Ripperdan Community Day School
2021 School Accountability Report Card

"Home of the Roadrunners"

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

2021-22 School Contact Information

School Name	Ripperdan Community Day School
Street	26133 Ave. 7
City, State, Zip	Madera, CA 93637
Phone Number	(559) 674-0059
Principal	Ara Keledjian
Email Address	akeledjian@maderausd.org
School Website	https://www.madera.k12.ca.us/ripperdan
County-District-School (CDS) Code	20 65243 0131086

2021-22 District Contact Information

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

2021-22 School Overview

Principal's Message
The purpose of Ripperdan Community Day School is to provide support to students who have had difficulty finding success at a comprehensive site. The smaller environment provides a community that surrounds and supports our students with resources that will help them overcome adversity and be a positive part of a learning community.

Highlights of Ripperdan Community Day include our counseling/intervention program. This program provides supportive/counseling services within the school day for students that are struggling with a variety of personal/social issues. Technology is available in every classroom and every student has access to online classes. All learning is supported with activities, field trips, and at times community service.

Each student at Ripperdan is treated and supported as an individual and as part of the community as a whole. We believe students are unique and able to be the best possible version of themselves. This includes acceptance of academic challenges and positive character attributes. They are given the opportunity to develop academic and social skills that will allow them to return to the comprehensive site; or if they choose, to graduate from alternative education with a goal in mind for post secondary school or vocation.

Mission Statement
The mission of Ripperdan Community Day School is to provide a comprehensive education within a safe, structured, and supportive environment to develop personal growth and character, resulting in responsible community members.

School Profile
Ripperdan Community Day School is one of three alternative education schools in the Madera Unified School District. In 2020 the school was accredited by the Western Association of Schools and Colleges (WASC) through 2026. Enrollment capacity is 60 students grades seven through twelve. Ripperdan serves students who are often in a state of transition. Students attending Ripperdan have diverse goals which may include returning to the comprehensive site, transferring to other alternate alternative education sites, or remaining to graduate from Ripperdan.

Curriculum is focused on common core standards. Teachers use multiple instructional strategies in their classroom including the direct instruction model. All of Ripperdan's certificated staff are N.C.L.B. compliant. Each has taken on the high standards

2021-22 School Overview

and responsibilities of being a Ripperdan teacher.

Counseling services are available to all of our students and provided by our student intervention specialist, a full-time counselor, and a part time school psychologist. Additionally, a resource specialist program is in operation to serve the needs of our special education students. Other programs and services offered to students include: English language support, Hip Hop therapy with recording ability, a library, and a Safe School Plan.

Ripperdan serves students who are on an expulsion, on probation, struggle with attendance and/or are placed through the Madera Unified District process for more intensive support and services. Therefore, there is collaboration to support students' success with outside counseling agencies, probation, social services, and the community as a whole.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	3
Grade 9	5
Grade 10	10
Grade 11	18
Grade 12	6
Total Enrollment	43

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Black or African American	7
Hispanic or Latino	88.4
Two or More Races	2.3
White	2.3
English Learners	34.9
Homeless	14
Socioeconomically Disadvantaged	97.7
Students with Disabilities	18.6

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Year and month in which the data were collected	October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 7-8: McGraw Hill Book Co. StudySync California Edition, 2016 Board Approved May 24, 2016 English I & Enhanced English I (9th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016 English II & Honors English II (10th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016 English III & Honors English III (11th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016 AP Language (11th): Language of Composition: Reading, Writing, Rhetoric Adopted July 17, 2007 Bedford/St. Martin's, 2008 The Bedford Reader Adopted March 28, 2000 Bedford/St. Martin's, 11th Edition, 2012	Yes	0.0%

	Expository Reading & Writing Course (ERWC) (12th): Expository Reading & Writing Course, Third Edition Adopted May 26, 2009 California State University Online Press, 2019 AP Literature (12th): Perrine's Literature: Structure & Sense Adopted March 28, 2000 Harcourt Brace, 10th Ed., 2009 English 1A Dual Enrollment (12th) The Blair Reader: Exploring Issues and Ideas Pearson, 9th Edition, 2016		
Mathematics	Grade 7 Big Ideas Learning Big Ideas Math, 2015 Grade 7 - Course 2 Board Approved: April 29, 2014 Grade 8: McGraw Hill California Math Course 3, 2015 Board Approved: April 29, 2014 Integrated Math I & Enhanced Integrated Math I (9th): Springboard Mathematics – Integrated Mathematics I Adopted April 29, 2014 The College Board, 2014 Integrated Math II & Enhanced Integrated Math II (10th): Springboard Mathematics – Integrated Mathematics II Adopted April 29, 2014 The College Board, 2014 Integrated Math III & Honors Integrated Math III (11th): Springboard Mathematics – Integrated Mathematics III Adopted April 29, 2014 The College Board, 2014 Mathematical Reasoning With Connections (MRWC) (12th): Mathematical Reasoning with Connections, 1st Edition Adopted March 26, 2019 California State University Online Press, 2019 AP Calculus AB/BC (12th): Calculus of a Single Variable/Calculus with Analytical Geometry, 9th Ed. Adopted June 29, 2010 Brooks/Cole Cengage Learning, 2010 Statistics & Probability (12th): Understanding Statistics, 8th Edition Adopted May 14, 2006 Houghton Mifflin Harcourt, 2006 AP Statistics (12th): The Practice of Statistics, 5th Edition Adopted June 26, 2014 Bedford, Freeman & Worth, 2014	Yes	0.0%
Science	Grade 7-8: Amplify Integrated Science 7 Amplify Integrated Science 8 Board Approved April 24, 2007 The Living Earth/AG Biology (9th):	Yes	0.0%

	Biology Adopted August 14, 2007 McDougal Littell, 2008 Online supplemental: Biozone: The Living Earth, 2nd Edition, 2020 Chemistry in the Earth Systems/Honors Chemistry in the Earth Systems/Agriculture Chemistry (10th): Chemistry Adopted April 12, 2005 Prentice Hall, 2005 Online supplemental: Biozone: Chemistry in the Earth Systems, 2019 Physics of the Universe (11th): Honors Physics, 6th Edition Adopted May 14, 2006 Pearson Prentice Hall 2005 Online supplemental: Biozone: Physics of the Universe, 2019 AP Biology (11-12th): Principles of Life, 2nd Edition Adopted May 26, 2015 WH Freeman & Company, 2014 AP Chemistry (11-12th): Chemistry: The Central Science, 14th Edition Adopted June 23, 2020 SAVVAS (Pearson), 2018 AP Environmental Science (11-12th): Environmental Science for AP, 2nd Ed. Adopted May 26, 2015 WH Freeman & Company, 2015		
History-Social Science	Grade 7: McGraw Hill School Education Impact California Social Studies: World History Geography: Medieval & Early Modern Times, 2018 Board Approved: May 8, 2018 Grade 8: Teachers' Curriculum Institute History Alive! The United States Through Industrialism, 2017 Board Approved: May 8, 2018 12th: Civics - Pearson 12th: Economics - Pearson 7th: McGraw-Hill 8th: Teacher's Curriculum Institute - Social Studies Alive! US History California Series 9th-12th: United States History Learning Plus Assoc. 9th-12th: World History Pearson	Yes	0
Foreign Language	SBE – Approved Foreign Language Program Grade 6-8: Holt McDougal - ¡Avancemos! Holt McDougal ¡Avancemos!, 2013 Grade 7: Level 1A Grade 8: Level 1B	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Ripperdan Community Day was originally constructed in 1914 and reopened for students in 2015 and is comprised of 10 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 community room, and 1 physical education area.

Cleaning Process

The principal works daily with the custodial staff of 2 (1 full-time and 1 part-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 is available at the district office for review.

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 the 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 2021.

Year and month of the most recent FIT report	August 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	25	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	21	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	22	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	25	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	21	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	22	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	24	12	50.00%	50.00%	8.33%
Female	--	--	25.00%	75.00%	
Male	20	11	55.00%	45.00%	9.09%
Black or African American	--	--		100.00%	--
Hispanic or Latino	21	11	52.38%	47.62%	

White	--	--	100.00%		100.00%
English Learners	--	--	55.56%	44.44%	
Homeless	--	--	44.44%	55.56%	
Socioeconomically Disadvantaged	23	11	47.83%	52.17%	
Students with Disabilities	--	--	33.33%	66.67%	

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	24	11	45.83%	54.17%	18.18%
Female	--	--	25.00%	75.00%	
Male	20	--	50.00%	50.00%	20.00%
Black or African American	--	--		100.00%	--
Hispanic or Latino	21	--	47.62%	52.38%	10.00%
White	--	--	100.00%		100.00%
English Learners	--	--	55.56%	44.44%	
Homeless	--	--	44.44%	55.56%	25.00%
Socioeconomically Disadvantaged	23	--	43.48%	56.52%	10.00%
Students with Disabilities	--	--	33.33%	66.67%	

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Ripperdan Community Day career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Ripperdan Community Community Day have directed efforts toward establishing school-to-work foundations within each curricular area for all students, including those with special needs. A career technical education elective is available for students in ninth through twelfth grades through Edgenuity online program. Community service and field trips are available for students to enrich their CTE participation.

2020-21 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Ripperdan Community Day encourages parents/guardians to reconnect to school alongside their students. Parents participate in an initial meeting where services and expectations are clearly outlined and communicated. There are opportunities for guardians to participate at Ripperdan by attending our counseling/support services with their student which may include home

2021-22 Opportunities for Parental Involvement

visits by staff and counselors. Families are encouraged to become more familiar with the daily operations of the school and participate in the Madera Unified Parent Advisory Committee, and School Site Council. Open communication from Ripperdan staff members gives family members the opportunity to establish positive relationships with the Ripperdan staff.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--	--	--	6.7	3.9	8.0	9.0	8.9	9.4
Graduation Rate	--	--	--	89.3	92.4	89.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0

Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	58	57	35	61.4
Female	11	10	8	80.0
Male	47	47	27	57.4
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	5	4	4	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	50	50	29	58.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	2	2	1	50.0
English Learners	19	19	10	52.6
Foster Youth	0	0	0	0.0
Homeless	15	15	11	73.3
Socioeconomically Disadvantaged	55	54	35	64.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	10	10	7	70.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	63.87	0.00	6.51	0.18	3.47	0.20
Expulsions	5.04	0.00	0.34	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	55.29	4.05	2.45
Expulsions	2.35	0.18	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Safety of students and staff is a primary concern of Ripperdan Community Day. The school is 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 February 2021 by the School Safety Committee. All revisions were communicated to the 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 regular basis throughout the school year. Lockdown drills are held three times a year. Students are supervised before and after school and during lunch and break by certificated/classified staff. The school has two full-time Safety Officers provided by Madera Unified. There is a designated area for student drop off and pick up. Visitors must check-in at our front office before entering any student areas on our campus.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	10		
Mathematics	8	6		
Science	6	6		
Social Science	8	6		

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	11		
Mathematics	9	4		
Science	8	4		
Social Science	6	6		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	15		
Mathematics	9	5		
Science	8	4		
Social Science	7	7		

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	21.5

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$4,233	$1,740	$2,493	$57,290
District	N/A	N/A	$5,345	$75,229
Percent Difference - School Site and District	N/A	N/A	-72.8	-27.1
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-108.8	-40.5

2020-21 Types of Services Funded

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

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

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

District Revenue Sources (Fiscal Year 2020-21)
In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:
• Title I, II, III, and IV

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,956	$52,562
Mid-Range Teacher Salary	$73,239	$83,575
Highest Teacher Salary	$93,867	$104,166
Average Principal Salary (Elementary)	$124,294	$131,875
Average Principal Salary (Middle)	$125,066	$137,852
Average Principal Salary (High)	$135,508	$150,626
Superintendent Salary	$225,000	$260,243
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Staff is encouraged to seek Professional Development opportunities that will assist them in working with our students. We believe in modeling learning by being life long learners.

Each week during our staff meetings, we dedicate time to cover topics that are relevant to student discipline/support, school safety, and best practices and strategies to employ with our student population. Each semester staff work together to communicate progress, challenges, and areas needed for continued training.

At the start of the 20-21 schoolyear 7 full days of Distance Learning professional development was provided by Madera Unified School District to ensure teachers were prepared to provide quality educational services to students during school closures due to the pandemic.

During the 2122 schoolyear students and staff participated in Safe School Ambassador training, trainings specific to students of trauma, and training related to student engagement. These were identified by staff and administration and provided by Madera Unified School District.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	11	3

Madera Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10502	NT	NT	NT	NT
Female	5136	NT	NT	NT	NT
Male	5366	NT	NT	NT	NT
American Indian or Alaska Native	46	NT	NT	NT	NT
Asian	103	NT	NT	NT	NT
Black or African American	146	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	9612	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	86	NT	NT	NT	NT
White	487	NT	NT	NT	NT
English Learners	2921	NT	NT	NT	NT
Foster Youth	100	NT	NT	NT	NT
Homeless	656	NT	NT	NT	NT
Military	134	NT	NT	NT	NT
Socioeconomically Disadvantaged	9608	NT	NT	NT	NT
Students Receiving Migrant Education Services	364	NT	NT	NT	NT
Students with Disabilities	867	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10503	NT	NT	NT	NT
Female	5137	NT	NT	NT	NT
Male	5366	NT	NT	NT	NT
American Indian or Alaska Native	46	NT	NT	NT	NT
Asian	103	NT	NT	NT	NT
Black or African American	146	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	9612	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	86	NT	NT	NT	NT
White	488	NT	NT		NT
English Learners	2921	NT	NT	NT	NT
Foster Youth	101	NT	NT	NT	NT
Homeless	656	NT	NT	NT	NT
Military	134	NT	NT	NT	NT
Socioeconomically Disadvantaged	9609	NT	NT	NT	NT
Students Receiving Migrant Education Services	364	NT	NT	NT	NT
Students with Disabilities	867	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.