



# Millview Elementary School

1609 CLINTON ST. • Madera, CA. 93738 • 5596748509 • Grades K-6

Erik Lowry, Principal  
eriklowry@maderausd.org  
madera.k12.ca.us/millview

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Madera Unified School District

1902 Howard Rd.  
Madera, CA 93637-5123  
559.675.4500  
www.madera.k12.ca.us

#### District Governing Board

Ruben Mendoza **Board President**  
**Area 3**  
rubenmendoza@maderausd.org

Brent Fernandes **Board Clerk**  
**Area 7**  
brentfernandes@maderausd.org

Ray G. Seibert **Area 1**  
rayseibert@maderausd.org

Ed McIntyre **Area 2**  
edmcintyre@maderausd.org

Joetta Fleak **Area 4**  
joettafleak@maderausd.org

Lucy Salazar **Area 5**  
lucysalazar@maderausd.org

J. Gordon Kennedy **Area 6**  
jameskennedy@maderausd.org

#### District Administration

Todd Lile **Superintendent**

Sandon M. Schwartz **Deputy  
Superintendent**

Sheryl Sisil **Assistant Superintendent of  
Educational Services**

Linda Monreal **Area Assistant  
Superintendent Blue Pyramid**

Jesse Carrasco **Area Assistant  
Superintendent Purple Pyramid**

Oracio Rodriguez **Area Assistant  
Superintendent Red Pyramid**

Arelis Garcia **Chief Financial Officer**

Babtunde Ilori **Executive Director of  
Accountability and Communications**

Dr. Rebecca Malmo **Executive Director  
of Student and Family Support Services**

### Principal's Message

Millview Elementary School is focused on providing students with the best learning opportunities possible in an environment of cultural sensitivity that nurtures individual growth. The Millview staff believes that all students deserve to be challenged and motivated to reach their maximum potential. Reading is a primary focus at Millview, and every classroom teacher dedicates substantial time specifically set aside for differentiated small group literacy development, as well as language arts and math intervention. Teachers meet in Professional Learning Communities to discuss current student data and use best practices to create responsive common lesson plans and interventions that address the common core standards. We also continue to address the needs of our English learners through focused instruction during the English Language Development (ELD) instructional period. Throughout the day our classroom teachers use the English Learner Principles to provide greater access to all areas of the curriculum and foster language acquisition skills at the highest levels.

Our school is known for its longstanding, comprehensive Response to Intervention program. Our COST (Coordination of Services Team) and SST (Student Success Team) meet every Wednesday, and are comprised of administrators, the intervention/RtI teacher, classroom teacher, and other support staff. Parents are also included in the SST process. Our tier 3 students receive services in our intervention lab and/or in their classes, and classroom teachers provide targeted instruction to our tier 2 students in English Language Arts and Math four days a week. In addition, all teachers meet quarterly with administrators to review student performance data with a particular focus on our RtI and EL students, as well as robust, responsive first instruction for all. Millview students in grades 2 through 6 are monitored for growth on a quarterly basis with comprehensive computer-based assessments in reading and math.

### Mission Statement

#### **MILLVIEW MISSION STATEMENT**

Millview School will ensure high levels of learning for all.

#### **MILLVIEW VISION STATEMENT**

Millview strives to provide a quality education in a safe, orderly environment. We are committed to creating a learning community where excellence is achieved, and students reach their highest potential.

### School Profile (School Year 2019-20)

Millview Elementary is one of 26 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During the 2018-19 school year, 718 TK-6th grade students were enrolled at the school, with classes arranged on a traditional calendar.

Millview's student population is 97% Hispanic, and 56% of students are limited English learners. However, the high majority of Millview students enter Kindergarten as language learners, and most are reclassified as fluent English proficient (RFEP) during their years here. Only 8-10% of students at Millview enroll as English Only speakers. Millview teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day. Students are grouped by their language acquisition levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, vocabulary, listening, reading, and writing. Millview provides informal assessments for our English Language Learners. Teachers evaluate the results of these tests help teachers determine what skills need to be taught or reviewed.

In addition to quality instruction, we provide students and parents with access to activities and programs, as well as student-friendly web-based software, to assist and challenge them in the areas of reading, language arts, math, science, social studies, technology, and the arts. These types of hands-on activities allow our students to practice higher order thinking skills while participating in a true "learning-by-doing" environment.

Millview is fully vested in the Center-Based Model of educating our students with special needs. These students are in the general education classroom the majority of the time, and are provided support from a special education staff member during a portion of their day. Special education students are also pulled out of the general education environment for more intense instruction and support based on the needs identified in each student's Individualized Education Plan (IEP). Millview has one full time special day class teacher serving students in 1st - 3rd grades, one resource specialist teacher, and four paraprofessional aides on staff to support our students.

Leadership opportunities are offered to Millview students in grades 3rd - 6th. Students participate as "Eagle Leaders," assisting with school activities, recycling projects, library and technology support, reading buddies, and as school ambassadors. Our student leaders also provide input and valuable feedback regarding school programs, activities and initiatives.

### About the SARC

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, 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 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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 127                |
| Grade 1          | 84                 |
| Grade 2          | 114                |
| Grade 3          | 98                 |
| Grade 4          | 89                 |
| Grade 5          | 110                |
| Grade 6          | 92                 |
| Total Enrollment | 714                |

## 2018-19 Student Enrollment by Group

| Group                            | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 3.8                         |
| American Indian or Alaska Native | 0.4                         |
| Asian                            | 0.3                         |
| Hispanic or Latino               | 93.1                        |
| White                            | 2.4                         |
| Socioeconomically Disadvantaged  | 98                          |
| English Learners                 | 49.2                        |
| Students with Disabilities       | 6.6                         |
| Foster Youth                     | 0.4                         |
| Homeless                         | 4.9                         |

## 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

| Teacher Credentials for Millview Elementary School | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential                               | 27    | 29    | 29    |
| Without Full Credential                            | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence        | 0     | 0     | 0     |

| Teacher Credentials for Madera Unified School District | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential                                   | ♦     | ♦     | 859   |
| Without Full Credential                                | ♦     | ♦     | 74    |
| Teaching Outside Subject Area of Competence            | ♦     | ♦     | 15    |

### Teacher Misassignments and Vacant Teacher Positions at Millview Elementary School

| Indicator                     | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 0     | 0     |
| Vacant Teacher Positions      | 0     | 0     | 0     |

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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.

### Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------|---|
| Reading/Language Arts  | K-1 English Language Arts Benchmark Education Company Benchmark Advance: Step Up to Literacy 2016<br>2nd-6th English Language Arts McGraw-Hill California Wonders 2016<br>K-1 English Language Development Benchmark Education Company Benchmark Advance: Step Up to Literacy 2016<br>2nd-6th English Language Development McGraw-Hill California Wonders 2016<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0.0%  |
| Mathematics            | 6th Mathematics Big Ideas Learning Big Ideas Math 2014<br>K-1 Mathematics Houghton Mifflin/Harcourt California Math in Focus: Singapore Math 2014<br>2nd-5th Mathematics McGraw-Hill My Math 2014<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0.0%   |
| Science                | 6th Science Holt, Rinehart, & Winston Holt California Earth Science 2007<br>K Science Houghton Mifflin Houghton Mifflin California Science 2007<br>1st-5th Science MacMillan/ McGraw Hill Macmillan/McGraw-Hill California Science 2007<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0.0%   |
| History-Social Science | 1st-3rd History/Social Science Pearson California History-Social Science: myWorld Interactive 2018<br>6th History/Social Science Pearson California History-Social Science: myWorld Interactive, Ancient Civilizations 2018<br>4th-5th History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series 2018<br>K History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series 2018<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0.0% |

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Millview was built in 1956 and renovated in 2013. The school is in good condition, receiving positive ratings on the Williams Settlement legislation monitoring each of the past five years. The school looks clean and inviting. The school was repainted in the summer of 2015, including fresh trim and logo, and new carpeting was installed in all classrooms. Also during this time the cafeteria kitchen was remodeled, and the office flooring and furniture was replaced. In November 2015 the cafeteria floor was replaced. Millview has a well stocked and inviting library maintained by a part-time librarian. There is one computer lab on campus, capable of servicing up to 35 students simultaneously, as well as computer carts containing chromebooks to be utilized by all students in grades 2 through 6. The first grade classes at Millview are provided with 15 iPads that they are using for learning.

A large V-shaped lawn in the recess area allows the school to use up to three soccer fields concurrently. Millview has 49 individual classrooms, six of which are utilized by the Madera County Office of Education. The majority of classrooms are modular, but have been permanently installed. Five classrooms lack a concrete foundation and ramp, making these rooms more readily portable. Millview's full parcel of land is seated on 10.9 acres, with 51,190 square feet of constructed space. Millview allows visitors to enter only through the central office to sign in and acquire a visitor's badge. In addition to monitored alarm systems for use during unoccupied hours, the perimeter gates are locked at all times, except for the beginning and end of the school

day. Our After School Program currently serves 140 students and provides a safe environment for students to finish homework, get additional exercise, and participate in enrichment activities until their parents are available. Many students ride a district-provided evening bus home from the after school program. Millview added a new building with three restrooms (including one reserved for handicapped).

#### Cleaning Process

There are three full-time custodians who maintain the school between the hours of 6 A.M. and 11 P.M. The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

#### Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority is given to emergency repairs.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2016.

#### Deferred Maintenance Budget

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

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: July 2019**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                      | Good          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          |   |
| <b>Electrical:</b><br>Electrical   | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          |   |
| <b>Overall Rating</b>  | <b>Good</b>   |   |

## 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, which 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); and
- 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 34           | 39           | 33             | 35             | 50          | 50          |
| Math    | 30           | 32           | 23             | 22             | 38          | 39          |

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A          | N/A          | N/A            | N/A            | N/A         | N/A         |

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | 22.5   | 29.4   | 29.4   |

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 377              | 374           | 99.20          | 39.04                   |
| Male  | 193              | 192           | 99.48          | 34.38                   |
| Female  | 184              | 182           | 98.91          | 43.96                   |
| Black or African American                     | 14               | 14            | 100.00         | 28.57                   |
| Asian   | --               | --            | --             | --                      |
| Hispanic or Latino                            | 356              | 353           | 99.16          | 38.81                   |
| White   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 368              | 365           | 99.18          | 38.63                   |
| English Learners                              | 250              | 247           | 98.80          | 39.27                   |
| Students with Disabilities                    | 19               | 19            | 100.00         | 5.26                    |
| Students Receiving Migrant Education Services | 28               | 26            | 92.86          | 46.15                   |
| Foster Youth                                  | --               | --            | --             | --                      |
| Homeless                                      | 23               | 23            | 100.00         | 0.00                    |

Note: 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.

Note: 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.

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 376              | 373           | 99.20          | 31.64                   |
| Male  | 194              | 192           | 98.97          | 33.85                   |
| Female  | 182              | 181           | 99.45          | 29.28                   |
| Black or African American                     | 14               | 14            | 100.00         | 21.43                   |
| Asian   | --               | --            | --             | --                      |
| Hispanic or Latino                            | 355              | 352           | 99.15          | 31.25                   |
| White   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 367              | 364           | 99.18          | 31.04                   |
| English Learners                              | 251              | 248           | 98.80          | 31.85                   |
| Students with Disabilities                    | 19               | 19            | 100.00         | 5.26                    |
| Students Receiving Migrant Education Services | 28               | 25            | 89.29          | 36.00                   |
| Foster Youth                                  | --               | --            | --             | --                      |
| Homeless                                      | 23               | 23            | 100.00         | 0.00                    |

Note: 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.

Note: 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.

Note: 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.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Millview has an active body of parents who support the educational process and other school functions. We believe that there is ample opportunity for parents to be involved in school functions, and we provide a variety of forums for parents to participate and add their voice. Opportunities include: Second Cup of Coffee meetings held the first Friday of each month, currently receiving a series of health-oriented workshops through Madera County Public Health Department; District Parent Advisory Committee; weekly Parent Resource Center sessions on ELD and/or Computer Skills classes; School Site Council (SSC); English Language Advisory Committee (ELAC); Family Literacy/Health and Wellness Night; and Family Math Night. The Millview Booster Club is actively supporting students and teachers through various fundraising activities to provide additional academic performance and behavioral incentives and rewards, as well as educational field trips for students. Millview also provides parents the opportunity to participate with their student(s) in academic goal setting during our spring parent /student SAC goal setting nights. New to Millview during the 2019/2020 school year is our ELPAC parent informational meeting.

The Back to School Night at the beginning of the year and Open House in the spring are events that invite families to visit classrooms and preview or review the work being done by their child. Millview's parents come to school to discuss student progress with the classroom teachers during structured Parent Conference times four times a year. Spanish translation is provided at all events. The school has a strong base of parent volunteers who help out in the classrooms and at various school functions. The school also benefits from several community partnerships including Yosemite Christian Center, Rancho San Miguel, Rotary Club, Madera Police Department, Chowchilla Corrections, and the VFW Post 1981.

### 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.

### School Safety Plan

Safety of students and staff is of utmost importance at Millview Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The goal of our Safe School Plan is to provide all students with educational and personal opportunities in a positive and nurturing environment, which enables them to achieve current and future goals. The School Safety Plan was revised in February 2019 and reflected the needs of the school as determined by the site safety committee. Staff received targeted

professional development on the components of the new school safety plan.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held at least once a year.

Millview Elementary School students are well supervised. The Millview daily schedule has been developed in such a manner that only one grade level will occupy a designated playground area at any given time throughout the school day, which greatly enhances student supervision and safety. Multiple teachers and/or yard duty aides are assigned to each playground supervision zone before school, during morning and lunch recesses, and for student dismissal. Site administrators and support staff supervise student drop-off and pick-up areas, bus zones, breakfast and

lunch times in the cafeteria, and the playgrounds during morning and lunch recess. The Millview teachers, in conjunction with the Leadership/ PBIS Committee, regularly review the rules for safe, responsible behavior in school and on the playground. Transitions of students outside of classrooms are highly structured and are supervised by administration, teachers or yard duty aides. Visitors must enter through the main door

- Student Goal Setting
- Cycle of Inquiry for performance tasks, and common formative assessments
- English learner principles and Accelerated ELD Achievement strategies
- Utilizing STAR Reading and Math assessment data
- ELPAC assessment preparation, administration and scoring review
- Guided Reading & Balanced Literacy components and strategies
- Response to Intervention – academic and behavior
- Data review to create instructional adjustments
- Best practices for effective first instruction
- Positive Behavior Intervention and Supports program (PBIS)
- Number talks and math journals
- Student health & welfare



| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 1.5     | 1.9     | 4.9     |
| Expulsions Rate                           | 0.0     | 0.0     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 7.5     | 6.6     | 6.5     |
| Expulsions Rate                             | 0.2     | 0.4     | 0.3     |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate                         | 3.6     | 3.5     | 3.5     |
| Expulsions Rate                          | 0.1     | 0.1     | 0.1     |

## D. Other SARC Information

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 714.0 |

\* 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.

### Student Support Services Staff (School Year 2018-19)

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.0                                  |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  | .4                                   |
| Social Worker                                       |                                      |
| Nurse   | .5                                   |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  |                                      |
| Other   |                                      |

\* 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.

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K           | 21                         | 3                               | 4                                |                                | 17                         | 6                               |                                  |                                | 25                         |                                 | 5                                |                                |
| 1           | 26                         |                                 | 5                                |                                | 23                         |                                 | 5                                |                                | 21                         |                                 | 4                                |                                |
| 2           | 21                         | 1                               | 4                                |                                | 24                         |                                 | 4                                |                                | 22                         |                                 | 5                                |                                |
| 3           | 25                         |                                 | 5                                |                                | 23                         | 1                               | 3                                |                                | 20                         | 1                               | 4                                |                                |
| 4           | 36                         |                                 |                                  | 3                              | 34                         |                                 |                                  | 3                              | 27                         | 1                               | 3                                |                                |
| 5           | 34                         |                                 |                                  | 4                              | 31                         |                                 | 3                                |                                | 36                         |                                 |                                  | 3                              |
| 6           | 33                         |                                 | 1                                | 2                              | 32                         |                                 | 1                                | 3                              | 87                         |                                 | 3                                | 2                              |
| Other**     | 12                         | 1                               |                                  |                                |                            |                                 |                                  |                                |                            |                                 |                                  |                                |

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

## Professional Development provided for Teachers

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6       | 3       | 3       |

All Millview teachers receive professional development on most early-out Tuesdays, as well as participate in quarterly planning days in reading, writing and mathematics. Professional development topics identified for the 2017-18 school year include:

- Common core standards implementation
- Development of common core thematic instruction units
- Thinking Maps and Write From the Beginning
- Path to Proficiency
- Developing Growth Mindsets
- Student Goal Setting
- Cycle of Inquiry for performance tasks, and common formative assessments
- English learner principles and Accelerated ELD Achievement strategies
- Utilizing STAR Reading and Math assessment data
- ELPAC assessment preparation, administration and scoring review
- Guided Reading & Balanced Literacy components and strategies
- Response to Intervention – academic and behavior
- Data review to create instructional adjustments
- Best practices for effective first instruction
- Positive Behavior Intervention and Supports program (PBIS)
- Number talks and math journals
- Student health & welfare

### FY 2017-18 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$45,794        | \$51,374                                     |
| Mid-Range Teacher Salary      | \$72,980        | \$80,151                                     |
| Highest Teacher Salary        | \$93,558        | \$100,143                                    |
| Average Principal Salary (ES) | \$121,113       | \$126,896                                    |
| Average Principal Salary (MS) | \$123,871       | \$133,668                                    |
| Average Principal Salary (HS) | \$128,170       | \$143,746                                    |
| Superintendent Salary         | \$215,000       | \$245,810                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 30%             | 35%  |
| Administrative Salaries    | 5%              | 5%   |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 2017-18 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 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 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>.

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total   | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$1,158 | \$751      | \$407        | \$77,348               |
| District    | N/A     | N/A        | \$5,345      | \$74,582.00            |
| State       | N/A     | N/A        | \$7,506.64   | \$82,031.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -171.7       | 3.6                    |
| School Site/ State   | -179.4       | -5.9                   |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

#### District Revenue Sources (Fiscal Year 2017-18)

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

#### **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).

#### **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.