



Howard School

13878 Road 21 1/2 • Madera, CA 93637 • (559) 674-8568 • Grades K-8

Jeff Dailey, Principal

jeffreydailey@maderausd.org

<https://www.madera.k12.ca.us/howard>

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

It is the mission of Howard School that we will be a community of lifelong learners who will: Be prepared, Act responsibly, and show Respect and Kindness. Howard Bulldogs are committed to learn and grow through B.A.R.K. expectations each day.

It is our vision that through teamwork, the Howard School community will create a safe, positive, student centered environment where all students will be given an opportunity to build talent, skill, academic proficiency, and character through our B.A.R.K., empowering students to be productive global citizens.

Through our daily B.A.R.K. we emphasize and practice these behaviors daily to increase a positive climate on our campus. A positive climate where students are "caught being good" with "pawsitive praise" will instill a desire to come to school and participate to their fullest potential. Howard school is in their third year of PBIS (Positive Behavior Intervention Supports) a research-based framework to design a school behavior and academic structure to ensure safety and success for all and has been recognized as a California State Silver PBIS award level school.

Howard School is a K-8th grade traditional school belonging to the Madera Unified School District. Howard has twice been a California Distinguished School, and once a Distinguished Title I Achieving School. Moving forward, Staff and Administration at Howard are excited about continuing the work of high achievement as we continue in the SBAC testing system by using and mastering the new math and ELA curriculum and lessons designed to encourage collaborative thinking. As the instructors we want to analyze our teaching through the achievement of our students. We need to respond appropriately to the data presented and respond, reteach, and accelerate as needed.

Howard is located approximately eight miles northwest of the city of Madera and houses approximately 600 students, including students enrolled in the Madera County Office of Education's Deaf and Hard of Hearing and Emotionally Disturbed programs. Providing a safe, clean, and "Children First" friendly environment is important to the Howard School community of teachers, classroom assistants, custodial staff, administration, and parents. We encourage students to have pride in their school, achieve their learning goals, be driven by their aspirations, and contribute to the community.

The certified staff has a Principal, a full-time Vice Principal, one Curriculum and Instruction Teacher-Coach, 20 classroom teachers, two Special Education teacher, one full-time and one part-time Special Education Para Professional Aides, one full time music and a part-time strings Teacher, and one part-time Librarian. As well, Howard School, through Title I funding has hired a part time intervention teacher and has contracted with the Madera Arts Council to provide a part time Visual Art Teacher.

Support services are provided through the District's Central Office. There is a Nurse at school two days a week, a health clerk 3 days a week, a Speech Teacher, a Psychologist two days a week, as well as a Counselor two days per week. The music program at Howard consists of instruction in grades K-8th including general music, recorder, band, strings, and choir instruction.

The classified staff consists of one full-time Special Education aide and one part time, one secretary, three noon aides, and one administrative assistant.

Extra effort is put into helping our English learners with the implementation of the District's English Language Development (ELD) program. Please come and visit our school. We always welcome parent volunteers to help in the classroom and join our Howard Parent Teacher Club! B.A.R.K. daily. Be Prepared, Act Responsibly, Respect self, others, and things and be Kind as kindness is the key! Go Bulldogs!

Mission Statement

Mission Statement

Howard School is a community of lifelong learners who will; Be prepared, Act responsibly, and show Respect and Kindness. Howard Bulldogs are committed to learn and grow through B.A.R.K. each day.

Vision Statement

Through teamwork, the Howard School community will create a safe, positive, student-centered environment where all students will be given an opportunity to build talent, skill, academic proficiency, and character through our B.A.R.K., empowering students to be productive, global citizens.

School Profile (School Year 2019-20)

Howard School is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During 2019-20, 477 TK-8th grade students were enrolled at the school, with classes following a traditional calendar. Howard School also hosts approximately 40 students enrolled in the Madera County Office of Education's Deaf and Hard of Hearing and Emotional Disturbed Programs.

At Howard School, we strive to offer enrichment opportunities for our advanced students. Currently, we offer courses in Enhanced Math for qualified 7th-grade and 8th-grade students. Students in grades 6th-8th are given the opportunity to learn yearbook and pentathlon skills as well as robotic skills during Jr. High electives. In 2015-2016 Spanish I was added for students to obtain High School credit. Math remediation and acceleration are available electives as well.

Students are also given the opportunity to participate in a Visual Arts based enrichment class where instruction is complemented with weekly support from our trained artists in residence who are affiliated with the Madera Arts Council. Once each week, the artists work with students in grades 1st-6th. In grades K-8 Music instruction is provided through a vertically articulated progression of classroom music, 4th-grade recorder instruction and 4th-8th grade Band, Strings, and Choral instruction.

Howard's special education program is fully vested in the Center-Based Model of educating our special education students. These students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their time. They are also pulled out of the general education environment for more intense work as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan (IEP). Howard has two full-time special education teachers and one full time and one part-time special education aides to support our students.

English Learner Program: All of Howard's 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 levels so that instruction can be targeted to their specific areas of need. The emphasis is on oral language, listening, reading, writing, and thinking.

Howard School is a PBIS, Silver Award Level school in our 3rd year of training and implementation under Madera County. Our school-wide expectations are that every student will BARK: Be Prepared, Act Responsibly, Respect self, others and things and Kindness is the key. We teach and reteach these expectations daily. We believe that practice makes permanent and it is these character traits our students will leave Howard knowing and understanding and carrying with them out into the community of Madera and beyond.

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	52
Grade 1	36
Grade 2	54
Grade 3	47
Grade 4	46
Grade 5	66
Grade 6	59
Grade 7	58
Grade 8	87
Total Enrollment	505

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.6
Hispanic or Latino	83.4
White	13.3
Two or More Races	2
Socioeconomically Disadvantaged	76.8
English Learners	16.8
Students with Disabilities	7.3
Foster Youth	0.2
Homeless	2.6

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

Teacher Credentials for Howard School	17-18	18-19	19-20
With Full Credential	23	21	21
Without Full Credential	2	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Madera Unified School	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 Howard 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.

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.

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 Benchmark Advance: Step Up Company to Literacy 2nd-6th English Language Arts McGraw-Hill California Wonders 7th-8th English Language Arts McGraw-Hill StudySync 7th-8th English Language Arts National Geographic / Inside Language, Literacy and Hampton Brown Content K-1 English Language Development Benchmark Education Benchmark Advance: Step Up Company to Literacy 2nd-6th English Language Development McGraw-Hill California Wonders 7th-8th English Language Development McGraw-Hill StudySync 7th-8th English Language Development National Geographic / Inside Language, Literacy and Hampton Brown Content The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	6th Mathematics Big Ideas Learning Big Ideas Math 7th Mathematics Big Ideas Learning Big Ideas Math K-1 Mathematics Houghton Mifflin/Harcourt California Math in Focus: Singapore Math 2nd-5th Mathematics McGraw-Hill My Math 8th Mathematics McGraw-Hill California Math Courses 1-3 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	7th Science Holt, Rinehart & Winston Holt California Life Science 8th Science Holt, Rinehart, & Winston Holt California Physical Science 6th Science Holt, Rinehart, & Winston Holt California Earth Science K Science Houghton Mifflin Houghton Mifflin California Science 1st-5th Science MacMillan/ McGraw Hill Macmillan/McGraw-Hill California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	7th History/Social Science McGraw-Hill California History-Social 6th History/Social Science Pearson Science: myWorld Interactive, Ancient Civilizations 1st-3rd History/Social Science Pearson California History-Social Science: myWorld Interactive 4th-5th History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series K History/Social Science Teacher's Curriculum Institute Social Studies Alive! California Series 8th History/Social Science Teacher's Curriculum Institute Social Studies Alive! US History California Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	7th-8th Foreign Language Holt McDougal ¡Avancemos! The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Howard School was originally constructed in 1953 and is comprised of 25 classrooms, one multipurpose room/cafeteria, one library, one staff lounge, one computer lab, and one playground.

During the summer of 2017 Howard received a face lift including, carpet in all the classrooms, office and staff room. The original bathrooms were fully remodeled with new appliances, tile and paint. There was a new paint job on the exterior of the school and a new marquee was installed as well.

During 2018 the multi-purpose cafeteria/auditorium received a brand new paint job, projector, screen and speakers. The library also received a paint job, all new furniture as well as approximately \$30,000 worth of new books.

Playground space is adequate for the number of students we have, providing them with ample opportunity to be active during their recess times. There is adequate space for staff to work.

Cleaning Process

The principal works daily with the custodial staff of 2 full-time employees to ensure that the school is maintained to provide for a clean and safe school. They work a staggered shift schedule with one of them available on campus from 6:30 a.m. to 2:30 p.m. A three-person team from the district maintenance department services the larger maintenance needs about every six weeks. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

The school grounds are clean and safe thanks to the efforts of many people. Howard has its own custodial staff that takes care of daily cleaning and maintenance. Classrooms are cleaned daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget

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

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2019.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	35	38	33	35	50	50
Math	30	28	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	16.2	22.1	26.5
7	7.0	18.3	35.2

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	365	361	98.90	38.23
Male	203	201	99.01	31.34
Female	162	160	98.77	46.88
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	297	295	99.33	35.93
White	55	55	100.00	49.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	272	270	99.26	35.56
English Learners	81	79	97.53	17.72
Students with Disabilities	33	33	100.00	21.21
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	15	15	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	362	359	99.17	28.41
Male	201	200	99.50	30.50
Female	161	159	98.76	25.79
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	294	291	98.98	27.49
White	55	55	100.00	34.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	269	266	98.88	25.56
English Learners	78	78	100.00	16.67
Students with Disabilities	33	33	100.00	21.21
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	13	13	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)

Howard School offers many ways for parents to be involved with the school and help students achieve. Parents are welcome to join the School Site Council (SSC), which works with the Principal to make financial and program decisions for special-purpose funds. Parents of English Learners are encouraged to join our English Language Acquisition Committee (ELAC).

Parents organize volunteers through the Howard Parent Teacher Club (PTC) to help with special fund raising to support projects in the classroom, and field trip expenses. The Howard PTC purchases instructional materials, provides scholarships, and organizes special assemblies and carnivals. The group pays for educational field trips, and outdoor education (camp) with fundraisers they organize and manage.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (559) 674-8568.

To inquire about how to volunteer and get involved at Howard School, please contact Jeff Dailey, Howard School Principal, at (559) 674-8568.

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 a primary concern at Howard School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The School Site Safety plan was last reviewed and updated in March 2019 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.

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 twice a year and as needed. Students are supervised before and after school by certificated staff, classified staff, and site administration.

Certificated staff, classified staff, and site administration supervise students during lunch and break periods. Parent volunteers sometimes help with supervision.

There is a designated area for student drop off and pick up. Visitors enter and exit the school through one gate and they are required to sign in and out when they visit.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.3	2.7	4.2
Expulsions Rate	0.3	0.2	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*	1262.5

* 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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.4
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	22	1	2		18	3			26		2	
1	26		2		27		2		18	2		
2	21		2		23		2		28		2	
3	31		2		24		2		25		2	
4	28		2		31		2		25		2	
5	30		2		32		2		35			2
6	31		3	1	110		1	5	67		2	2
Other**												

*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

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. They are then provided opportunities to share their experiences and knowledge with district colleagues.

Tuesday early outs are dedicated to teacher collaboration, PLC time and staff training from 1:30 - 3:15. Per our strategic action plan, our focus this year is to grow in our math achievement using data as collected from our 15 Day Plan and shared out in meaningful PLC time. In addition, we are continuing to focus on a balanced literacy program by focusing on individual instruction during guided reading groups, close reading strategies and an increased use of thinking maps. An intentional ELD and intervention time for each grade level will remain our focus. We have been gathering meaningful data to understand our students and the instructional implications. Our district academic coaches have come out to train us in standard's progression and 15-day cycles. In addition, we have had training dealing with Trauma Informed Care, Write from the Beginning, Pathways to Proficiency, Guided Reading, and Close Reading Strategies.

The district has provided training for our 7th and 8th grade teachers to collaborate with the Junior High teachers from other schools in the district.

Finally, grades 2-8 are focusing on using the NWEA tool to monitor our growth in Math and ELA and again, determine the instructional implications to make adjustments and fill learning gaps as seen in the data. Grades K-2 are using data to target instruction and make adjustments to get progress percentages to 80% or higher.

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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$1,256	\$955	\$301	\$74,255
District	N/A	N/A	\$5,345	\$74,582.00
State	N/A	N/A	\$7,506.64	\$82,031.00

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.

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-178.7	
School Site/ State		

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

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>.

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.