

Berenda Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Berenda Elementary School
Street	26820 Club Drive
City, State, Zip	Madera, CA 936382725
Phone Number	(559) 674-3325
Principal	Carsten Christiansen
Email Address	carstenchristiansen@maderausd.org
Website	www.madera.k12.ca.us
County-District-School (CDS) Code	20--65243--6105951

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Principal's Message

On behalf of the entire Berenda staff, it is with great pleasure that I welcome you to Berenda Elementary School. Our teachers hold high standards for student academic achievement and behavior. As a staff, we are committed to providing each child with a quality educational experience. In addition to our strong focus on academics, we believe service learning is important in developing students who are successful in the classroom and productive in our Madera community. Berenda Elementary is located six miles northeast of the city of Madera and has around 755 students in kindergarten-6th grade. Suburban housing surrounds the school on three sides with agricultural land located to the east of the school. The surrounding neighborhood of parents and community members take great pride in their homes and their school. Parents at Berenda are actively involved in the education of their children. This is demonstrated by their personal involvement, participation, and support of the school, events, and the Berenda Parent Club. Parent involvement at Back-to-School Night, Open House, and parent/teacher conferences typically exceeds 80% participation. Berenda parents believe in high standards for their children and the school. They support a balanced instructional program that places an emphasis on building academic excellence and personal responsibility. We recognize and value parental support and community involvement as our staff strives to provide optimal instruction for each student.

Berenda Mission Statement

Berenda Elementary is committed to creating and sustaining a safe, respectful, and responsible community which perseveres in social, emotional, and academic settings.

Berenda Vision Statement

Berenda Broncos will demonstrate their ability to think creatively, communicate clearly, collaborate respectfully, produce purposefully, adapt thoughtfully, and contribute generously.

School Profile (School Year 2016-20)

Berenda Elementary is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. On average, we have around 755 TK-6th grade students enrolled at the Berenda, with classes arranged on a traditional calendar. Advanced Learners: We work hard to provide opportunities for our advanced students. We are always looking for opportunities to challenge and expand the learning of our students with various hands-on activities that allow our students to practice higher order thinking skills while participating in a true “learning-by-doing” environment. Special Education Program: MUSD uses a combination of a Center-Based Model and Special Day Class Model of educating our special education students. In the CBM, 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). In the SDC model, students are in a special classroom for over half of the school day, pushing into the general education setting when it is appropriate, based on their strengths and abilities. At this time, we don’t have any SDC classes at Berenda. English Learner Program: All of Berenda’s teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need and are taught in either a deployment model or in their home rooms. The emphasis is on oral language, listening, reading, and writing.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	111
Grade 1	113
Grade 2	108
Grade 3	118
Grade 4	126
Grade 5	95
Grade 6	120
Total Enrollment	791

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	0.5
Hispanic or Latino	82.8
White	13
Two or More Races	0.6
Socioeconomically Disadvantaged	80.2
English Learners	17.4
Students with Disabilities	5.4
Foster Youth	0.9
Homeless	1.1

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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	37	31	777
Without Full Credential	0	2	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	15

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: July 2020

Madera Unified held a public hearing on September 24, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy 2016 McGraw Hill California Wonders 2016 Benchmark Adelante 2016	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Big Ideas Math 2014 California Math in Focus: Math 2014 McGraw Hill My Math 2014	Yes	0.0%
Science	Twig Science 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive 2018 California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 TCI Social Studies Alive! California Series 2018	Yes	0.0%
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Berenda Elementary was originally constructed in 1985 and is comprised of 31 K-6 general education classrooms, 1 Special Education classroom, 1 SDC Preschool classroom, 1 Literacy Lab, 1 STEAM room, 1 Multipurpose room/Cafeteria, 1 Library, 1 Music room, 3 Madera County Office of Education classrooms, and 2 playgrounds. All classrooms are in good repair. Playground space is adequate for the number of students who attend at any given time. There is adequate space for staff to work. Our school grounds are clean and safe thanks to the efforts of many people.

Cleaning Process

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 a.m. to 10 p.m. A two-person team from the district maintenance department services the larger maintenance needs. 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.

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 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. During the summer of the 2019 the cafeteria floor was refurbished and now has a polished concrete finish, our parking lot recieved some repairs and the asphalt was resurfaced as was the asphalt in the student playground area. A bicycle enclosure was also installed.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2020

System Inspected	Rating	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	39	N/A	35	N/A	50	N/A
Mathematics (grades 3-8 and 11)	31	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	20	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education (CTE) Participation (School Year 2019-2020)

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	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents are an essential component of Berenda Elementary School. The Berenda Parent Club (BPC) meets monthly to coordinate fundraising activities to support class field trips, school needs, and existing programs. Parents, grandparents, and community members provide meaningful support for our students and staff. In addition to fundraising, the BPC organizes and facilitates many school events (Harvest Festival, Family Fun Night, Jog-a-thon, Used Book Sale, etc.) The BPC also supports the efforts of the teachers by providing academic incentives and rewards for our students. Parents are involved in school governance through their participation on School Site Council (SSC), English Learner Advisory Committee (ELAC), District ELAC, and Parent Advisory Committee (PAC). The high level of involvement and cooperation on the part of our parents contributes immensely to Berenda's success in meeting the needs of all students. We feel it is critical for every parent to attend Back-to-School Night, Open House, and Parent Conferences. We also host multiple Parent Nights on various academic themes. The Home/School Compact is an essential component, demonstrating the teamwork between parents, students, and staff to the education of our students. Parent volunteers play a crucial role in the leadership of our school. Parents and other community members share their skills and expertise when they volunteer in the classroom, library, and serve as athletic coaches. Parents are encouraged and welcomed to work in classrooms, attend assemblies, chaperone field trips, and work on school committees. Come into the office and we can provide you with information regarding what paperwork needs to be completed to be a volunteer and/or chaperone. This description reflects the 2019-2020 school year.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				87.1	88	89.3	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.4	3.6	6.6	6.5	3.5	3.5
Expulsions	0.2	0.1	0.4	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.02	0.04	2.5
Expulsions	0	0.002	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

The safety of students and staff is of utmost importance at Berenda Elementary School. Berenda's Safety Plan was developed in conjunction with the Madera Unified School District (MUSD) Department of Student Services. The plan is revised and reviewed annually with the staff. Parents are also involved in the development of the plan via the SSC. The Safety Plan includes procedures and policies for the following areas: child abuse reporting; suspension and expulsion; due process; notification of staff regarding dangerous pupils; sexual harassment; dress code; safe ingress and egress of the school by students, parents and staff; fire, earthquake, lock-down and evacuation; and a statement regarding school discipline. A key element of the Safety Plan is the Crisis Management Plan. This plan outlines procedures for emergency response, school evacuation, and communication in the event of a crisis situation or disaster. In addition, an emergency 'Go Bag' is stocked with first aid supplies and an updated student list of emergency contact numbers. The School Safety Plan goals are reviewed, updated, and shared with school faculty annually. The plan is approved annually at our January SSC meeting.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	22		6		20	3	3		22		5	
1	24		5		20	4	1		23		5	
2	23		5		23		5		27		4	
3	21	2	3		20	1	5		24		5	
4	28		4		31		3		32		4	
5	28		4		46		4	2	32		2	1
6	72		4	2	69	1	4	2	30		4	

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
English Language Arts												
Mathematics												
Science												
Social Science												

*Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	791

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	
Nurse	0.6
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	1,531	1,085	446	78,875
District	N/A	N/A	5,345	\$75,518
Percent Difference - School Site and District	N/A	N/A	-169.2	4.3
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-178.2	-7.0

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

Types of Services Funded (Fiscal Year 2019-2020)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2019-20 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 2020 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2019-20 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 2019-20)

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,956	\$52,484
Mid-Range Teacher Salary	\$73,239	\$81,939
Highest Teacher Salary	\$93,867	\$102,383
Average Principal Salary (Elementary)	\$123,222	\$129,392
Average Principal Salary (Middle)	\$129,365	\$136,831
Average Principal Salary (High)	\$132,629	\$147,493
Superintendent Salary	\$215,000	\$254,706
Percent of Budget for Teacher Salaries	30.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	11

Staff members build teaching skills and concepts by participating in training, workshops, and professional learning groups.

Over the last many years, our teachers have been trained in a variety of areas:

- ~Common Formative Assessment (CFA) development
- ~Lesson Design and Interactive Coaching
- ~Common Core
- ~504 Accommodations/Modifications
- ~Response to Intervention (RtI)/COST
- ~Cycle of Inquiry & Collaboration
- ~Professional Learning Communities
- ~EL Strategies and Principles
- ~Data Analysis
- ~NWEA and SRI
- ~Kagan strategies
- ~Thinking Maps
- ~Write From the Beginning
- ~SBAC information
- ~PBIS
- ~ Positive Behavioral Interventions and Supports
- ~ELPAC information
- ~Technology training for Chromebooks and iPads
- ~Guided Reading support for some grade levels
- ~Write From the Beginning ~SBAC information
- ~Number Talks

This is our plan for 2020-21. Continue to focus on training teachers to use number talks to improve our students' number sense and math fluency. There will continue to be a strong focus on balanced literacy and reading in the primary grades as well as looking into how we can support upper grades students with their needs for remediation.

With the COVID19 shutdown, we shifted our focus to best practices in distance learning in order to support teacher instruction, including instructional strategies and methods to deliver the core curriculum in a distance learning model as well as supporting the technological side of the teaching through distance learning. We have looked at our PBIS program to see how we can keep the good things going we had in place and adapt to incorporate PBIS into our distance learning system. We have also had numerous discussions about the social-emotional side of our job and how to support our students and families as we all navigate the effects of COVID19.