

# George Washington Elementary School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **California School Dashboard**

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

### School Contact Information (School Year 2020-2021)

Entity	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	adalbertofernandez@maderausd.org
Website	<a href="https://www.madera.k12.ca.us/washington">https://www.madera.k12.ca.us/washington</a>
County-District-School (CDS) Code	20-65243-6023964

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

#### Principal's Message (2020-21)

Welcome to a new school year! Although this is a school year like no other in our district's recent history, our staff is dedicated to providing the best possible educational and enrichment experiences for our children at a distance and eventually in person. I am excited to announce that we have embarked on our journey of transformation into a whole school Heritage Language Program. Our first students to benefit from our new 80/20 Heritage Language Program are our new Kindergartners (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.

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Please feel free to contact me if you have any questions, comments, suggestions, or concerns. In the year 2020-21, our Tigers will be Resilient, Stay the Course, and do everything Con Ganas (with desire/heart)!

Sincerely,

Adalberto Hernandez

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.

### **Core Values (Guiding Behaviors)**

A core value is a central belief clearly understood and shared by every staff member of the school community.

1. Believe in high expectations and strong work ethic for all.
2. Aim to meet all students academic and social emotional needs through differentiation.
3. Collaborate to serve students, families, and colleagues to foster growth.
4. Accountable for maintaining professional communication and behavior.

### **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 (School Year 2019-20)**

George Washington Elementary is one of 28 elementary/middle/comprehensive high schools in Madera Unified School District. During 2019-20, 714 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 were eligible to participate in several enrichment activities overseen by

our certificated teachers and administration. Our Advanced Learners had the opportunity to participate in building Lego Robots, 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. ELD (English Language Development) is taught to our English learners for 40-45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, 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.

**Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	100
Grade 1	95
Grade 2	98
Grade 3	107
Grade 4	98
Grade 5	97
Grade 6	119
<b>Total Enrollment</b>	<b>714</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	0.4
Filipino	0.1

Hispanic or Latino	96.8
White	1.5
Socioeconomically Disadvantaged	99.6
English Learners	60.4
Students with Disabilities	3.8
Foster Youth	0.1
Homeless	2.4

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	30	31	27	777
Without Full Credential	5	5	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	15

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected: July 2020**

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.

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Benchmark Advance: Step Up to Literacy 2016 McGraw Hill California Wonders 2016 Benchmark Adelante 2016	Yes	0.0%

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<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Mathematics</b>	Big Ideas Math 2014 California Math in Focus: Math 2014 McGraw Hill My Math 2014	Yes	0.0%
<b>Science</b>	Twig Science 2019	Yes	0.0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	Mc Dougal Avancemos 2013	Yes	0.0%

Note: Cells with N/A values do not require data.

**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 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.

**School Facility Good Repair Status**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## 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, which 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); and

- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	21	N/A	35	N/A	50	N/A
Mathematics (grades 3-8 and 11)	12	N/A	22	N/A	39	N/A



Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

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<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2018-19</b>	<b>School 2019-20</b>	<b>District 2018-19</b>	<b>District 2019-20</b>	<b>State 2018-19</b>	<b>State 2019-20</b>
<b>Science (grades 5, 8 and high school)</b>	6	N/A	16	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### **CAASPP Test Results in Science by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

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### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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, Migrant Parent Advisory Council, and participate in English/Spanish literacy, computer literacy, and parenting/school involvement workshops/classes in our Parent Resource Center. The school also benefits from community partnerships with the Madera Police Department (reading to students in the classroom and the G.R.E.A.T. program), 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.

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### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				87.1	88	89.3	82.7	83	84.5

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.1	2.3	6.6	6.5	3.5	3.5

<b>Expulsions</b>	0.0	0.0	0.4	0.3	0.1	0.1
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**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

<b>Rate</b>	<b>School 2019-20</b>	<b>District 2019-20</b>	<b>State 2019-20</b>
<b>Suspensions</b>	0.01	0.04	2.5
<b>Expulsions</b>	0	0.002	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**School Safety Plan (School Year 2020-2021)**

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 March 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 front and rear entrances, as well as the office.

**D. Other SARC Information**

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

**Average Class Size and Class Size Distribution (Elementary)**

<b>Grade Level</b>	<b>2017-18 Average Class Size</b>	<b>2017-18 # of Class es* Size 1-20</b>	<b>2017-18 # of Class es* Size 21-32</b>	<b>2017-18 # of Class es* Size 33+</b>	<b>2018-19 Average Class Size</b>	<b>2018-19 # of Class es* Size 1-20</b>	<b>2018-19 # of Class es* Size 21-32</b>	<b>2018-19 # of Class es* Size 33+</b>	<b>2019-20 Average Class Size</b>	<b>2019-20 # of Class es* Size 1-20</b>	<b>2019-20 # of Class es* Size 21-32</b>	<b>2019-20 # of Class es* Size 33+</b>
<b>K</b>	18	6			22		5		20	4	1	
<b>1</b>	23		5		26		4		24		4	
<b>2</b>	22		5		22		5		25		4	

3	25		4		26		4		21	1	4	
4	31		4		47		3	1	39		4	1
5	32		2	1	42		4	1	39		3	1
6	34			3	35		4	1	30		6	
Other**					31		1					

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* 1-20	2017-18 # of Classes* 21-32	2017-18 # of Classes* 33+	2018-19 Average Class Size	2018-19 # of Classes* 1-20	2018-19 # of Classes* 21-32	2018-19 # of Classes* 33+	2019-20 Average Class Size	2019-20 # of Classes* 1-20	2019-20 # of Classes* 21-32	2019-20 # of Classes* 33+
English Language Arts												
Mathematics												
Science												
Social Science												

\*Number of classes indicates how many classrooms 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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	714

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1

<b>Library Media Teacher (Librarian)</b>	
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<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Library Media Services Staff (Paraprofessional)</b>	0.5
<b>Psychologist</b>	0.4
<b>Social Worker</b>	
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.3

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$820	\$626	\$194	\$60,730
<b>District</b>	N/A	N/A	\$5,345	\$75,518
<b>Percent Difference - School Site and District</b>	N/A	N/A	-186.0	-21.7
<b>State</b>	N/A	N/A	\$7,750	\$84,577
<b>Percent Difference - School Site and State</b>	N/A	N/A	-190.2	-32.8

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 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 2019-20 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 2018-19)

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

**Teacher and Administrative Salaries (Fiscal Year 2018-2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,956	\$52,484
Mid-Range Teacher Salary	\$73,239	\$81,939
Highest Teacher Salary	\$93,867	\$102,383
Average Principal Salary (Elementary)	\$123,222	\$129,392
Average Principal Salary (Middle)	\$129,365	\$136,831
Average Principal Salary (High)	\$132,629	\$147,493
Superintendent Salary	\$215,000	\$254,706
Percent of Budget for Teacher Salaries	30.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2019-2020)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A

<b>Foreign Language</b>		N/A
<b>Mathematics</b>		N/A
<b>Science</b>		N/A
<b>Social Science</b>		N/A
<b>All courses</b>		

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

<b>Measure</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	11

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 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 2019-20 school year included: Professional Learning Communities, data analysis, English Language Development, Thinking Maps, Write from the Beginning, classroom management, Next Steps Guided Reading assessment, Balanced Literacy, effective instructional practices, Core ELA curriculum, differentiation and scaffolding, research-based instruction, lesson planning, and intervention/extension.