



Thomas Jefferson Middle School

2013-2014 School Accountability Report Card

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SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- To view this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Thomas Jefferson Middle School prides itself in providing a well-rounded program from a strong academic program to a rewarding extracurricular and athletic program. The staff is focused on providing a challenging academic program that focuses on standards and preparing our students for the next level. The staff utilizes assessment data to target student needs. Elective courses include Technology classes (Computers), Gateway to Technology-Robotics, Art, AVID, Leadership, Spanish I, Band and Choir. The technology courses target computer literacy skills to prepare students for technology in the 21st century. Before school, lunchtime, and after school tutoring provides many students with help in completing assignments and meeting school GPA standards. The extracurricular program includes a strong music program, an after-school program, an excellent athletic program and many clubs and activities for students to get involved.

The music program includes band and choir programs that perform at various school and community functions. The after-school program provides students opportunities for tutoring and completion of homework as well as many enrichment activities to enhance their life experiences. The clubs available for students to get involved include California Junior Scholarship Federation (CJSF), Peer Helpers, Student Council, Robotics, Block J, AUT Club, Drama, and the History Club. Other activities include competitions in the Madera County Academic Pentathlon, the Odyssey of the Mind, and the Science Bowl. The Academic Pentathlon includes events such as the Speech Competition, the Essay Competition, the Literature Competition, the Math Tournament and the Super Quiz.

Our athletic program competes in the Central Valley Athletic League along with the other middle schools in Madera and several schools from within the Central Valley. This is a very competitive league that challenges our student athletes and helps them to focus on preparation for the next level. The school prides itself in the progress of our students on the playing field and in the classroom. Our student athletes are exceeding the academic standards set forth by the school and district.

Transition to middle school can be a challenge to incoming sixth grade students. The school is committed to making this transition a positive learning experience as students prepare for high school. There are several programs in place at our school to help with this transition. Every school year begins with an Induction Program where students are presented with school policies and procedures. They review school resources available to students including, behavior management/school climate, academic planners, organizational skills, study skills, intervention services, and counseling services. Other programs include an Advisory Period where students are advised throughout the year on various school-wide issues as well as organizational and study skills. We also work at helping the students make a connection to the school with various team-building activities and improving our school climate. Our Response to Intervention (RTI) model provides students academic and behavior interventions in a timely manner and focuses on helping students to succeed. Our goal is for students to be prepared for high school both academically and socially. They will have the skills they need to pass the High School Exit Exam and receive a high school diploma.

Our goal for the 2014-15 school year is to improve student achievement through the implementation of the Common Core State Standards and instruction that matches the rigor of those standards. This will be accomplished with a focus on four strategies, the Instructional Program, Instructional Strategies, Response to Intervention (RTI), and Assessment. Developing the Instructional Program will include the use of core instructional materials and adherence to course guides and pacing calendars.

Support will be provided for the implementation of the Common Core State Standards in all core subjects. Instructional Strategies will include full implementation of Direct Instruction strategies, Common Core strategies and the MUSD English Learner Principles. RTI includes providing appropriate academic and behavior interventions in helping students to meet standards. Full implementation of the district's Assessment System includes teachers collaborating as a Professional Learning Community on State/Federal Level Assessments, Benchmark Assessments, Common Formative Assessments and Grading Policies and Practices.

Mission Statement

Our mission is to work as a Professional Learning Community to provide students with a challenging and supportive learning environment that empowers them to become life-long learners.

School Vision Statement

Thomas Jefferson Middle School is committed to being an effective learning community, which provides multiple opportunities for success through collaboration amongst students, parents, staff and community members.

School Profile (School Year 2014-15)

Thomas Jefferson Middle is one of 24 elementary/middle/comprehensive high schools in Madera Unified School District. During 2013-14, 1040 7th-8th grade students were enrolled at the school, with classes arranged on a traditional calendar.

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

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

Enrollment by Student Group	
2013-14	
	Percentage
African American	2.1%
American Indian	0.3%
Asian	1.9%
Filipino	0.1%
Hispanic or Latino	83.7%
Pacific Islander	-
White	10.7%
Two or More	1.1%
None Reported	0.1%
English Learners	16.8%
Socioeconomically Disadvantaged	83.3%
Students with Disabilities	5.1%

Conditions of Learning State Priority: Basic

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

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

Enrollment By Grade (School Year 2013-14)

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

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
7th	516	525	523
8th	500	501	528

Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Teacher Assignment

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

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	41	41	41	769
Without Full Credentials	0	0	0	1
Working Outside Subject	2	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	2	0	0
Total Misassignments of Teachers	2	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2014-15)

Madera Unified held a public hearing on September 23, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August, 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	History/ Social Studies	Holt, Rinehart & Winston	2006	Yes	0.0%
7th-8th	Intervention	National Geographic & Hampton Brown	2010	Yes	0.0%
7th-8th	Reading/ Lang Arts	Holt, Rinehart & Winston	2009	Yes	0.0%
7th-8th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/20652436024053Textbooks_1.pdf

School Facilities (School Year 2014-15)

Thomas Jefferson Middle School is located in central Madera and is part of the Madera Unified School District. The school was built in 1953. There are 42 classrooms that include fourteen portables. Four of the classrooms are computer labs. One classroom is the Library/Media Center. We have a gymnasium that includes a separate wrestling room.

The locker rooms make up two buildings for both boys and girls. Our athletic fields include two baseball fields, two softball fields, and a football field with a surrounding track. We also have outdoor basketball courts as well as four tennis courts.

The perimeter of the school is fenced and locked during the school day. This allows us to provide a closed campus for student safety precautions. Visitors are required to report to the office upon entering the school grounds. Parents are required to sign students in when coming to school late and sign them out when picking them up early.

The buildings and grounds are properly maintained with the help of school staff and the district maintenance staff that works regularly on the needs of the school. We benefit from three full-time custodians: one daytime custodian and two night custodians. We also benefit from one full-time grounds person.

Cleaning Process

A diligent effort is made to ensure that Thomas Jefferson is neat, clean, and in good repair. The principal works daily with the custodial staff of 3 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 11 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 appearance of our school directly affects the output of students, teachers, and other staff. We take pride in our school and its place in developing a sense of responsibility for all stakeholders.

Maintenance and Repair

Each year Thomas Jefferson is inspected by the Madera County Office of Education as part of the Williams Settlement and continues to meet all requirements for a safe school. 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.

For the 2013-14 school year the district allocated \$660,231.00 for deferred maintenance program. This represents .4% of the district's general fund budget. During the 2013-14 school year, the district's governing board did approve deferred maintenance projects for the school, which included maintenance and operations routine maintenance supplies, pool supplies, building repairs, equipment replacement, land improvements, and building improvements.

School Facility Conditions				
Date of Last Inspection: 08/09/2014				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior			X	
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		
Restrooms/Fountains		X		
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)			X	

Pupil Outcomes State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	60	61	72	42	46	51	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	51
School	72
American Indian or Alaska Native	*
Asian	*
Black or African American	*
Filipino	*
Hispanic or Latino	70
Native Hawaiian or Pacific Islander	*
White	83
Males	71
Females	73
Socioeconomically Disadvantaged	70
English Learner	22
Students with Disabilities	*
Migrant Education	58
Two or More Races	*

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

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	47	47	43	41	42	40	54	56	55
Mathematics	35	32	35	40	39	39	49	50	50
History/Social Science	40	39	39	39	42	42	48	49	49

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Academic Performance Index

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

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

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

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

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

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

In the spring of each year, the district is required by the state to administer a physical fitness test to all fifth, seventh and ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.4%	20.6%	27.7%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Parent Involvement (School Year 2014-15)

There are numerous opportunities for parents to be actively involved in their child's educational process at Thomas Jefferson Middle School. Parents can join the School Site Council (SSC). The SSC has a very important function in terms of developing and setting school goals for school improvement, developing and approving categorical budgets, and developing and approving the School Safety Plan. Parents are welcome to attend SSC meetings at anytime to provide input on agenda items or other items pertinent to the success of the school. Meeting dates and times are listed in the school's monthly calendar and agendas are posted in the office at least 72 hours prior to the scheduled meeting.

Parents of English learners can become active members in our English Learner Advisory Council (ELAC). The ELAC provides vital information and training to help parents of English learner students have a voice in their child's education at Thomas Jefferson.

Our Parent Club works with teachers to help sponsor dances, fundraisers, Back-to-School Night, Open House, and Promotion in the spring. Parents organize eighth grade promotion activities such as the eighth grade field trip and the Promotion Extravaganza. We encourage all parents to attend these events. A Connect-Ed telephone message is sent out on a regular basis to keep parents informed on important school events and issues.

All parents are welcome to visit the school at any time. Parents can visit their child's classroom by scheduling a date and time in the office at least one day in advance. Parents can set up a parent conference with their child's teachers by calling their child's counselor. Parents are also welcome to attend any of the extracurricular events such as Gold Card Assemblies, Academic Competition Events, Band Events, Choir Events, and Athletic Events.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at 559-673-9286.

Jesse Carrasco, Principal, Thomas Jefferson Middle School
 Email: jessecarrasco@maderausd.org
 Phone: 559-673-9286
 Fax: 559-673-6930

API School Results			
	2011	2012	2013
Statewide	4	3	3
Similar Schools	5	3	4
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-29	-5	7
Hispanic or Latino			
Actual API Change	-28	-2	7
White			
Actual API Change	-12	-	-
Socioeconomically Disadvantaged			
Actual API Change	-22	4	10
English Learners			
Actual API Change	-29	-6	-12
Students with Disabilities			
Actual API Change	22	-	-

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Thomas Jefferson Middle are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Thomas Jefferson Middle discipline program is to provide a positive school climate that is safe and focused on the academic and social well being of our students. Parents and students are informed of school rules and discipline policies through the District Parent Handbook and the School Parent Handbook which are sent home at the beginning of the school year. In addition, students are informed of school rules through our Induction Program delivered at the beginning of the school year, our Advisory Period, and assemblies delivered by the vice-principals.

Staff development includes strategies for teachers on behavior management and the importance of providing a positive climate that is conducive to learning. Training includes the use of de-escalation strategies to diffuse problem situations with students in a positive manner, not one that escalates the problem. Teachers use PLC time to discuss problem situations and brainstorm evidence-based strategies.

Discipline data is shared and discussed to determine areas of strength, areas of concern, and to set goals for improvement. We have an Advisory period where we address various school wide issues with students and provide team-building activities to help students make connections to school. Our goal is to provide our staff with the tools necessary in providing a safe and secure learning environment for all students.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: the After School Program, AVID, CJSF, Student Council, Leadership Class, Peer Helpers, Gateway to Technology-Robotics, Block J, AUT Club, History Club, the Academic Pentathlon, Odyssey of the Mind, and the Science Bowl.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored competition with other schools in the area.

.Our athletic program competes in the Central Valley Athletic League along with the other middle schools in Madera and several schools from within the Central Valley. This is a very competitive league that challenges our student athletes and helps them to focus on preparation for the next level. The school prides itself in the progress of our students on the playing field and in the classroom. Our student athletes are exceeding the academic standards set forth by the school and district.

Thomas Jefferson Middle School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during morning announcements and awards assemblies. The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	220	255	251	1906	2125	1993
Suspension Rate	21.7%	24.8%	23.9%	9.6%	10.6%	9.9%
Expulsions	11	8	8	135	96	55
Expulsion Rate	1.1%	0.8%	0.8%	0.7%	0.5%	0.3%

Safe School Plan (School Year 2014-15)

Safety of students and staff is a primary concern of Thomas Jefferson Middle. 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, 2014 by the School Safety Committee and the School Site Council. All revisions were communicated to both the classified and certificated staff. Input was also taken from the Parent Club, ELAC, and Student Council. In addition, a Safety Survey of the students helped to set goals and improvement targets for school safety. The School Site Council approves the final copy of the safety plan. An updated copy of the Safety Plan and all related data and materials are readily available for inspection by the public in the school office.

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 or as needed. Students are supervised throughout the school day, including before and after school, by certificated staff, classified staff and administration. There is a designated area for student drop off and pick up.

We are proud of our school and welcome parents, community members, and guests. In order to maintain a safe and orderly environment for our students, we require visitors to check in at the office upon arrival at the school. They will be issued a "Visitors Pass" which will identify their presence on our campus.

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.

Staff Development

Staff development will be focused on developing the Professional Learning Communities (PLC's) concept. PLC's are groups or teams that work interdependently to collaborate and reflect upon best practices and give each other feedback. The goal is to create an environment that fosters mutual cooperation, emotional support and personal growth by working together to accomplish more as a team than what can be accomplished in isolation.

Staff development for the school will focus on developing the big ideas of a Professional Learning Community. These big ideas include a focus on learning, a collaborative team culture, a collective inquiry into best practices, action oriented, a commitment to continuous improvement and being results oriented. Staff development will address the four critical questions of a PLC.

- a. What do we want students to know and be able to do?
- b. How will we know when students have learned it?
- c. How will we respond when students have not learned it?
- d. How will we respond when students already know it?

Teams will work together to provide a collective purpose that ensures a high level of learning for all students. The Cycle-of-Inquiry process will be utilized to analyze assessment results, determine areas of student need and making adjustments to instructional strategies based on those needs. This will take place at early out Staff PLC meetings, Department PLC meetings, and Leadership Team meetings.

During the 2013-14 school year, staff development will focus on utilizing PLC's as a means of learning Common Core Standards and incorporating research-based strategies in helping students to meet those standards. Teachers will use the Rigorous Curriculum Design process to develop curriculum maps and lessons that are rigorous and student-centered. They also will work on the integration of direct instruction and Common Core strategies in helping students to meet the Common Core Standards and being able to apply their learning to real world applications using higher-level thinking skills.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	12	13	14	12	13	14	12	13	14	12	13	14
By Grade Level												
7	-	33	-	-	-	-	-	-	-	-	18	-
8	-	31	-	-	-	-	-	18	-	-	-	-
By Subject Area												
English	29	28	29	11	14	11	17	15	11	25	25	24
Mathematics	32	30	31	3	6	5	11	12	8	25	20	24
Science	34	33	34	1	2	2	5	3	5	24	22	24
Social Science	33	33	33	2	3	3	6	-	3	26	28	26
Other	-	21	-	-	3	-	-	-	-	-	-	-

Data Sources

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

Federal Intervention Program (School Year 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2006-2007	2004-2005
Year in PI (2014-15)	Year 5	Year 3
# of Schools Currently in PI	-	24
% of Schools Identified for PI	-	100.0%

Counseling & Support Staff (School Year 2013-14)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:520.*

The chart displays a list of support services that are offered to students. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	2	2.00
Health Clerk	1	0.20
Librarian/library media teacher	1	1.00
Paraprofessionals	5	4.00
School nurse	1	0.5
Teacher on Special Assignment	2	2.00

School Site Teacher Salaries (Fiscal Year 2012-13)

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2013-14 financial statements).

Average Teacher Salaries	
School & District	
School	\$59,540
District	\$61,941
Percentage of Variation	-3.9%
School & State	
All Unified School Districts	\$69,360
Percentage of Variation	-14.2%

Teacher & Administrative Salaries (School Year 2012-13)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

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

District Expenditures (Fiscal Year 2012-13)

The expenditures per pupil data is based on 2013-2014 fiscal year audited financial statements. The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,469
From Supplemental/Restricted Sources	\$1,001
From Basic/Unrestricted Sources	\$4,468
District	
From Basic/Unrestricted Sources	\$4,450
Percentage of Variation between School & District	0.4%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	-4.7%

District Revenue Sources (Fiscal Year 2013-14)

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

- Title I, II, III
- EIA/SCE
- EIA/LEP