

Jack G. Desmond 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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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	Jack G. Desmond Middle School
Street	26490 Martin Street
City, State, Zip	Madera, CA 93638
Phone Number	(559) 664-1775
Principal	Carry Gassett
Email Address	carrygassett@maderausd.org
School Website	https://www.madera.k12.ca.us/Domain/776
County-District-School (CDS) Code	20652430109694

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

Jack G. Desmond Middle School (DMS) is a safe and academically focused place for any student to attend school. Caring and competent staff address the needs of our diverse community. DMS has become a place where staff and students embrace the District's statement of encouragement: "Every student, every day, whatever it takes." DMS offers all students a variety of academic and social experiences.

Students receive instruction in Math, English, History, Science, Physical Education (PE), and a variety of elective choices. Math instruction is provided in Math 7/Math 8, and Enhanced (Math 7 and Math 8). English/ Language Arts (ELA), and/or English Language Development (ELD) are subject areas where students are enrolled in courses based on language support needs. History classes cover World History and the U.S. History curriculum. PE is coed offered through grade-level instruction, where 7th grade focuses on individual fitness training and 8th grade on intramural sports. 8th grade students also have a unique opportunity to attend Madera Technical education for half of their day where they focus on project based learning in a CTE lab that is of interest to them.

DMS also offers a wide variety of athletic and extracurricular activities. During the year, students and staff participate in numerous cultural and social activities. Activities such as Red Ribbon Week, Mix-it-up at lunch, Rallies, dances, Career Day, annual beautification projects, and various community service projects are just a few of the many activities offered at our school. DMS is unique in its commitment to supporting the whole student socially, academically, and emotionally. We aim to educate the Heart, Mind, Body, and Spirit.

Mission Statement

Jack G. Desmond Middle School's mission is to serve our students and community: ensuring the highest levels of academic, social and emotional learning. We prepare students to make a positive and productive impact on society and model hard work, integrity, and compassion to create meaningful, dynamic relationships.

Vision Statement

Jack G. Desmond is a model middle school for academics, athletics, and activities that prepare students to become self-sufficient adults- where school pride is evident in all we do!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	431
Grade 8	418
Total Enrollment	849

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.4
Black or African American	1.1
Hispanic or Latino	94.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.1
White	4
English Learners	23.7
Foster Youth	0.6
Homeless	2.4
Socioeconomically Disadvantaged	94.9
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
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 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
Reading/Language Arts	McGraw Hill Book Co. StudySync California Edition, 2016 Board Approved May 24, 2016	Yes	0.0%
Mathematics	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%
Science	Grade 7-8: Amplify Integrated Science 7 Amplify Integrated Science 8 Board Approved April 24, 2007	Yes	0.0%
History-Social Science	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%
Foreign Language	Grade 6-8: Holt McDougal ¡Avancemos!, 2013 Grade 7: Level 1A Grade 8: Level 1B	Yes	0.0%

School Facility Conditions and Planned Improvements

Jack G. Desmond Middle was originally constructed in 2006 and is comprised of thirty-four classrooms, one gym, one multipurpose room/cafeteria, one library, one staff lounge, and one playground/common area.

Cleaning Process

The administration 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 environment. The custodial staff works a staggered shift schedule with one of them available on campus from 6 a.m. to 10 p.m. A three-person team from the district maintenance department services the larger maintenance projects, as needed. 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. Our school is very well maintained, visually appealing, and welcoming.

Maintenance and Repair

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

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. The district allocated \$32,869.00 for a deferred maintenance program. This represents 0.0062% of the district's general fund.

Year and month of the most recent FIT report

July 2021

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		
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	850	NT	NT	NT	NT
Female	407	NT	NT	NT	NT
Male	443	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	801	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	33	NT	NT	NT	NT
English Learners	199	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	44	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	806	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	77	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	850	NT	NT	NT	NT
Female	407	NT	NT	NT	NT
Male	443	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	801	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	33	NT	NT	NT	NT
English Learners	199	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	44	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	806	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	77	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	849	801	94.35%	5.65%	21.22%
Female	406	380	93.60%	6.40%	25.79%
Male	443	421	95.03%	4.97%	17.10%
American Indian or Alaska Native	--	--	100.00%		
Asian	--	--	100.00%		66.67%

Black or African American	--	--	100.00%		33.33%
Hispanic or Latino	789	744	94.30%	5.70%	20.30%
Native Hawaiian or Pacific Islander	--	--	100.00%		
Two or More Races	14	12	85.71%	14.29%	41.67%
White	30	29	96.67%	3.33%	31.03%
English Learners	198	188	94.95%	5.05%	1.06%
Foster Youth	--	--	87.50%	12.50%	
Homeless	23	23	100.00%		17.39%
Military	--	--	100.00%		33.33%
Socioeconomically Disadvantaged	816	769	94.24%	5.76%	20.68%
Students Receiving Migrant Education Services	--	--	100.00%		12.50%
Students with Disabilities	74	68	91.89%	8.11%	4.41%

*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	849	821	96.70%	3.30%	15.23%
Female	406	394	97.04%	2.96%	14.21%
Male	443	427	96.39%	3.61%	16.16%
American Indian or Alaska Native	--	--	100.00%		
Asian	--	--	100.00%		33.33%
Black or African American	--	--	100.00%		
Hispanic or Latino	789	764	96.83%	3.17%	15.05%
Native Hawaiian or Pacific Islander	--	--	100.00%		
Two or More Races	14	12	85.71%	14.29%	25.00%
White	30	29	96.67%	3.33%	20.69%
English Learners	198	193	97.47%	2.53%	2.07%
Foster Youth	--	--	87.50%	12.50%	
Homeless	23	23	100.00%		
Military	--	--	100.00%		33.33%
Socioeconomically Disadvantaged	816	788	96.57%	3.43%	14.97%
Students Receiving Migrant Education Services	--	--	100.00%		12.50%
Students with Disabilities	74	71	95.95%	4.05%	2.82%

*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	417	NT	NT	NT	NT
Female	201	NT	NT	NT	NT
Male	216	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	395	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	17	NT	NT	NT	NT
English Learners	107	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	399	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	41	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

We have a variety of opportunities for parents to be actively involved in their child's educational experience at Jack G. Desmond Middle School. Parents can join our School Site Council (SSC), which works with the school principal and other stakeholders to make financial and programmatic decisions for our school site. The SSC meets at a minimum quarterly. We invite parents of English learners to become active members in our English Language Advisory Committee (ELAC). ELAC provides vital information and training to help parents have a voice in their English learning child's education at Desmond. ELAC meets monthly. Parents and community members are always welcome and encouraged to volunteer on campus and in classrooms. We have an active Parent Teacher Association (PTA) on campus that meets monthly. We have Title 1 Parent informational meetings on an annual basis offering parents information on a variety of topics related to the offerings of the school site, budget, and the strategic academic plan. Back to School night is in the fall and Open House along with promotion activities are in the spring. We encourage all parents to attend these events. We also have quarterly celebrations for students in which we honor our students academic and behavioral excellence through a variety of events (e.g. Honor Roll, Student of the Month, etc.) in which parents and family members are invited to attend. Our PTA also organizes our eighth-grade promotion dance/celebration. Additionally, we send Parent square messages/text to parents on a regular basis to keep parents informed of important school events. Our PTA sponsors several yearly fundraisers, and periodically sales snacks at athletic events to help pay for eighth-grade promotion activities. Routine parent conferences are scheduled in the fall and spring. Parents may schedule conference dates at any time by contacting their child's counselor. Desmond teachers post students' grades regularly. Furthermore, parents are given passwords which allow them to check on their child's grade status at any time. For more information on how to become involved, please contact the school, at (559) 664-1775.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	875	864	52	6.0
Female	417	413	20	4.8
Male	458	451	32	7.1
American Indian or Alaska Native	2	2	0	0.0
Asian	3	3	0	0.0
Black or African American	9	9	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	823	814	49	6.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	2	1	0	0.0
White	35	34	3	8.8
English Learners	212	209	12	5.7
Foster Youth	10	10	1	10.0
Homeless	27	26	7	26.9
Socioeconomically Disadvantaged	833	823	52	6.3
Students Receiving Migrant Education Services	20	20	0	0.0
Students with Disabilities	85	81	10	12.3

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	17.51	0.23	6.51	0.18	3.47	0.20
Expulsions	1.24	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	6.69	4.05	2.45
Expulsions	0.32	0.18	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0.00
Female	0.00	0.00
Male	0.44	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	0.24	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	0.47	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Safety of students and staff is a primary concern of Jack G. Desmond Middle School. Our school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the School Safety Committee and School Site Council. All revisions were communicated to the both the classified and certificated staff. The final plan was approved by our SSC on April 6, 2021. 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 quarterly basis throughout the school year. Lockdown drills are held at least twice a year and earthquake drills twice a year. Students are supervised before and after school by certificated staff, classified staff, and administration. The campus opens at 7:30am. During lunch and break times, certificated staff, classified staff, and administration supervise students. Parent volunteers, certificated staff, and classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up in the interior school parking lot. All visitors are required to check into the school office to sign-in and receive a visitor's pass prior to entering the school campus. During the after school program and after regular office hours, parents will check in with the After School Program site coordinator to pick up their children. Parents give written notice to the site administrator and the teacher before visiting classrooms at least 24 hours prior to the intended visitation date. All gates are locked during school hours, except for one gate allowing access to the front office. Arrangements are made with outside vendors for deliveries and services. All site and visiting staff wear MUSD official identification badges during the regular school day and during school activities.

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	9	8	18
Mathematics	30	2	17	11
Science	32	2	5	21
Social Science	32	2	8	18

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	27	9	23	10
Mathematics	28	4	18	9
Science	33	1	8	18
Social Science	32	2	9	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	38	24	2
Mathematics	27	5	21	5
Science	29	5	13	11
Social Science	28	6	13	11

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	283

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)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	0.3

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	1,740	1,205	535	69,400
District	N/A	N/A	5,345	\$75,229
Percent Difference - School Site and District	N/A	N/A	-163.6	-8.1
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-176.2	-21.8

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 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
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.