

# Ripperdan Community Day School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

#### 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.

#### 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.

## 2023-24 School Contact Information

|                                          |                                                                                             |
|------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>School Name</b>                       | Ripperdan Community Day School                                                              |
| <b>Street</b>                            | 26133 Ave. 7                                                                                |
| <b>City, State, Zip</b>                  | Madera, CA 93637                                                                            |
| <b>Phone Number</b>                      | (559) 674-0059                                                                              |
| <b>Principal</b>                         | James Jackson                                                                               |
| <b>Email Address</b>                     | jamesjackson@maderausd.org                                                                  |
| <b>School Website</b>                    | <a href="https://www.madera.k12.ca.us/ripperdan">https://www.madera.k12.ca.us/ripperdan</a> |
| <b>County-District-School (CDS) Code</b> | 20 65243 0131086                                                                            |

## 2023-24 District Contact Information

|                         |                                                                |
|-------------------------|----------------------------------------------------------------|
| <b>District Name</b>    | Madera Unified School District                                 |
| <b>Phone Number</b>     | 559.675.4500                                                   |
| <b>Superintendent</b>   | Todd Lile                                                      |
| <b>Email Address</b>    | toddlile@maderausd.org                                         |
| <b>District Website</b> | <a href="http://www.madera.k12.ca.us">www.madera.k12.ca.us</a> |

## 2023-24 School Description and Mission Statement

### 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

## 2023-24 School Description and Mission Statement

the direct instruction model. All of Ripperdan's certificated staff are N.C.L.B. compliant. Each has taken on the high standards and responsibilities of being a Ripperdan teacher. Ripperdan has been identified as CSI school due to suspension/expulsion.

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

### 2022-23 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 7                 | 2                  |
| Grade 8                 | 5                  |
| Grade 9                 | 4                  |
| Grade 10                | 10                 |
| Grade 11                | 9                  |
| Grade 12                | 4                  |
| <b>Total Enrollment</b> | <b>34</b>          |

### 2022-23 Student Enrollment by Student Group

| Student Group                   | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female                          | 26.5%                       |
| Male                            | 70.6%                       |
| Black or African American       | 2.9%                        |
| Hispanic or Latino              | 97.1%                       |
| English Learners                | 38.2%                       |
| Homeless                        | 23.5%                       |
| Migrant                         | 8.8%                        |
| Socioeconomically Disadvantaged | 97.1%                       |
| Students with Disabilities      | 11.8%                       |

## **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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 2.40          | 40.40          | 821.90          | 85.09            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0.20          | 4.17           | 25.70           | 2.67             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.90          | 16.53          | 44.60           | 4.62             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.50          | 26.21          | 15.10           | 1.57             | 12115.80     | 4.41          |
| <b>Unknown</b>                                                                                         | 0.70          | 12.52          | 58.40           | 6.05             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>                                                                        | 5.90          | 100.00         | 966.00          | 100.00           | 274759.10    | 100.00        |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 2.90          | 49.33          | 850.50          | 83.46            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0.00          | 0.00           | 28.20           | 2.77             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.50          | 9.00           | 59.00           | 5.79             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 2.20          | 37.17          | 23.70           | 2.33             | 11953.10     | 4.28          |
| <b>Unknown</b>                                                                                         | 0.20          | 4.17           | 57.50           | 5.64             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 6.00          | 100.00         | 1019.00         | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21     | 2021-22     |
|--------------------------------------------------------------|-------------|-------------|
| Permits and Waivers                                          | 0.90        | 0.00        |
| Misassignments                                               | 0.00        | 0.50        |
| Vacant Positions                                             | 0.00        | 0.00        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>0.90</b> | <b>0.50</b> |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator                                              | 2020-21     | 2021-22     |
|--------------------------------------------------------|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00        | 0.00        |
| Local Assignment Options                               | 1.50        | 2.20        |
| <b>Total Out-of-Field Teachers</b>                     | <b>1.50</b> | <b>2.20</b> |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator                                                                                                                                                  | 2020-21 | 2021-22 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 22.2    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 36.9    | 6.5     |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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

July 2022

| Subject               | Textbooks and Other Instructional Materials/year of Adoption                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------|
| Reading/Language Arts | <p>Grade 7-8:<br/>McGraw Hill Book Co. StudySync California Edition, 2016<br/>Board Approved May 24, 2016</p> <p>English I &amp; Enhanced English I (9th):<br/>StudySync California Edition w/Designated ELD Adopted<br/>May 24, 2016<br/>McGraw Hill Book Co., 2016</p> <p>English II &amp; Honors English II (10th):<br/>StudySync California Edition w/Designated ELD Adopted<br/>May 24, 2016<br/>McGraw Hill Book Co., 2016</p> <p>English III &amp; Honors English III (11th):<br/>StudySync California Edition w/Designated ELD Adopted<br/>May 24, 2016<br/>McGraw Hill Book Co., 2016</p> <p>AP Language (11th):<br/>Language of Composition: Reading, Writing, Rhetoric<br/>Adopted July 17, 2007<br/>Bedford/St. Martin's, 2008</p> <p>The Bedford Reader Adopted March 28, 2000<br/>Bedford/St. Martin's, 11th Edition, 2012</p> <p>Expository Reading &amp; Writing Course (ERWC) (12th):<br/>Expository Reading &amp; Writing Course, Third Edition Adopted<br/>May 26, 2009<br/>California State University Online Press, 2019</p> <p>AP Literature (12th):<br/>Perrine's Literature: Structure &amp; Sense Adopted March 28,<br/>2000<br/>Harcourt Brace, 10th Ed., 2009</p> | Yes                         | 0.0%                                       |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |      |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|
|                    | English 1A Dual Enrollment (12th)<br>The Blair Reader: Exploring Issues and Ideas<br>Pearson, 9th Edition, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |      |
| <b>Mathematics</b> | <p>Grade 7<br/>Big Ideas Learning Big Ideas Math, 2015 Grade 7 - Course 2<br/>Board Approved: April 29, 2014</p> <p>Grade 8:<br/>McGraw Hill California Math Course 3, 2015<br/>Board Approved: April 29, 2014</p> <p>Integrated Math I &amp; Enhanced Integrated Math I (9th):<br/>Springboard Mathematics – Integrated Mathematics I<br/>Adopted April 29, 2014<br/>The College Board, 2014</p> <p>Integrated Math II &amp; Enhanced Integrated Math II (10th):<br/>Springboard Mathematics – Integrated Mathematics II<br/>Adopted April 29, 2014<br/>The College Board, 2014</p> <p>Integrated Math III &amp; Honors Integrated Math III (11th):<br/>Springboard Mathematics – Integrated Mathematics III<br/>Adopted April 29, 2014<br/>The College Board, 2014</p> <p>Mathematical Reasoning With Connections (MRWC) (12th):<br/>Mathematical Reasoning with Connections, 1st Edition<br/>Adopted March 26, 2019<br/>California State University Online Press, 2019</p> <p>AP Calculus AB/BC (12th):<br/>Calculus of a Single Variable/Calculus with Analytical<br/>Geometry, 9th Ed. Adopted June 29, 2010<br/>Brooks/Cole Cengage Learning, 2010</p> <p>Statistics &amp; Probability (12th):<br/>Understanding Statistics, 8th Edition                      Adopted May 14,<br/>2006<br/>Houghton Mifflin Harcourt, 2006</p> <p>AP Statistics (12th):<br/>The Practice of Statistics, 5th Edition                      Adopted June 26,<br/>2014<br/>Bedford, Freeman &amp; Worth, 2014</p> | Yes | 0.0% |
| <b>Science</b>     | <p>Grade 7-8:<br/>Amplify Integrated Science 7<br/>Amplify Integrated Science 8<br/>Board Approved April 24, 2007</p> <p>The Living Earth/AG Biology (9th):<br/>Biology                      Adopted August 14, 2007<br/>McDougal Littell, 2008<br/>Online supplemental: Biozone: The Living Earth, 2nd Edition,<br/>2020</p> <p>Chemistry in the Earth Systems/Honors Chemistry in the<br/>Earth Systems/Agriculture Chemistry (10th):</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Yes | 0.0% |



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

## 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 2023.

| Year and month of the most recent FIT report                                  |           |           |           | August 2023                               |
|-------------------------------------------------------------------------------|-----------|-----------|-----------|-------------------------------------------|
| System Inspected                                                              | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |                                           |
| <b>Interior:</b><br>Interior Surfaces                                         |           |           | X         |                                           |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |                                           |
| <b>Electrical</b>                                                             | X         |           |           |                                           |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           |                                           |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |                                           |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |                                           |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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).

#### College and Career Ready

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.

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.

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.

| Subject                                                      | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--------------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 0              | 0              | 30               | 31               | 47            | 46            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 0              | 0              | 16               | 18               | 33            | 34            |

## 2022-23 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.

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.

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.

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.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 38                      | 33                   | 86.84                 | 13.16                     | 0.00                           |
| <b>Female</b>                                        | --                      | --                   | --                    | --                        | --                             |
| <b>Male</b>                                          | 28                      | 23                   | 82.14                 | 17.86                     | 0.00                           |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>                                         | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                            | 36                      | 32                   | 88.89                 | 11.11                     | 0.00                           |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>White</b>                                         | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 14                      | 12                   | 85.71                 | 14.29                     | 0.00                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 38                      | 33                   | 86.84                 | 13.16                     | 0.00                           |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | --                      | --                   | --                    | --                        | --                             |

## 2022-23 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.

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.

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.

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.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 38                      | 33                   | 86.84                 | 13.16                     | 0.00                           |
| <b>Female</b>                                        | --                      | --                   | --                    | --                        | --                             |
| <b>Male</b>                                          | 28                      | 23                   | 82.14                 | 17.86                     | 0.00                           |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>                                         | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                            | 36                      | 32                   | 88.89                 | 11.11                     | 0.00                           |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>White</b>                                         | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 14                      | 12                   | 85.71                 | 14.29                     | 0.00                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 38                      | 33                   | 86.84                 | 13.16                     | 0.00                           |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | --                      | --                   | --                    | --                        | --                             |

## 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.

Science test results include the CAST 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 CAST 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.

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.

| Subject                                  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science<br>(grades 5, 8 and high school) | 5.88           | 0.00           | 15.25            | 14.88            | 29.47         | 30.29         |

## 2022-23 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. 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.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 36               | 26            | 72.22          | 27.78              | 0.00                    |
| Female                                        | --               | --            | --             | --                 | --                      |
| Male                                          | 28               | 20            | 71.43          | 28.57              | 0.00                    |
| 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                            | 35               | 25            | 71.43          | 28.57              | 0.00                    |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | 0                | 0             | 0              | 0                  | 0                       |
| White                                         | --               | --            | --             | --                 | --                      |
| English Learners                              | 11               | 6             | 54.55          | 45.45              | --                      |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 36               | 26            | 72.22          | 27.78              | 0.00                    |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |

## 2022-23 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 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.

## 2022-23 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 |
|---------------------------------------------------------------------------|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission          | 100     |
| 2021-22 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|-----------------------------------------------|----------------------------------------------------------|------------------------------------------------|--------------------------|
| Grade 9     | 94%                           | 94%                                           | 94%                                                      | 94%                                            | 94%                      |

## 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.

#### 2023-24 Opportunities for Parental Involvement

Ripperdan Community Day encourages parents/guardians to reconnect to school alongside their students. Parents/Guardians participate in an initial meeting where services and expectations are clearly outlined and communicated. There are opportunities for Parents/Guardians to participate at Ripperdan by attending our counseling/support services with their student which may include home 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. School staff get to know Parents/Guardians through activities that include Back to School Night, parent conferences, and through individual communications.

We currently have the following:

CSI committee  
Back to school night  
SSC  
PAC representative  
Parent Square messaging

## 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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    | --             | --             | --             | 8                | 4.6              | 5.5              | 9.4           | 7.8           | 8.2           |
| Graduation Rate | --             | --             | --             | 89               | 91.8             | 91.1             | 83.6          | 87            | 86.2          |



## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://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                                        | 0                            | 0                          | 0.00                   |
| Male                                          | --                           | --                         | --                     |
| Non-Binary                                    |                              |                            |                        |
| 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                                  | --                           | --                         | --                     |
| Homeless                                      | --                           | --                         | --                     |
| Socioeconomically Disadvantaged               | --                           | --                         | --                     |
| Students Receiving Migrant Education Services | 0.0                          | 0.0                        | 0.0                    |
| Students with Disabilities                    | --                           | --                         | --                     |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 98                    | 94                                      | 83                        | 88.3                     |
| Female                                        | 24                    | 23                                      | 18                        | 78.3                     |
| Male                                          | 73                    | 70                                      | 64                        | 91.4                     |
| Non-Binary                                    | 1                     | 1                                       | 1                         | 100.0                    |
| 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                            | 89                    | 86                                      | 76                        | 88.4                     |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 0                     | 0                                       | 0                         | 0.0                      |
| White                                         | 4                     | 4                                       | 3                         | 75.0                     |
| English Learners                              | 32                    | 31                                      | 26                        | 83.9                     |
| Foster Youth                                  | 2                     | 2                                       | 2                         | 100.0                    |
| Homeless                                      | 22                    | 22                                      | 20                        | 90.9                     |
| Socioeconomically Disadvantaged               | 95                    | 92                                      | 81                        | 88.0                     |
| Students Receiving Migrant Education Services | 5                     | 5                                       | 5                         | 100.0                    |
| Students with Disabilities                    | 17                    | 17                                      | 13                        | 76.5                     |

### 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.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00           | 43.42          | 67.35          | 0.18             | 3.95             | 5.03             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 5.26           | 9.18           | 0.00             | 0.25             | 0.31             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students                                  | 67.35            | 9.18            |
| Female                                        | 79.17            | 8.33            |
| Male                                          | 63.01            | 8.22            |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian                                         | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 69.66            | 10.11           |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White                                         | 0                | 0               |
| English Learners                              | 71.88            | 3.13            |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 68.18            | 9.09            |
| Socioeconomically Disadvantaged               | 67.37            | 7.37            |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 52.94            | 5.88            |

## 2023-24 School Safety Plan

The 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 October 2023 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a 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. We also have a full time Probation officer onsite. 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.

## 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                                    |                                       |                                     |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 3                  | 14                                   |                                       |                                     |
| Mathematics           | 6                  | 6                                    |                                       |                                     |
| Science               | 6                  | 4                                    |                                       |                                     |
| Social Science        | 5                  | 8                                    |                                       |                                     |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 4                  | 14                                   | 0                                     | 0                                   |
| Mathematics           | 5                  | 7                                    | 0                                     | 0                                   |
| Science               | 5                  | 6                                    | 0                                     | 0                                   |
| Social Science        | 6                  | 6                                    | 0                                     | 0                                   |

## 2022-23 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 | 17    |

## 2022-23 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)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist                                                  | 0.4                              |
| Social Worker                                                 |                                  |
| Nurse                                                         | 0.3                              |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other                                                         | 1                                |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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                                   | 40326.15                     | 6243.17                             | 34082.99                              | 68631                  |
| District                                      | N/A                          | N/A                                 | 3671.58                               | \$77,690               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 161.1                                 | -16.9                  |
| State                                         | N/A                          | N/A                                 | \$7,607                               | \$90,632               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 135.2                                 | -25.1                  |

## Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 |
|------------------------------------------------------|-----------------|----------------------------------------------|
| <b>Beginning Teacher Salary</b>                      | \$47,813        | \$55,550                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$76,198        | \$84,645                                     |
| <b>Highest Teacher Salary</b>                        | \$97,406        | \$111,284                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$129,854       | \$139,860                                    |
| <b>Average Principal Salary (Middle)</b>             | \$132,984       | \$146,440                                    |
| <b>Average Principal Salary (High)</b>               | \$139,061       | \$158,447                                    |
| <b>Superintendent Salary</b>                         | \$225,000       | \$278,268                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 25.65%          | 32.21%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 4.57%           | 4.89%                                        |

## 2022-23 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 |
|--------------------------------------------------------------------------------------------------------|------------------------------|
| <b>Computer Science</b>                                                                                |                              |
| <b>English</b>                                                                                         |                              |
| <b>Fine and Performing Arts</b>                                                                        |                              |
| <b>Foreign Language</b>                                                                                |                              |
| <b>Mathematics</b>                                                                                     |                              |
| <b>Science</b>                                                                                         |                              |
| <b>Social Science</b>                                                                                  |                              |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. |                              |

## 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

## Professional Development

communicate progress, challenges, and areas needed for continued training.

At the start of the 22-23 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 22/23 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                                                                                | 2021-22 | 2022-23 | 2023-24 |
|----------------------------------------------------------------------------------------|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 3       | 8       |         |