Parkwood Elementary 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

School Name	Parkwood Elementary School
Street	1150 East Pecan Ave
City, State, Zip	Madera, CA 93637
Phone Number	(559) 673-2500
Principal	Denise Muñoz
Email Address	denisemunoz@maderausd.org
School Website	https://www.madera.k12.ca.us/parkwood
County-District-School (CDS) Code	20-65243-0116970

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Principal's Message

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

Our goal is to ensure that all students become critical thinkers, active problem-solvers, inquisitive readers, diligent researchers, and prolific writers. Teachers diligently work to refine their instructional strategies and identify best practices within Professional Learning Communities. Grade levels meet weekly with a focus on the following questions: 1) What do we want students to learn? 2) How will we know if they learn it? 3) How will we respond if they don't know it? 4) How will we extend learning for those who know it? During this time, teachers meet to plan units of study and analyze student data to identify next steps. We do this to prepare students for the demands of the real world so our students may become productive citizens, become our future leaders, and contribute and give back positively to the community.

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery.

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

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

Sincerely,

Denise Muñoz

2023-24 School Description and Mission Statement

Principal, Parkwood Elementary School

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

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

School Profile (School Year 2023-24)

Parkwood Elementary is one of 28 elementary/middle/comprehensive/ alternative high schools in Madera Unified School District. During the 2023-24 fiscal year approximately 650 students enrolled in TK-6th grades.

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

Special Education Program: Parkwood is fully vested in the Center-Based Model of educating our special education students. These students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their time. They are also pulled out of the general education environment for more intense work as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan (IEP). Parkwood has one full-time special education teacher (Resource Specialist) and two full-time special education aide to support our students.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	91
Grade 2	96
Grade 3	85
Grade 4	86
Grade 5	85
Grade 6	90
Total Enrollment	641

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
American Indian or Alaska Native	0.2%
Asian	0.9%
Black or African American	2.2%
Filipino	0.6%
Hispanic or Latino	90.2%
Two or More Races	0.8%
White	4.5%
English Learners	29.6%
Homeless	2.5%
Migrant	3%
Socioeconomically Disadvantaged	95.9%
Students with Disabilities	5.9%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.40	95.46	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.26	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	15.10	1.57	12115.80	4.41
Unknown	1.00	3.24	58.40	6.05	18854.30	6.86
Total Teaching Positions	30.80	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	93.25	850.50	83.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	28.20	2.77	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.22	59.00	5.79	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.32	23.70	2.33	11953.10	4.28
Unknown	1.00	3.22	57.50	5.64	15831.90	5.67
Total Teaching Positions	31.10	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	0.00	0.00
Misassignments	0.30	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	1.00

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	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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 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.

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	Benchmark Advance: Step Up to Literacy, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016	Yes	0.0%
Mathematics	California Math in Focus: Singapore Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014	Yes	0.0%
Science	Twig Science, 2020 Board Approved June 11, 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018	Yes	0.0%
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%

School Facility Conditions and Planned Improvements

Parkwood Elementary opened in August 2008 as Madera Unified School District's thirteenth K-6 elementary school. The site encompasses 15 acres and houses approximately 650 students. Parkwood is located about one mile east of Madera South High and one mile west of Chavez Elementary. Parkwood is the sixth MUSD school built since 2005 and the first to be funded by Measure U- a school bond passed in November 2006.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. The LEA works with 3 full-time custodians 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.

Cleaning Process
The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards are available at the district office for review.

Maintenance and Repair
On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. During Summer 2023, Parkwood received new carpeting and tile throughout the school.

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, air conditioning, electrical systems, interior or exterior painting, and floor systems.

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

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Ceiling tiles stained and replaced in July 2022.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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
English Language Arts/Literacy (grades 3-8 and 11)	30	33	30	31	47	46
Mathematics (grades 3-8 and 11)	19	24	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
All Students	348	346	99.43	0.57	32.66
Female	176	175	99.43	0.57	35.43
Male	172	171	99.42	0.58	29.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	313	311	99.36	0.64	33.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	25.00
English Learners	98	96	97.96	2.04	14.58
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	338	336	99.41	0.59	32.44
Students Receiving Migrant Education Services	13	12	92.31	7.69	25.00
Students with Disabilities	25	25	100.00	0.00	8.00

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
All Students	348	346	99.43	0.57	23.70
Female	176	175	99.43	0.57	20.57
Male	172	171	99.42	0.58	26.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	313	311	99.36	0.64	23.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	37.50
English Learners	98	96	97.96	2.04	10.42
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	338	336	99.41	0.59	23.21
Students Receiving Migrant Education Services	13	12	92.31	7.69	25.00
Students with Disabilities	25	25	100.00	0.00	4.00

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 (grades 5, 8 and high school)	15.12	17.50	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	82	80	97.56	2.44	17.50
Female	41	40	97.56	2.44	12.50
Male	41	40	97.56	2.44	22.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	71	97.26	2.74	19.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	24	96.00	4.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	80	97.56	2.44	17.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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 5	84%	85%	85%	84%	85%

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

Parkwood Elementary provides many opportunities for community involvement, most of which are facilitated by the Parkwood Parent Community Club (PPCC). This year, Parent Club will sponsor such events as fundraisers, Jog-a-Thon, Winter Social, School Dance, as well as quarterly Parent Club meetings.

Parkwood Elementary facilitates Parent Informational Meetings to inform parents of upcoming events, curriculum, and testing. Other involvement opportunities for parents are our School Site Council (SSC), and the English Language Advisory Committee (ELAC). These groups assist by providing input on budgetary and programmatic matters. Parental communication is provided via Parent Square, Parkwood website, the marquee, monthly bulletins, and parent monthly newsletters regarding upcoming school activities. Parkwood offers the following activities: Back-to-School Night, Open House, Winter Concerts, parent-teacher conferences, student recognition assemblies, and various other school-wide events. Parents are provided passwords to our grading system to monitor their child's progress and assignment completion. Our teachers are in frequent contact with their students' parents and strive to be accessible during non-instructional hours. For more information on how to become involved at the school, please contact Denise Munoz, Principal, at (559) 673-2500.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	704	681	216	31.7
Female	372	358	117	32.7
Male	332	323	99	30.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	6	6	1	16.7
Black or African American	17	17	7	41.2
Filipino	4	4	1	25.0
Hispanic or Latino	632	611	190	31.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	5	0	0.0
White	33	32	12	37.5
English Learners	216	215	59	27.4
Foster Youth	3	0	0	0.0
Homeless	24	23	9	39.1
Socioeconomically Disadvantaged	677	657	210	32.0
Students Receiving Migrant Education Services	21	21	3	14.3
Students with Disabilities	47	46	12	26.1

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	3.90	1.70	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	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	1.7	0
Female	0.27	0
Male	3.31	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	11.76	0
Filipino	0	0
Hispanic or Latino	1.58	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.39	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.77	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.13	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Parkwood Elementary. Parkwood has adopted Positive Behavioral Intervention and Supports (PBIS) as the foundation for enhancing the positive atmosphere of our school. PBIS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on the prevention of problem behavior, the development of pro-social skills, and the use of data-based problem-solving for addressing existing behavior concerns. For the 2022-24 school year, Parkwood staff will continue to participate in PBIS. Parents and students are informed of school rules and discipline policies through behavior assemblies, school-wide announcements, Back to School Night, and during parent meetings such as ELAC, Parent Club and SSC. These policies are also communicated through parent newsletters and quarterly behavior contracts.

The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Parkwood underwent a thorough safety evaluation as a result of Madera Unified School District's Crisis School Management Project and Madera County Office of Education's yearly monitoring of Williams Settlement requirements. Our District provided a maintenance team that reviewed safety issues on our campus monthly.

The School Safety Plan is reviewed and updated annually to include new information and training necessary to ensure safety of students and staff. The School Site Safety plan was updated and reviewed in August 2023 by the School Safety Committee and will be approved in February 2024 by School Site Council. All revisions were communicated to both classified and certificated staff. The school's disaster preparedness plan included steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills will held three times a year. Students are supervised before and after school by all staff members on a rotational schedule, and classified staff supervised students during lunch. There is a designated area for student drop off and pick up. Visitors report to the office and screened through Raptor Visitor Management to screen track everyone coming into the school and keep unwanted entrants out. While on school premises, visitors wear badges.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	8	
1	20	1	12	
2	23		12	
3	20	1	12	
4	25		12	
5	30	1		6
6	28	1	4	
Other	13	1		

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	7	
1	22		8	
2	21	4	4	
3	21	1	3	
4	28		6	
5	29		6	
6	34			4
Other	22	1		1

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

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	641

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.7
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	7712.26	1299.12	6413.14	72104
District	N/A	N/A	3671.58	$77,690
Percent Difference - School Site and District	N/A	N/A	54.4	-12.0
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-2.8	-20.3

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

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in- class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	8	8