

George Washington Elementary 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/

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	George Washington Elementary School
Street	509 South Street
City, State, Zip	Madera, CA 93638
Phone Number	(559) 674-6705
Principal	Adalberto Hernandez
Email Address	adalbertohernandez@maderausd.org
School Website	https://www.madera.k12.ca.us/washington
County-District-School (CDS) Code	20-65243-6023964

2021-22 District Contact Information

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

2021-22 School Overview

Principal's Message

Welcome to a new school year! On behalf of the George Washington Elementary School staff, I'd like to welcome you back to an in-person learning experience! Our staff continues to be dedicated to providing the best possible educational and enrichment experiences for our children. Our journey of transformation into a whole-school Heritage Language Program has expanded to Transitional Kindergarten and 1st grade. All of our students in TK, Kinder, and 1st grade now benefit from our 80/20 Heritage Language Program (80% Spanish and 20% English). We look forward to our students achieving bilingualism and biliteracy, high academic achievement, and sociocultural competence!

As the year progresses, we encourage you to get to know the staff, the programs, and the activities we offer at Washington School. It is the goal of the staff at Washington to work with you to create a positive and challenging learning environment focused on developing the critical-thinking, problem-solving, and socioemotional skills our students will need to be successful.

Student success is a shared responsibility between the school staff, students and parents. Throughout the school year, we encourage you to become actively involved with your child's learning, encourage them to stay positive, patient, and focused during distance learning, share in celebrating your child's learning successes, and meet any challenges with determination and excitement.

Parents are a vital part of the Washington School community. The foundation of a successful school is the cooperation between the students, staff, parents and community. We very much appreciate the support that parents give their children at home as they strive to reach their learning goals. Our students will need your support and encouragement this year more than ever as they experience learning from home. We look forward to working with you and developing a relationship that will assist in the growth of our children.

Please feel free to contact me if you have any questions, comments, suggestions, or concerns. Our Tigers always strive to be Resilient, Stay the Course, and do everything Con Ganas (with desire/heart)!

Sincerely,

Adalberto Hernandez

2021-22 School Overview

adalbertohernandezjr@maderausd.org

Mission Statement

Mission

George Washington Elementary is committed to ensuring academic and personal excellence for every student.

Vision

Our vision is to make sure all who enter our school will promote from 6th grade meeting or exceeding growth targets in ELA, Math, and Language, and with the Socioemotional skills and knowledge needed to be successful in middle school.

Collective Commitments (Norms)

Central beliefs clearly understood and shared by every staff member of the school community.

1. We will build trust by being open minded, listening and validating each other's ideas.
2. We will make sure that everyone feels valued, embrace differences and work through new challenges.
3. We will contribute and respect each other's ideas.
4. We will approach each situation with a positive attitude.
5. We will collaborate in a positive and effective way.
6. We will value each other's time by staying on task and starting and ending on time.
7. If someone is breaking a norm: "Let's remember our norms."

Student Creed

I am somebody who matters.

I am loved.

I am valuable.

I am unique and special.

There's no one I'd rather be than me.

I believe I can learn.

I like a challenge.

I will persevere.

Today I have the courage to be the best that I can be. I will succeed!

School Profile

George Washington Elementary is one of 28 elementary/middle/comprehensive high schools in Madera Unified School District. During the 2021-22 school year, 633 TK-6th grade students are enrolled at the school, with classes arranged on a traditional calendar.

Advanced Learners: Based upon the California Assessment of Student Performance and Progress (CAASPP) scores and teacher recommendation, students in grades 3-6 are eligible to participate in several enrichment activities overseen by our certificated teachers and administration. Our Advanced Learners have the opportunity to participate in project-based learning in Science, work together to solve mathematical tasks that involve the arts, and to create solar cars, solar houses, and solar ovens.

Special Education Program: Washington 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). Washington has one full time special education teacher, and one full time and one part time special education aide to support our students.

English Learner Program: All of Washington's teachers are trained to teach culturally diverse populations. AELD (Academic English Language Development) for TK, Kinder, and 1st and ELD (English Language Development) for 2nd-6th grade English learners is taught for 45 minutes a day. Instruction is targeted towards students' specific areas of need. The emphasis is on oral language, listening, reading, writing, and thinking. The District adopted a new ELA/ ELD curriculum to support our English Language Learners. Teachers progress monitor student progress in ELD with classroom assessments. The results of these assessments help teachers determine the English Language skills that need to be taught or reviewed.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	79
Grade 2	93
Grade 3	92
Grade 4	106
Grade 5	92
Grade 6	95
Total Enrollment	659

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.5
Black or African American	0.5
Hispanic or Latino	97.6
White	1.1
English Learners	53.9
Foster Youth	0.5
Homeless	4.2
Socioeconomically Disadvantaged	99.2
Students with Disabilities	5.6

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

Madera Unified held a public hearing on September 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 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy 2016 McGraw Hill California Wonders 2016 Benchmark Adelante 2016	Yes	0.0%
Mathematics	Big Ideas Math 2014 California Math in Focus: Math 2014 McGraw Hill My Math 2014	Yes	0.0%
Science	Twig Science 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive 2018 California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 TCI Social Studies Alive! California Series 2018	Yes	0.0%
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

George Washington Elementary was originally constructed in 1922 and is comprised of 33 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, an RSP, a music room, two state preschool classrooms, an administration office, and three playgrounds. Recent school improvement projects involved relocating the front entrance gates so they could continue to support our closed campus and visitor policies that ensure student and staff safety and make the front of the campus inviting and welcoming for students, parents, and community members.

All of the classrooms are in good repair, as is evidenced by the positive Williams report that Washington receives yearly.

Playground space is adequate for the number of students we have, providing them with ample opportunity to be active during their recess times. There is adequate space for staff to work. Washington has an excellent school library.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time employees to ensure that the school is maintained to provide for a clean and safe school. The 3 full-time custodians work a staggered shift schedule so that one custodian is always available on campus from 6:30 a.m. to 9:00 p.m. A three-person team from the district maintenance department services the larger maintenance needs about every six weeks. The site custodians and district maintenance employees make a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

Each year Washington 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.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

July 0221

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

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	NT	NT	NT	NT
Female	196	NT	NT	NT	NT
Male	187	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	374	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	221	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	381	NT	NT	NT	NT
Students Receiving Migrant Education Services	44	NT	NT	NT	NT
Students with Disabilities	22	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	383	NT	NT	NT	NT
Female	196	NT	NT	NT	NT
Male	187	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	374	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	221	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	381	NT	NT	NT	NT
Students Receiving Migrant Education Services	44	NT	NT	NT	NT
Students with Disabilities	22	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	380	372	97.89%	2.11%	14.25%
Female	195	193	98.97%	1.03%	15.54%
Male	185	179	96.76%	3.24%	12.85%
American Indian or Alaska Native	--	--	100.00%		
Black or African American	--	--	66.67%	33.33%	

Hispanic or Latino	367	360	98.09%	1.91%	13.89%
Two or More Races	--	--	100.00%		50.00%
White	--	--	100.00%		25.00%
English Learners	218	213	97.71%	2.29%	4.23%
Foster Youth	--	--	100.00%		
Homeless	13	11	84.62%	15.38%	18.18%
Socioeconomically Disadvantaged	377	369	97.88%	2.12%	14.09%
Students Receiving Migrant Education Services	17	16	94.12%	5.88%	31.25%
Students with Disabilities	22	21	95.45%	4.55%	

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

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

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

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	380	375	98.68%	1.32%	3.47%
Female	195	194	99.49%	0.51%	3.09%
Male	185	181	97.84%	2.16%	3.87%
American Indian or Alaska Native	--	--	100.00%		
Black or African American	--	--	100.00%		
Hispanic or Latino	367	362	98.64%	1.36%	3.59%
Two or More Races	--	--	100.00%		
White	--	--	100.00%		
English Learners	218	214	98.17%	1.83%	0.93%
Foster Youth	--	--	100.00%		
Homeless	13	13	100.00%		
Socioeconomically Disadvantaged	377	372	98.67%	1.33%	3.49%
Students Receiving Migrant Education Services	17	17	100.00%		11.76%
Students with Disabilities	22	22	100.00%		

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	NT	NT	NT	NT
Female	52	NT	NT	NT	NT
Male	39	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	89	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	52	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	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

George Washington Elementary greatly benefits from its supportive parents who are involved in their children's' education by keeping in contact with the school on a regular basis. Parents are encouraged to join our English Language Advisory Committee, School Site Council, Parent-Teacher Organization, Parent Advisory Council (Migrant and all students), and participate in English/Spanish literacy, computer literacy, and parenting/school involvement workshops/classes through our Parent Resource Center. The school also benefits from community partnerships with the Madera Police Department (reading to students in the classroom), North Star Photography, and the Nishimoto family. Home-school communications and parent-teacher conference sign-ups occur on a daily, weekly, monthly, and quarterly basis via the ParentSquare program/application.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	682	669	53	7.9
Female	345	342	25	7.3
Male	337	327	28	8.6
American Indian or Alaska Native	2	2	0	0.0
Asian	3	3	0	0.0
Black or African American	4	4	1	25.0
Filipino	0	0	0	0.0
Hispanic or Latino	664	652	49	7.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	8	7	3	42.9
English Learners	418	414	23	5.6
Foster Youth	5	5	1	20.0
Homeless	36	30	5	16.7
Socioeconomically Disadvantaged	676	663	53	8.0
Students Receiving Migrant Education Services	83	83	2	2.4
Students with Disabilities	45	45	4	8.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.34	0.00	6.51	0.18	3.47	0.20
Expulsions	0.00	0.00	0.34	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.52	4.05	2.45
Expulsions	0.00	0.18	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

2020-21

Safety of students and staff is a primary concern of George Washington Elementary. 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 November 2020 by the School Site Council. All revisions were communicated to the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock down drills are held twice a year. Students are supervised before and after school and during break periods by certificated staff and administration. Classified staff and administration supervise students during lunch. There are designated areas for student drop off and pick up. Visitors sign in as they enter the school through the office.

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.

2018-19 Elementary 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 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	22		5	
1	26		4	
2	22		5	
3	26		4	
4	47		3	1
5	42		4	1
6	35		4	1
Other	31		1	

2019-20 Elementary 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 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	20	4	1	
1	24		4	
2	25		4	
3	21	1	4	
4	39		4	1
5	39		3	1
6	30		6	

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	18	5	6	
1	20	12		
2	21	1	12	
3	23		12	
4	25	1	12	
5	22	3	6	
6	23	3	6	

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	659

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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$820	\$626	\$194	\$60,730
District	N/A	N/A	\$5,345	\$75,229
Percent Difference - School Site and District	N/A	N/A	-186.0	-21.3
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-191.0	-34.9

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

2021-22

Student achievement data is used to determine the areas of focusing for building teacher efficacy and teaching practices. Teachers participate in the school site, district level, and off-campus professional development workshops throughout the year, then implement learning and share their experiences and knowledge with school site colleagues. The district dedicated 3 staff development days to provide advance the learning of our teachers and support staff and enhance their teaching and support practices. Topics for staff development during the 2021-22 school year include: Professional Learning Communities, data analysis, English Language Development, Thinking Maps, Write from the Beginning, classroom management, effective research-based first best instructional practices, Core ELA curriculum, differentiation and scaffolding, lesson planning, assessment, intervention/extension, and Data Driven Accelerated Learning.

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

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

Madera Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

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

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