

# Thomas Jefferson Middle School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Thomas Jefferson Middle School
<b>Street</b>	1407 Sunset Avenue
<b>City, State, Zip</b>	Madera, CA 93637-2901
<b>Phone Number</b>	(559) 673-9286
<b>Principal</b>	Isabel Guzman
<b>Email Address</b>	isabelguzman@maderausd.org
<b>School Website</b>	<a href="https://www.madera.k12.ca.us/jefferson">https://www.madera.k12.ca.us/jefferson</a>
<b>County-District-School (CDS) Code</b>	20-65243-6024053

## 2021-22 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 Address</b>	<a href="http://www.madera.k12.ca.us">www.madera.k12.ca.us</a>

## 2021-22 School Overview

### Principal's Message

Thomas Jefferson Middle School prides itself on providing a well-rounded program from a strong academic program to a rewarding extracurricular and athletic program. The staff is focused on providing a challenging academic program that focuses on standards and preparing our students for the next level. The staff utilizes assessment data to target student needs. Elective courses include Career and Technical Education (CTE) wheel, Art, AVID, Leadership, Spanish I, Introduction to Spanish, Band, Choir, and Drama. The CTE course introduces career pathways. This allows the student to become familiar with a career pathway they might want to pursue in high school. Teachers and the after-school program provide tutoring to students who are struggling. Tutoring is focused on helping students with help in completing assignments and meeting school GPA standards. The extracurricular program includes a strong music program, an afterschool program, and many clubs and activities for students to get involved in.

The music program includes band and choir programs that perform at various school and community functions. The after-school program provides students opportunities for tutoring and completion of homework as well as many enrichment activities to enhance their life experiences. The clubs available for students to get involved include the California Junior Scholarship Federation (CJSF), Student Council, Block J, Anime Club, and Drama. Other activities include competitions in the Madera County Academic Pentathlon and the Odyssey of the Mind. The Academic Pentathlon includes events such as the Speech Competition, the Essay Competition, the Literature Competition, the Math Tournament, and the Super Quiz. Our athletic program competes in the Central Valley Athletic League along with the other middle schools in Madera and several schools from within the Central Valley. This is a very competitive league that challenges our student-athletes and helps them to focus on preparation for the next level. Thomas Jefferson prides itself on the progress of our students on the playing field and in the classroom. Our student-athletes are exceeding the academic standards set forth by the school and district.

Transition to middle school can be a challenge for incoming seventh-grade students. The school is committed to making this transition a positive learning experience as students prepare for high school. There are several programs in place at our school to help with this transition. Every school year begins with an Induction Program where students are presented with school policies and procedures. They review school resources available to students including, behavior management/school climate, academic planners, organizational skills, study skills, note-taking strategies, intervention services, and counseling services. Other programs include a Social-Emotional Learning period where students participate with the Second Step curriculum. We

## 2021-22 School Overview

also work at helping the students make a connection to the school with various team-building activities and improving our school climate. Our Response to Intervention (RTI) model provides students academic and behavioral interventions in a timely manner and focuses on helping students to succeed. Our goal is for students to be prepared for high school both academically and socially. They will have the skills they need to graduate from high school and receive a diploma.

Our goal for the 2021-2022 school year is to improve student achievement through the implementation of the Common Core State Standards and instruction that matches the rigor of those standards. This will be accomplished with a focus on four strategies, the Instructional Program, Instructional Strategies, Multiple Tier Systems of Support (MTSS), and Assessment. Developing the Instructional Program will include the use of core instructional materials and adherence to course guides and pacing calendars. Support will be provided for the implementation of the Common Core State Standards in all core subjects. Instructional Strategies will include full implementation of Direct Instruction strategies, Common Core strategies, and the MUSD English Learner Principles. MTSS includes providing appropriate academic and behavior interventions in helping students to meet standards. Full implementation of the district's Assessment System includes teachers collaborating as a Professional Learning Community on State/Federal Level Assessments, Benchmark Assessments, Common Formative Assessments, and Grading Policies and Practices.

### Mission Statement

Patriot Nation is dedicated to achieving high academic and personal success through perseverance, collaboration, and positive connections.

### School Vision Statement:

Patriot Nation will strive to make Thomas Jefferson a greater place for all to learn, grow and succeed through dedication, motivation, creation, and participation.

### School Profile (School Year 2021-2022)

Thomas Jefferson Middle is one of 26 elementary/middle/comprehensive high schools in Madera Unified School District. 2021-2022.

At Thomas Jefferson, we work hard to provide a plethora of opportunities for all students. Based on assessment scores, teacher recommendations, and student preferences, our student body is encouraged to participate in numerous enrichment activities overseen by our faculty/staff. Some of these activities include Academic Pentathlon, Odyssey of the Mind, Choir, Band, Art, Drama, Advancement Via Individual Determination (AVID), and Yearbook. In addition to all clubs and elective opportunities, students are encouraged to participate in a variety of athletic teams.

Additionally, our school has a user-friendly website accessible by students, parents, and the general public that communicates pertinent school-related information. For example, students are able to access the weekly announcements, library resources, grading portal, as well as teacher web pages. Furthermore, information about our English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Club activities are also provided on the school website.

Our Special Education Program at Thomas Jefferson provides students with special needs access to a rigorous curriculum via multiple options: Special Day Classes (110) or Mainstream classes (210) with support. Special education (210) 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 school day. 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). Thomas Jefferson houses the Social Skills class for students on the spectrum and the LIVE program. Thomas Jefferson has seven full-time special education teachers and seven full-time special education paraprofessionals that support our students in all their core subjects.

An Overview of the English Learner Program: All of Thomas Jefferson's teachers are credentialed and trained to teach culturally diverse populations. English Language Development (ELD) is taught on a daily basis for all our English learners. Students are grouped by their English language proficiency levels so that instruction can be targeted towards their specific areas of need. The following domains are emphasized in ELD: oral language, listening, reading, writing, and thinking skills. Teachers formally evaluate students minimally four times a year and monitor their progress on an ongoing daily basis. The data results from progress monitoring help teachers determine what skills need to be taught or reviewed. Thomas Jefferson also provides the Newcomer Program. This program is designed for students who have recently arrived in the United States.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	502
Grade 8	476
Total Enrollment	978

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	1.8
Black or African American	1
Hispanic or Latino	88.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1
White	6.4
English Learners	21.5
Foster Youth	0.3
Homeless	3.2
Socioeconomically Disadvantaged	86.7
Students with Disabilities	9.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

## 2019-20 Teacher Preparation and Placement

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

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

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

## 2019-20 Class Assignments

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

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

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

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

Year and month in which the data were collected

July, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Book Co. StudySync California Edition, 2016 Board Approved May 24, 2016	Yes	0.0%
<b>Mathematics</b>	Grade 7 Big Ideas Learning Big Ideas Math, 2015 Grade 7 - Course 2 Board Approved: April 29, 2014  Grade 8: McGraw Hill California Math Course 3, 2015 Board Approved: April 29, 2014	Yes	0.0%
<b>Science</b>	Grade 7-8: Amplify Integrated Science 7 Amplify Integrated Science 8 Board Approved April 24, 2007	Yes	0.0%
<b>History-Social Science</b>	Grade 7: McGraw Hill School Education Impact California Social Studies: World History Geography: Medieval & Early Modern Times, 2018 Board Approved: May 8, 2018  Grade 8: Teachers' Curriculum Institute History Alive! The United States Through Industrialism, 2017 Board Approved: May 8, 2018	Yes	0.0%
<b>Foreign Language</b>	Grade 6-8: Holt McDougal ¡Avancemos!, 2013 Grade 7: Level 1A Grade 8: Level 1B	Yes	0.0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			

## School Facility Conditions and Planned Improvements

Thomas Jefferson Middle School is located in central Madera and is part of the Madera Unified School District. The school was built in 1953. There are 42 classrooms that include fourteen portables. Three of the classrooms are computer labs. One classroom is the Library/Media Center. We have a gymnasium that includes a separate wrestling room. The locker rooms make up two buildings for both boys and girls. Our athletic fields include two baseball fields, two softball fields, and a football field with a surrounding track. We also have outdoor basketball courts as well as four tennis courts.

The perimeter of the school is fenced and locked during the school day. This allows us to provide a closed campus for student safety precautions. Visitors are required to report to the office upon entering the school grounds. Parents are required to sign students in when coming to school late and sign them out when picking them up early.

The buildings and grounds are properly maintained with the help of school staff and the district maintenance staff that works regularly on the needs of the school. We benefit from four full-time custodians: one daytime custodian, one-afternoon custodian, and two-night custodians. We also benefit from one full-time grounds person.

### Cleaning Process

A diligent effort is made to ensure that Thomas Jefferson is neat, clean, and in good repair. The principal works daily with the custodial staff of 4 full-time employees to ensure that the school is maintained to provide for a clean and safe school. They work a staggered shift schedule with one of them available on campus from 5:30 a.m. to 11 p.m. A district maintenance department services the larger maintenance needs of the school periodically throughout the school year. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. The appearance of our school directly affects the output of students, teachers, and other staff. We take pride in our school and its place in developing a sense of responsibility for all stakeholders.

### Maintenance and Repair

Each year Thomas Jefferson is inspected by the Madera County Office of Education as part of the Williams Settlement and continues to meet all requirements for a safe school. 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.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2021.

Year and month of the most recent FIT report				August 2021
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Most classrooms need minor repairs on chipped ceiling panels and chipped paint on door frames. Some classrooms need repairs for separating floor tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			



School Facility Conditions and Planned Improvements				
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			The boy's locker room needs repairs in door hardware and restrooms.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The gym snack bar is in need of major repairs. The band lockers are in need of repair and paint or replacement. The baseball field bleachers are unsafe.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

## 2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	979	NT	NT	NT	NT
Female	481	NT	NT	NT	NT
Male	498	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	873	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	60	NT	NT	NT	NT
English Learners	206	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	76	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	842	NT	NT	NT	NT
Students Receiving Migrant Education Services	33	NT	NT	NT	NT
Students with Disabilities	89	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	979	NT	NT	NT	NT
Female	481	NT	NT	NT	NT
Male	498	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	873	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	60	NT	NT	NT	NT
English Learners	206	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	76	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	842	NT	NT	NT	NT
Students Receiving Migrant Education Services	33	NT	NT	NT	NT
Students with Disabilities	89	NT	NT	NT	NT

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

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

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	977	871	89.15%	10.85%	21.93%
Female	480	431	89.79%	10.21%	26.45%
Male	497	440	88.53%	11.47%	17.50%
American Indian or Alaska Native	--	--	60.00%	40.00%	
Asian	18	17	94.44%	5.56%	41.18%

<b>Black or African American</b>	--	--	80.00%	20.00%	25.00%
<b>Hispanic or Latino</b>	836	745	89.11%	10.89%	20.54%
<b>Native Hawaiian or Pacific Islander</b>	--	--	100.00%		
<b>Two or More Races</b>	45	42	93.33%	6.67%	30.95%
<b>White</b>	60	53	88.33%	11.67%	30.19%
<b>English Learners</b>	208	178	85.58%	14.42%	3.37%
<b>Foster Youth</b>	--	--	100.00%		
<b>Homeless</b>	38	34	89.47%	10.53%	14.71%
<b>Military</b>	--	--	100.00%		28.57%
<b>Socioeconomically Disadvantaged</b>	867	764	88.12%	11.88%	19.11%
<b>Students Receiving Migrant Education Services</b>	13	12	92.31%	7.69%	25.00%
<b>Students with Disabilities</b>	87	63	72.41%	27.59%	7.94%

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

<b>2020-21 Local Assessment Test Results in Math by Student Group</b>					
This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.					
<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	977	854	87.41%	12.59%	15.46%
<b>Female</b>	480	434	90.42%	9.58%	15.21%
<b>Male</b>	497	420	84.51%	15.49%	15.71%
<b>American Indian or Alaska Native</b>	--	--	60.00%	40.00%	33.33%
<b>Asian</b>	18	15	83.33%	16.67%	53.33%
<b>Black or African American</b>	--	--	80.00%	20.00%	
<b>Hispanic or Latino</b>	836	733	87.68%	12.32%	13.78%
<b>Native Hawaiian or Pacific Islander</b>	--	--	100.00%		
<b>Two or More Races</b>	45	40	88.89%	11.11%	20.00%
<b>White</b>	60	52	86.67%	13.33%	26.92%
<b>English Learners</b>	208	173	83.17%	16.83%	3.47%
<b>Foster Youth</b>	--	--	100.00%		
<b>Homeless</b>	38	34	89.47%	10.53%	2.94%
<b>Military</b>	--	--	100.00%		28.57%
<b>Socioeconomically Disadvantaged</b>	867	750	86.51%	13.49%	14.00%
<b>Students Receiving Migrant Education Services</b>	13	13	100.00%		7.69%
<b>Students with Disabilities</b>	87	59	67.82%	32.18%	

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

## CAASPP Test Results in Science for All Students

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

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

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

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

## 2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	479	NT	NT	NT	NT
<b>Female</b>	238	NT	NT	NT	NT
<b>Male</b>	241	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	430	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	24	NT	NT	NT	NT
<b>English Learners</b>	98	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	44	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	412	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	14	NT	NT	NT	NT
<b>Students with Disabilities</b>	45	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2020-21 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

There are numerous opportunities for parents to be actively involved in their child's educational process at Thomas Jefferson Middle School. Parents can join the School Site Council (SSC). The SSC has a very important function in terms of developing and setting school goals for school improvement, developing and approving categorical budgets, and developing and approving the School Safety Plan.

Parents are welcome to attend SSC meetings at any time to provide input on agenda items or other items pertinent to the success of the school. Meeting dates and times are listed in the school's monthly calendar and agendas are posted in the office at least 72 hours prior to the scheduled meeting. Parents of English learners can become active members of our English Learner Advisory Council (ELAC). The ELAC provides vital information and training to help parents of English learner students have a voice in their child's education at Thomas Jefferson.

Our Parent Club works with teachers to help sponsor dances, fundraisers, Back-to-School Night, Open House, and Promotion in the spring. Parents organize eighth grades promotion activities such as the eighth-grade field trip and the 8th-grade Promotion Dance. We encourage all parents to attend these events. A ParentSquare message is sent out on a regular basis to keep parents informed on important school events and issues.

Parents can set up a parent conference with their child's teachers by calling their child's counselor. Parents are also welcome to attend any of the extracurricular events such as Gold Card Assemblies, Academic Competition Events, Band Events, Choir Events, Athletic Events, and end of the year awards assembly. Yet, due to the pandemic parent volunteers have been put on hold.



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1012	1000	32	3.2
Female	499	493	13	2.6
Male	513	507	19	3.7
American Indian or Alaska Native	5	5	0	0.0
Asian	20	18	0	0.0
Black or African American	11	10	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	900	891	29	3.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	10	10	0	0.0
White	63	63	3	4.8
English Learners	233	230	10	4.3
Foster Youth	7	7	0	0.0
Homeless	42	41	5	12.2
Socioeconomically Disadvantaged	880	870	31	3.6
Students Receiving Migrant Education Services	36	36	2	5.6
Students with Disabilities	93	92	13	14.1

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	14.66	0.40	6.51	0.18	3.47	0.20
<b>Expulsions</b>	0.57	0.00	0.34	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	6.67	4.05	2.45
<b>Expulsions</b>	0.38	0.18	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.40	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.78	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.44	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.45	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.08	0.00

## 2021-22 School Safety Plan

The safety of students and staff is a primary concern of Thomas Jefferson Middle. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in September 2021 by the School Safety Committee and the School Site Council. All revisions were communicated to both the classified and certificated staff. The input was also taken from the Parent Club, ELAC, and Student Council. In addition, a Safety Survey of the students helped to set goals and improvement targets for school safety. The School Site Council approves the final copy of the safety plan. An updated copy of the Safety Plan and all related data and materials are readily available for inspection by the public in the school office.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year or as needed. Students are supervised throughout the school day, including before and after school, by certificated staff, classified staff, and administration. There is a designated area for students to be dropped off and picked up.

We are proud of our school and welcome parents, community members, and guests. In order to maintain a safe and orderly environment for our students, we require visitors to check in at the office upon arrival at the school. They will be issued a "Visitors Pass" which will identify their presence on our campus.

Due to the pandemic students have not been on campus, therefore the disaster drills did not take place and parent visitors were put on hold.

## 2018-19 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	10	12	18
Mathematics	32	3	8	20
Science	34	2	2	25
Social Science	33	3	4	23

## 2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	13	15	18
Mathematics	31	5	12	16
Science	35	2	11	18
Social Science	30	4	13	16

## 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	18	42	27	1
Mathematics	27	10	16	10
Science	27	9	19	8
Social Science	28	6	21	8

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	326

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0
Other	1.3

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$1,638	\$1,005	\$633	\$67,054
District	N/A	N/A	\$5,345	\$75,229
Percent Difference - School Site and District	N/A	N/A	-157.6	-11.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-172.1	-25.2

## 2020-21 Types of Services Funded

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

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

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

District Revenue Sources (Fiscal Year 2020-21)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

## 2019-20 Teacher and Administrative Salaries

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

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

## Professional Development

Staff development is focused on developing the Professional Learning Communities (PLC's) concept. PLC's are groups or teams that work interdependently to collaborate and reflect upon best practices and give each other feedback. The goal is to create an environment that fosters mutual cooperation, emotional support, and personal growth by working together to accomplish more as a team than what can be accomplished in isolation.

Staff development for the school will focus on developing the big ideas of a Professional Learning Community. These big ideas include a focus on learning, a collaborative team culture, a collective inquiry into best practices, action-oriented, a commitment to continuous improvement, and being results-oriented. Staff development will address the four critical questions of a PLC.

- a. What do we want students to know and be able to do?
- b. How will we know when students have learned it?
- c. How will we respond when students have not learned it?
- d. How will we respond when students already know it?

Teams will work together to provide a collective purpose that ensures a high level of learning for all students. The Cycle-of-Inquiry process will be utilized to analyze assessment results, determine areas of student need, and make adjustments to instructional strategies based on those needs. This will take place at early out Staff PLC meetings, Department PLC meetings, and Leadership Team meetings.

During 2019-20 Staff members built their skillset and worked on an understanding research-based concepts by participating in a variety of conferences and workshops throughout the year, as well as the site-developed professional development.

Topics for staff development during the 2019-20 school year included:

- Common Core Implementation
- English Language Learner instruction
- Literacy instruction in Common Core
- Rigorous Curriculum Design
- Curriculum mapping, pacing, and design
- MTSS/PBIS Training
- MTSS/PBIS Implementation
- Strategic Action Plan Goal setting
- Professional Learning Communities

The 2020-2021 School Year

The year of distance learning for all.

Topics for staff development during the 2020-201 school year included:

- Week-long training on:

Distance Learning Platforms

Google Classroom

Virtual Tools

- Teaching for Effective Learning (TEL)
- Core Implementation
- English Language Learner instruction
- Literacy instruction in Common Core
- Rigorous Curriculum Design
- Curriculum mapping, pacing, and design
- MTSS/PBIS Training
- MTSS/PBIS Implementation
- Strategic Action Plan Goal setting
- Professional Learning Communities

The 2021-2022 School Year

Topics for staff development during the 2020-201 school year included:

- Teaching for Effective Learning (TEL) - 2nd cohort of teachers
- Core Implementation
- English Language Learner instruction
- Literacy instruction in Common Core
- Rigorous Curriculum Design

## Professional Development

- Curriculum mapping, pacing, and design
- MTSS/PBIS Training
- MTSS/PBIS Implementation
- Strategic Action Plan Goal setting
- Professional Learning Communities

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

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

# Madera Unified School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

### 2021-22 District Contact Information

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



## 2020-21 CAASPP Test Results in ELA by Student Group

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

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

## 2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

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

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