



Parkwood Elementary School

1150 East Pecan Ave • Madera, CA 93637 • (559) 673-2500 • Grades K-6

Denise Muñoz, Principal

denisemunoz@maderausd.org

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

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



Madera Unified School District

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District Governing Board

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District Administration

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Superintendent**

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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

On behalf of the staff at Parkwood Elementary School, I am delighted to welcome you to the 2019-2020 school year! We are looking forward to a productive partnership with you to ensure our children can achieve their highest potential.

Our goal is to ensure that all students become critical thinkers, active problem-solvers, inquisitive readers, diligent researchers and prolific writers. Teachers diligently work to refine their instructional strategies and identify best practices within Professional Learning Communities. Grade levels meet regularly to analyze student progress and identify areas of focus. We do this to prepare students for the demands of the real-world so our students may become productive citizens, become our future leaders, and contribute and give back positive to the community.

Education is a joint venture between school and home. As we work with our students to help them learn about the world around them through the prescribed curriculum, we very much appreciate the support that parents give their children at home as they strive to reach their learning goals. The foundation of a successful school is the cooperation between the students, staff, parents and community.

I look forward to a great year! On behalf of the staff of Parkwood Elementary School, I want to thank you for being a part of our school community!

Sincerely,
Denise Muñoz
Principal, Parkwood Elementary School

Mission Statement

Mission:

Parkwood Elementary School will be exemplified for having a positive culture. Students, staff, and community will work together to achieve high performance in assessment, attendance, and discipline. As a result, students will be rounded and prepared to succeed in a global society.

Vision:

Parkwood Elementary will be distinguished for high levels of achievement by all. Staff, families and students will work together in a safe and engaging environment.

School Profile (School Year 2018-19)

Parkwood Elementary is one of 26 elementary/middle/comprehensive/ alternative high schools in Madera Unified School District. During the 2018-19 fiscal year approximately 715 students enrolled in TK-6th grades.

Advanced Learners: Although we no longer have the GATE program (Gifted and Talented Education) that had been in the schools for years, we still work hard to provide opportunities for our advanced students.

Special Education Program: Parkwood 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). Parkwood has one full time special education teacher (Resource Specialist) and two full time and one part time special education aides to support our students.

English Learner Program: Teachers are trained to teach culturally diverse populations. English Language Development (ELD) is taught to our English learners for minimum of 45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, listening, reading, writing, and thinking.

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 | 116 |
| Grade 1 | 99 |
| Grade 2 | 96 |
| Grade 3 | 107 |
| Grade 4 | 94 |
| Grade 5 | 94 |
| Grade 6 | 100 |
| Total Enrollment | 706 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 3.5 |
| American Indian or Alaska Native | 0.4 |
| Asian | 1.8 |
| Filipino | 0.7 |
| Hispanic or Latino | 87.4 |
| White | 5.1 |
| Two or More Races | 1 |
| Socioeconomically Disadvantaged | 94.8 |
| English Learners | 35.4 |
| Students with Disabilities | 6.8 |
| Foster Youth | 1.1 |
| Homeless | 3.5 |

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 Parkwood Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 35 | 28 | 29 |
| Without Full Credential | 3 | 5 | 5 |
| 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 Parkwood 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 | Benchmark Advance: Step Up to Literacy California Wonders Benchmark Advance: Step Up to Literacy California Wonders The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Mathematics | Big Ideas Math California Math in Focus: Singapore Math My Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Science | Holt California Earth Science Houghton Mifflin California Science 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 | California History-Social Science: myWorld Interactive California History-Social Science: myWorld Interactive, Ancient Civilizations Social Studies Alive! California Series Social Studies Alive! California 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)

Parkwood Elementary opened in August 2008 as Madera Unified School District's thirteenth K-6 elementary school. The site encompasses 15 acres and houses approximately 789 students. Parkwood is located about one mile east of Madera South High and one mile west of Chavez Elementary. Parkwood is the sixth MUSD school built since 2005 and the first to be funded by Measure U- a school bond passed in November 2006.

Parkwood staff, parents, and students worked together to obtain the highest Academic Performance Index (API) score for a base year with an API score of 771 in 2009.

During 2017-18, 754 TK-6th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Cleaning Process

The principal works daily with the custodial staff of Parkwood.

(3 full-time) 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 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.

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: August 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 | |
| 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 | 31 | 30 | 33 | 35 | 50 | 50 |
| Math | 25 | 23 | 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 | 21.5 | 24.7 | 10.8 |

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 | 404 | 400 | 99.01 | 29.75 |
| Male | 210 | 209 | 99.52 | 26.32 |
| Female | 194 | 191 | 98.45 | 33.51 |
| Black or African American | 19 | 17 | 89.47 | 23.53 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 350 | 348 | 99.43 | 29.31 |
| White | 22 | 22 | 100.00 | 31.82 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 381 | 380 | 99.74 | 28.95 |
| English Learners | 162 | 161 | 99.38 | 24.84 |
| Students with Disabilities | 33 | 33 | 100.00 | 3.03 |
| Students Receiving Migrant Education Services | 18 | 18 | 100.00 | 22.22 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 14 | 14 | 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 | 405 | 402 | 99.26 | 23.38 |
| Male | 210 | 209 | 99.52 | 29.19 |
| Female | 195 | 193 | 98.97 | 17.10 |
| Black or African American | 19 | 17 | 89.47 | 17.65 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 351 | 350 | 99.72 | 22.00 |
| White | 22 | 22 | 100.00 | 40.91 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 382 | 381 | 99.74 | 22.83 |
| English Learners | 161 | 161 | 100.00 | 20.50 |
| Students with Disabilities | 33 | 33 | 100.00 | 18.18 |
| Students Receiving Migrant Education Services | 18 | 18 | 100.00 | 16.67 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 14 | 14 | 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)

Parkwood Elementary provides many opportunities for community involvement, most of which are facilitated by the Parkwood Parent Community Club (PPCC). The Parent Club has provided such events as fundraisers, Jog-a-Thon, movie nights, a holiday program, as well as frequent Parent Board meetings.

Additionally, Parkwood Elementary facilitates Parent Informational Meetings to inform parents of upcoming events, curriculum, and testing. Literacy and Math parent workshops are organized to provide make it/take it resources for parents that will engage students in home learning and children's education at home.

For more information on how to become involved, contact Elizabeth Pulido, Parkwood Parent Community Club President, at (559) 673-2500.

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

The safety of students and staff is a primary concern of Parkwood Elementary. 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 by February 27, 2019 by the School Safety Committee and School Site Council. All revisions were communicated to both 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 three times a year. Students are supervised before and after school by all staff members on a rotational schedule, and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors will report to the office to obtain a visitors pass when on school premises. To visit a child's classroom, 24 hour written notice must be given to the teacher and administrator with approval. Parents can become volunteers in the classroom by obtaining clearance through the Madera Unified School District Human Resources Department.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 5.9 | 4.7 | 4.5 |
| 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* | 882.5 |

* 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) | .8 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| 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 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 19 | 4 | 3 | | 25 | | 5 | | 23 | | 5 | |
| 1 | 21 | | 5 | | 20 | 4 | 1 | | 25 | | 4 | |
| 2 | 24 | | 4 | | 23 | | 5 | | 19 | 5 | | |
| 3 | 23 | 1 | 4 | | 23 | | 4 | | 21 | 1 | 4 | |
| 4 | 42 | | | 4 | 25 | | 4 | | 31 | | 3 | |
| 5 | 31 | | 4 | | 35 | | | 3 | 31 | | 3 | |
| 6 | 34 | 1 | | 4 | 31 | | 4 | | 33 | | 1 | 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 conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The Parkwood Professional Learning Community believes that learning must be guaranteed and viable. In order to assure this, focused targeted instruction and professional development occur at staff meetings weekly each month. Parkwood facilitates cycles of inquiries where teachers develop formative assessments based on the Common Core State Standards, target instruction through calibrating strategies, provide feedback, and reteach to mastery.

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 | \$1,596 | \$1,186 | \$409 | \$67,120 |
| 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 | -171.6 | |
| School Site/ State | | |

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.

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.