6	0
English Learners	8.83	0.78
Foster Youth	12.5	0
Homeless	15.63	1.56
Socioeconomically Disadvantaged	6.22	0.57
Students Receiving Migrant Education Services	1.75	0
Students with Disabilities	10.71	0.51

## 2023-24 School Safety Plan

The safety of all our students and staff is always our first priority. Our school is compliant with all laws and regulations set forth by our state/federal government. Our school adheres to all board policies and directives established by our governing board and district executive management. Our School Safety Plan is reviewed/updated annually and then approved by our school board. The initial plan was drafted using various stakeholder feedback and current best practices employed at our other comprehensive high schools. The School Safety plan is always reviewed to include new information and training necessary to ensure safety of students and staff. Safety goals are developed in conjunction with the School Site Council to reflect the needs of our school. The key elements of the School Site Safety Plan are those required by Ed Code- responding to fire drills, intruder drills, earthquakes, and last minute changes to any drill. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly and earthquake and intruder drills are held at least twice a year. All visitors to THS must sign in at the office and wear identification. Supervision is provided before and after school and during break & lunch. The front of the school is designated for student drop-off; the bus loading zone is located off Martin Street. A copy of the Comprehensive School Safety Plan can be obtained in the main office. The THS plan was reviewed by staff in August. The THS plan was reviewed and approved by the School Site Council annually in January 2023. The safety plan was approved by the MUSD Board of Trustees in March 2023. Additionally, THS is a closed campus during the school day. Our site has a total of 6 full-time safety officers and one full-time police officer. Students are supervised before school, after school, during Break and Lunch by certificated and classified staff members (including security and administration).

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	10	10	18
Mathematics	34	3		24
Science	34	2	2	23
Social Science	33	1	1	8

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	11	11	36
Mathematics	29	8	23	21
Science	34	3	4	30
Social Science	31	4	12	14

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	25	30	30
Mathematics	31	8	17	37
Science	33	3	10	32
Social Science	31	4	19	25

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	285.86



## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1.9

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9723.41	2611.69	7111.72	66356
District	N/A	N/A	3671.58	\$77,690
Percent Difference - School Site and District	N/A	N/A	63.8	-20.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	7.6	-28.4

## Fiscal Year 2022-23 Types of Services Funded

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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,813	\$55,550
<b>Mid-Range Teacher Salary</b>	\$76,198	\$84,645
<b>Highest Teacher Salary</b>	\$97,406	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$129,854	\$139,860
<b>Average Principal Salary (Middle)</b>	\$132,984	\$146,440
<b>Average Principal Salary (High)</b>	\$139,061	\$158,447
<b>Superintendent Salary</b>	\$225,000	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	25.65%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.57%	4.89%

## 2022-23 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
<b>Computer Science</b>	
<b>English</b>	
<b>Fine and Performing Arts</b>	
<b>Foreign Language</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Science</b>	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## Professional Development

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

## Professional Development

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

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

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