

Matilda Torres High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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:

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

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

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

Selflessness: 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: **THINK** critically and creatively to solve problems.

COLLABORATE with others to achieve more together.

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). Every additional year, we have added an additional grade level nearing nearly 2,000 students enrolled by August of 2022. In addition

2022-23 School Overview

to serving our students and families, THS also provides integrated services to students and families of its eight feeder schools. In total, more than 5,400 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 the THS Parent Resource Center (PRC).

Additionally, 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 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 intends to deliver 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, Marketing Sales & Service, 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 50 teachers, 25 classified support staff members, 5 counselors, an activities director, an athletic director, 1.5 school psychologist, 2 vice principals and a principal. We have returned attending classes in person full time and 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 as outlined by shared district criteria.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	566
Grade 10	566
Grade 11	378
Total Enrollment	1,510

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.3
Asian	0.4
Black or African American	0.7
Filipino	0.1
Hispanic or Latino	92.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.4
White	5.2
English Learners	18.1
Foster Youth	0.5
Homeless	2.6
Migrant	2.3
Socioeconomically Disadvantaged	91.7
Students with Disabilities	10.6

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

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

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

2020-21 Teacher Preparation and Placement

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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

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

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

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

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Year and month in which the data were collected

July 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English I & Enhanced English I (9th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>English II & Honors English II (10th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>English III & Honors English III (11th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>AP Language (11th): Language of Composition: Reading, Writing, Rhetoric Adopted July 17, 2007 Bedford/St. Martin's, 2008</p> <p>The Bedford Reader Adopted March 28, 2000 Bedford/St. Martin's, 11th Edition, 2012</p> <p>Expository Reading & Writing Course (ERWC) (12th): Expository Reading & Writing Course, Third Edition Adopted May 26, 2009 California State University Online Press, 2019</p> <p>AP Literature (12th): Perrine's Literature: Structure & Sense Adopted March 28, 2000 Harcourt Brace, 10th Ed., 2009</p> <p>English 1A Dual Enrollment (12th) The Blair Reader: Exploring Issues and Ideas Pearson, 9th Edition, 2016</p>	Yes	0.0%

<p>Mathematics</p>	<p>Integrated Math I & Enhanced Integrated Math I (9th): Springboard Mathematics – Integrated Mathematics I Adopted April 29, 2014 The College Board, 2014</p> <p>Integrated Math II & Enhanced Integrated Math II (10th): Springboard Mathematics – Integrated Mathematics II Adopted April 29, 2014 The College Board, 2014</p> <p>Integrated Math III & Honors Integrated Math III (11th): Springboard Mathematics – Integrated Mathematics III Adopted April 29, 2014 The College Board, 2014</p> <p>Mathematical Reasoning With Connections (MRWC) (12th): Mathematical Reasoning with Connections, 1st Edition Adopted March 26, 2019 California State University Online Press, 2019</p> <p>AP Calculus AB/BC (12th): Calculus of a Single Variable/Calculus with Analytical Geometry, 9th Ed. Adopted June 29, 2010 Brooks/Cole Cengage Learning, 2010</p> <p>Statistics & Probability (12th): Understanding Statistics, 8th Edition Adopted May 14, 2006 Houghton Mifflin Harcourt, 2006</p> <p>AP Statistics (12th): The Practice of Statistics, 5th Edition Adopted June 26, 2014 Bedford, Freeman & Worth, 2014</p>	<p>Yes</p>	<p>0.0%</p>
<p>Science</p>	<p>The Living Earth/AG Biology (9th): Biology Adopted August 14, 2007 McDougal Littell, 2008 Online supplemental: Biozone: The Living Earth, 2nd Edition, 2020</p> <p>Chemistry in the Earth Systems/Honors Chemistry in the Earth Systems/Agriculture Chemistry (10th): Chemistry Adopted April 12, 2005 Prentice Hall, 2005 Online supplemental: Biozone: Chemistry in the Earth Systems, 2019</p> <p>Physics of the Universe (11th): Honors Physics, 6th Edition Adopted May 14, 2006 Pearson Prentice Hall 2005 Online supplemental: Biozone: Physics of the Universe, 2019</p> <p>AP Biology (11-12th): Principles of Life, 2nd Edition Adopted May 26, 2015 WH Freeman & Company, 2014</p> <p>AP Chemistry (11-12th): Chemistry: The Central Science, 14th Edition Adopted June 23, 2020 SAVVAS (Pearson), 2018</p>	<p>Yes</p>	<p>0.0%</p>

	<p>AP Environmental Science (11-12th): Environmental Science for AP, 2nd Ed. Adopted May 26, 2015 WH Freeman & Company, 2015</p>		
History-Social Science	<p>World History (10th): California World History: The Modern World Adopted May 8, 2018 Pearson, 2019</p> <p>World History Dual Enrollment (10th): World in the Making: A Global History, Volume One: To 1500 Oxford University Press, 2018</p> <p>AP European History (10th): A History of European Society Since 1300 Adopted June 11, 2013 Bedford/St. Martins, 2011</p> <p>US History (11th): California United States History: The Twentieth Century Adopted May 8, 2018 Pearson, 2019</p> <p>US History Dual Enrollment (11th): American History: Connecting with the Past, Vol. 1 McGraw Hill, 2014</p> <p>Civics (American Government) (12th): California Magruder's American Government Adopted May 8, 2018 Pearson, 2019</p> <p>Economics (12th): California Economics: Principles in Action Adopted May 8, 2018 Pearson, 2019</p> <p>AP Human Geography (9-12th): The Cultural Landscape: An Introduction to Human Geography, 13th Ed. Adopted June 23, 2020 Savvas (Pearson), 2020</p>		
Foreign Language	<p>Spanish I-III: ¡Avancemos! Adopted May 14, 2013 Holt McDougal, 2013</p> <p>Spanish for Heritage Speakers I-II: Nuevas Vistas Adopted May 14, 2013 Holt, Rinehart, & Winston, 2006</p> <p>AP Spanish Language: Abriendo paso: Temas y lecturas & Gramática Adopted May 14, 2013 Pearson, 2014</p> <p>AP Spanish Literature: Abriendo puertas: Ampliando perspectivas Adopted May 26, 2015</p>		

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

School Facility Conditions and Planned Improvements

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 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

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	46	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	16	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	349	99.15	0.85	45.56
Female	173	172	99.42	0.58	49.42
Male	178	176	98.88	1.12	41.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	319	316	99.06	0.94	45.89
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	40.74
English Learners	46	46	100.00	0.00	4.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	321	318	99.07	0.93	44.34
Students Receiving Migrant Education Services	12	12	100.00	0.00	58.33
Students with Disabilities	37	37	100.00	0.00	8.11

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	347	98.58	1.42	11.82
Female	173	170	98.27	1.73	8.24
Male	178	176	98.88	1.12	14.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	319	314	98.43	1.57	11.15
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	22.22
English Learners	46	45	97.83	2.17	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	321	316	98.44	1.56	11.39
Students Receiving Migrant Education Services	12	12	100.00	0.00	25.00
Students with Disabilities	37	36	97.30	2.70	0.00

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	22.32	NT	15.25	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	348	346	99.43	0.57	22.32
Female	173	172	99.42	0.58	18.13
Male	174	173	99.43	0.57	26.01
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	316	314	99.37	0.63	21.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100	0	38.46
English Learners	45	45	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	317	315	99.37	0.63	21.02
Students Receiving Migrant Education Services	12	12	100	0	33.33
Students with Disabilities	32	32	100	0	0

2021-22 Career Technical Education Programs

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

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1071
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.27
2020-21 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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	48	49	49	49	48

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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.

Given this is only our second year open also following the pandemic, many of the activities offered that connect THS to the larger community have been offered through our Department of Community Services and Parent Resource Center (PRC). The PRC has offered a series of classes, and/or workshops on a quarterly basis throughout this year that has helped to connect our parents to the latest in parent leadership opportunities and best practices of the learning and teaching process. 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
- Family Health/Wellness Workshops
- Mental Health Fairs

2022-23 Opportunities for Parental Involvement

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 some meetings were held virtually, all sessions were open to the public to participate and attend.

C. Engagement

State Priority: Pupil Engagement

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

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

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

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

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

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.0
Female	0	0	0.0
Male	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	0	0	0.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1605	1568	653	41.6
Female	791	775	335	43.2
Male	812	791	317	40.1
American Indian or Alaska Native	4	4	2	50.0
Asian	7	7	0	0.0
Black or African American	14	14	8	57.1
Filipino	2	2	1	50.0
Hispanic or Latino	1480	1445	593	41.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	8	8	4	50.0
White	85	83	43	51.8
English Learners	317	311	137	44.1
Foster Youth	13	13	5	38.5
Homeless	51	48	22	45.8
Socioeconomically Disadvantaged	1472	1439	606	42.1
Students Receiving Migrant Education Services	42	42	16	38.1
Students with Disabilities	173	168	88	52.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.10	6.36	0.18	3.95	0.20	3.17
Expulsions	0.00	0.81	0.00	0.25	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.36	0.81
Female	5.56	0.25
Male	7.14	1.35
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.14	7.14
Filipino	0.00	0.00
Hispanic or Latino	6.42	0.68
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.06	2.35
English Learners	11.04	0.63
Foster Youth	7.69	0.00
Homeless	7.84	0.00
Socioeconomically Disadvantaged	6.79	0.82
Students Receiving Migrant Education Services	7.14	2.38
Students with Disabilities	12.14	1.16

2022-23 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 was review and updated in January of 2022 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. Our Safety Plan includes the schools' disaster preparedness plan and information regarding gang affiliation. Fire, earthquake and lockdown drills are held annually to ensure that all stakeholders are familiar with emergency response protocols. Additionally, THS is a closed campus during the school day. Our site has a total of 3 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).

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

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

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	377.5

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,930	8,915,918	9,587	1,249,186
District	N/A	N/A	1,343	\$81,282
Percent Difference - School Site and District	N/A	N/A	150.9	175.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	37.0	173.6

2021-22 Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2020-21 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2019 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2020-2021 fiscal year.

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

District Revenue Sources (Fiscal Year 2020-21)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,924	\$54,370
Mid-Range Teacher Salary	\$77,970	\$82,681
Highest Teacher Salary	\$99,526	\$106,610
Average Principal Salary (Elementary)	\$129,671	\$135,283
Average Principal Salary (Middle)	\$131,455	\$141,244
Average Principal Salary (High)	\$136,081	\$152,955
Superintendent Salary	\$225,000	\$264,367
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

Our district has made a concentrated effort to prioritize the professional development of its faculty. The allocation of general and categorical funds have consistently been set aside to allow school sites to determine how to best meet the needs of their stakeholders. THS has provided resources so that our faculty can attend conferences, attain additional units, clear credentialing requirements, and even allow for CTE teachers to attain extra hours of externship in their specified fields. Externship is required for all CTE teachers annually and must be in the sector they teach. We provide substitute coverage or extra time compensation for up to 20 hours per year for every CTE instructor. Additionally, the district has set aside stipends for teachers obtaining a Master's Degree and a salary ladder for post graduate educational units obtained after a Bachelor's degree. Additionally, instructors who teach our Dual Enrollment courses also receive additional stipends for providing these educational opportunities to our students.

The administrative team at THS, embraces Dylan Williams assertion that, "All teachers [employees] can and need to improve, not because they are not good enough, but because they can be even better." Professional development (PD) needs at THS are differentiated, but some PD opportunities are necessary for all of us because we need to build a collective understanding as a new site developing systems, policies, and procedures. Consequently, THS has identified professional development (PD) needs using both staff and student feedback. Additionally, a variety of PD has also been provided at the start of this school year by our District Academic Coaches. Certificated and classified staff were offered opportunities to select different sessions over a week-long period during our staff institute days to help employees prepare for our opening school year. These PD opportunities were provided as a way to support faculty as we began our school year in a distance learning environment. Additionally, THS collectively attended PD provided by outside consultants that have guided the development of our PBIS Framework. Various additional PD opportunities have been provided through experts on staff in areas of high need (e.g. NWEA, ELLevation, Academic Talk, etc.) and through individual choice via virtual conferences. We know that professional development is about theory and application; as such, we look to align our resources to allow for PD that is differentiated and also targeted. At the end of our 1st semester, the topic of grading was one that increased anxiety and stress for all stakeholders as failure rates were exacerbated by the pandemic and attendance challenges. As a result, the staff explored different texts to identify best practices around this pressing area of concern. Consequently, during this second semester all staff members are participating in a book study on this topic (Equity in Grading: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms).

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

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