

# John Muir Middle School's

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



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

#### SARC Overview



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

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

#### DataQuest



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

## California School Dashboard



The California School Dashboard (Dashboard)

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

## Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	John Muir Middle School's
<b>Street</b>	707 Letts Ave
<b>City, State, Zip</b>	Corcoran, CA 93212
<b>Phone Number</b>	559-992-8886
<b>Principal</b>	Dave Whitmore
<b>Email Address</b>	dwhitmore@corcoranunified.com
<b>School Website</b>	<a href="https://johnmuir.corcoranunified.com/">https://johnmuir.corcoranunified.com/</a>
<b>County-District-School (CDS) Code</b>	16 63891 6010359

## 2023-24 District Contact Information

<b>District Name</b>	Corcoran Joint Unified School District
<b>Phone Number</b>	(559) 992-8888
<b>Superintendent</b>	Guadalupe Solis
<b>Email Address</b>	drsolis@corcoranunified.com
<b>District Website</b>	<a href="https://www.corcoranunified.com/">https://www.corcoranunified.com/</a>

## 2023-24 School Description and Mission Statement

As a school and a district we are all about "increasing student achievement!" The Vision of Corcoran Unified is to be "A Destination District where people are drawn to Corcoran due to the quality, reputation, and accomplishments of our students and schools." The MISSION of the Corcoran Unified School District is "We are relentless in creating an environment for all to improve mind, character, and body" The Vision and Mission of John Muir Middle School is "John Muir is a beacon destination where we nurture relationships through collaboration, student engagement and collective achievement to better our community." Our PBIS Motto is Wildcat PRIDE - "Patience, Respect, Integrity, Dependability, Empathy" John Muir Middle School believes that our students can reach for the stars and make it. In fact, we are a school that has sent three student experiments into space, as well as art work on the mission patches that accompanied the projects. We have had students present their experimental findings in Washington DC at the Smithsonian Museum. Our Chronic Absenteeism rate for the 22-23 school year was 26.5% a significant decrease over the year before. In English Language arts on the CAASPP 28.1% of our students met or exceeded state standards and in math 15.1% of our students met or exceeded state standards. With our English Language Learners, 20.5% of them scored a 4 on the ELPAC and were at least partially eligible to be redesignated.

## 2023-24 School Description and Mission Statement

We have a wide selection of electives for students to take during their three years here. Students can be part of our music program which includes beginning band, advanced band, drumline and our digital music program. We also have a three year STEM program that students can take where they learn coding, work with robots, rockets, flight simulators, and learn science and engineering principles in hands-on activities. In addition, we have a drama class and club that produces two plays a year and works throughout the year on in-person and digital presentations, as well as, learning body and voice control becoming better in communication. We are proud to introduce our Agriculture program this school year. In the agriculture program we introduce students to the plants, resources, energy, and animals we use and consume due to agricultural technologies. We are proud this year to have a full time Art teacher that runs our burgeoning art program. We have several electives to help our students to increase their leadership skills on campus including our leadership classes and ASB classes. Other elective offerings on our campus include science fiction fantasy class, sports media and google suites. All 6th graders go through the Wheel, taking four classes, one each quarter. The classes are art, agriculture, keyboarding and study skills.

To help with our vision, we also have a series of classes to help our students achieve if they need additional assistance in their core classes. We have ELD classes for our English language learners, study table with additional assistance for our students with special needs, a specified RTI class for those that are reading under the third grade level and need additional instruction. We have other RTI classes to give additional instruction in math/science and English/social studies for those that need additional help, as well as a math lab for those that need specific help only in math.. Our goal as a school is to give our students the skills they need to be successful in high school and beyond in college and career.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	267
Grade 7	260
Grade 8	256
Total Enrollment	783

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	51%
American Indian or Alaska Native	0.4%
Asian	0.8%
Black or African American	1.9%
Filipino	0.3%
Hispanic or Latino	91.8%
Two or More Races	0.6%
White	4.2%
English Learners	16.2%
Foster Youth	0.4%
Homeless	0.9%
Migrant	2.6%
Socioeconomically Disadvantaged	88.8%
Students with Disabilities	10%

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.30	66.08	125.10	80.72	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.00	5.43	6.70	4.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	3.00	1.94	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.30	0.90	2.50	1.66	12115.80	4.41
<b>Unknown</b>	10.10	27.57	17.50	11.34	18854.30	6.86
<b>Total Teaching Positions</b>	36.80	100.00	154.90	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33.10	87.37	131.50	83.08	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.90	7.74	10.20	6.46	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.20	3.16	2.60	1.66	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	4.10	2.60	11953.10	4.28
<b>Unknown</b>	0.60	1.71	9.70	6.18	15831.90	5.67
<b>Total Teaching Positions</b>	37.90	100.00	158.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.30	0.00
Total Out-of-Field Teachers	0.30	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our students have textbooks that are mostly digital and available on their iPads. We are a one-to-one school where each student has an iPad. The Social Studies text is available in both digital and print and the Science text is available in digital form and in print form (consumables). All of the texts are State Board of Education Approved and approved by the Corcoran Joint Unified School Board. All students have access to the most recent textbook adoption.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Savvas My Perspectives English Language Arts, 2020	Yes	0
<b>Mathematics</b>	Savvas enVision Mathematics, 2020	Yes	0
<b>Science</b>	Houghton Mifflin Science Dimensions CA 2020	Yes	0
<b>History-Social Science</b>	Holt, Rinehart and Winston California Social Studies 2006	Yes	0
<b>Foreign Language</b>	Not Applicable		0
<b>Health</b>	Not Applicable		0
<b>Visual and Performing Arts</b>	Not Applicable		0

## School Facility Conditions and Planned Improvements

John Muir Middle School received a good ranking in all systems inspected in the September 2023 FIT inspection. We received an overall ranking of exemplary. Minor areas of repair were found and fixed.

**Year and month of the most recent FIT report**

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	32	28	32	31	47	46
Mathematics (grades 3-8 and 11)	13	16	14	17	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	783	764	97.57	2.43	27.92
<b>Female</b>	378	370	97.88	2.12	34.42
<b>Male</b>	405	394	97.28	2.72	21.83
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	19	19	100.00	0.00	10.53
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	713	696	97.62	2.38	27.19
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	35	34	97.14	2.86	47.06
<b>English Learners</b>	116	113	97.41	2.59	1.77
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	696	679	97.56	2.44	26.84
<b>Students Receiving Migrant Education Services</b>	18	17	94.44	5.56	35.29
<b>Students with Disabilities</b>	77	75	97.40	2.60	6.67

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	783	763	97.45	2.55	15.90
<b>Female</b>	378	369	97.62	2.38	14.13
<b>Male</b>	405	394	97.28	2.72	17.56
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	19	19	100.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	713	695	97.48	2.52	15.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	35	34	97.14	2.86	20.59
<b>English Learners</b>	116	115	99.14	0.86	3.48
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	696	677	97.27	2.73	14.37
<b>Students Receiving Migrant Education Services</b>	18	18	100.00	0.00	22.22
<b>Students with Disabilities</b>	77	74	96.10	3.90	25.68

## CAASPP Test Results in Science for All Students

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	10.00	16.53	15.21	21.84	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	257	252	98.05	1.95	16.67
<b>Female</b>	123	123	100.00	0.00	17.89
<b>Male</b>	134	129	96.27	3.73	15.50
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	236	232	98.31	1.69	15.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	32	31	96.88	3.12	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	230	225	97.83	2.17	15.11
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	22	20	90.91	9.09	5.00

**B. Pupil Outcomes**

**State Priority: Other Pupil Outcomes**

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

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	256	257	257	257	257

**C. Engagement**

**State Priority: Parental Involvement**

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

2023-24 Opportunities for Parental Involvement
<p>Classroom Volunteering</p> <p>Parents may volunteer in classrooms. You can help the teachers with classroom tasks or assist in instruction.</p> <p>Other opportunities to participate include</p> <p>Annual Title 1 Meetings</p> <p>Back to School</p> <ul style="list-style-type: none"><li>• Open House</li><li>• Parent Conferences</li><li>• Assemblies</li><li>• Sporting Events</li><li>• Donuts with Principal events</li></ul> <p>Committees</p> <p>Parents are encouraged to join our ELAC (English Language Advisory Committee) or School Site Council. Non-Members are encouraged to attend meetings.</p> <p>Student Activities</p> <p>JMMS would like support with operating large student activities. Please contact our office for more information.</p> <p>Parent Teacher Club</p> <p>If any parent is interested in starting a JMMS Parent Teacher Club, please contact the principal for a meeting to discuss the possibility of starting this type of parent club on campus that will help organize educational support and fundraising for JMMS. We would love to create a Parent Teacher Organization on our campus.</p> <p>Parent Workshops</p> <p>Throughout the year John Muir conducts parent workshops on various topics. Information is sent home throughout the year, via</p>

## 2023-24 Opportunities for Parental Involvement

Parent Square and flyers. Information on parent workshops is also placed in the Corcoran Journal, at local churches, RAC, and other local establishments that CUSD parents frequent. Please contact the office or attend any of the parent meetings to learn of upcoming workshops. Workshops include Technology Safety, Stress Management for Teens, the CAASPP, Literacy Night, Math Night, and many other topics.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	827	812	215	26.5
Female	400	392	97	24.7
Male	427	420	118	28.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	6	6	1	16.7
Black or African American	22	20	8	40.0
Filipino	2	2	0	0.0
Hispanic or Latino	749	737	192	26.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	4	1	25.0
White	39	38	11	28.9
English Learners	139	136	30	22.1
Foster Youth	8	7	2	28.6
Homeless	23	22	12	54.5
Socioeconomically Disadvantaged	746	732	198	27.0
Students Receiving Migrant Education Services	20	20	4	20.0
Students with Disabilities	85	84	35	41.7

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	6.27	11.69	12.58	2.55	5.78	6.97	0.20	3.17	3.60
<b>Expulsions</b>	0.59	0.86	0.00	0.17	0.21	0.20	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	12.58	0
<b>Female</b>	10.25	0
<b>Male</b>	14.75	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	22.73	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	11.88	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	25.64	0
<b>English Learners</b>	12.95	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	39.13	0
<b>Socioeconomically Disadvantaged</b>	13.4	0
<b>Students Receiving Migrant Education Services</b>	5	0
<b>Students with Disabilities</b>	22.35	0

## 2023-24 School Safety Plan

Maintaining a safe and secure learning environment is a top priority for John Muir Middle School. The Comprehensive School Site Safety Plan was developed for John Muir Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements.

Our plan is updated annually and includes procedures for emergencies, exit routes, and inventories of emergency supplies. Local law enforcement has a copy of our School Safety Plan as well as a school map. In conjunction with local law enforcement, fire department, and city officials, safe school routes have been determined and included in the Comprehensive Schools Safety Plan. All staff members review the School Safety Plan at the beginning of the school year during the 21-22 school year.

Students and staff participate in (monthly) drills and the staff is debriefed following the drill with the intent of improving upon our safety procedures. Students at John Muir Middle School participate annually in Digital Citizenship Safety Training. Our school

## 2023-24 School Safety Plan

is surrounded by a perimeter fence and all visitors must check into the office upon arrival. All volunteers must complete a district application and receive the appropriate clearances before they can volunteer or chaperone at a school site or during a school trip.

A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request.

Our school's Comprehensive Safety Plan is the primary document for the safety and emergency procedures for our school. The document was primarily developed by a School Safety Committee which consisted of staff members, parents and administrators. This group of stakeholders provided the input and recommendations but the final approval came from the school site council on January 27, 2022 and then finalized by the CUSD School Board on February 8, 2022. The evaluation and updating of this Comprehensive School Safety Plan is conducted on a yearly basis. Two key members involved in this document was Laura Duran, District Safety & Security Coordinator, as well as Officer Carrillo, SRO from Corcoran Police Dept. Parents, Students and community members were also provided opportunities to voice their concerns about school policies and practices and to provide input in making decisions that affect their school.

A top priority of the staff and administration at John Muir Middle School is that every student who attends our school finds a learning community built on a foundation of respect. Our school community offers a welcoming environment where the contributions and values of others ensure that everyone works towards academic excellence. The school site council also considered the following three essential components and/or strategies when reviewing this plan (AR 0450): 1) Assuring each student a safe physical environment 2) Assuring each student a safe, respectful, accepting and emotionally nurturing environment 3) Providing each student resiliency skills Evidence of these assurances is embedded throughout this school safety plan.

The following persons and entities were notified in writing of the public hearing concerning input:  
 School Site Council designate a committee to design the School Safety Plan. 10/25/22 3:30 PM  
 Reviewed Safety Plan with office staff 10/26/22 9:30 AM  
 Reviewed and worked on Safety Plan with School Leadership Team 10/27/22 10:00 AM  
 Reviewed and worked on Safety Plan with School Safety Planning Committee 11/9/22 3:30 PM  
 Reviewed and worked on Safety Plan with School Safety Planning Committee 11/15/22 3:30 PM  
 Reviewed Safety Plan with School Admin Team 11/16/22 10:00 AM  
 Reviewed and finalized Safety Plan with School Site Council 11/29/22 3:30 PM  
 Review Safety Plan with School Safety Leadership Team 1/25/23 8:45 AM  
 Review Safety Plan with Entire School Staff 2/1/23 8:00 AM

## 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	20	13	20	
Mathematics	24	3	20	
Science	27		20	
Social Science	25	2	20	



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	21	15	
Mathematics	23	9	14	
Science	24	7	14	
Social Science	23	9	14	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	16	22	16	0
Mathematics	23	5	17	0
Science	25	3	17	0
Social Science	24	4	18	0

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	783

## 2022-23 Student Support Services Staff

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

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

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,556	\$2,465	\$10,091	\$74,817.25
District	N/A	N/A	\$11,909	\$82,148
Percent Difference - School Site and District	N/A	N/A	-16.5	-6.7
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	41.9	-5.7

## Fiscal Year 2022-23 Types of Services Funded

John Muir Middle School uses a variety of systems to support our students.

After school help is offered in our Wildcat Den for students that are struggling with grades. There are teachers that focus on helping students with study skills, homework, math and reading skills. After school, students that are in the English Language Development Program are offered additional support in developing reading skills. For Migrant students, specific tutoring with teachers is available to assist them in accessing curriculum. For all students, after school classes are provided to help students make up failed classes.

At John Muir, a Positive Behavior Intervention System (PBIS) has been instilled to help students maintain positive behavior in the classroom. Restorative justice practices have been instilled as remedies to avoid students missing important instructional time with suspensions. A full-time counselor and a 3/5th counselor are available that work with students on both academic and emotional needs. The Counselor leads our Restorative Justice System for PBIS and works with students to avoid potential issues rather than let them turn into fights, etc. In addition, the counselor works with students to make sure that they are on-track to meet academic goals.

During school, a full-time intervention teacher works with students who are several grade levels below in reading. They work with our students that are reading below third grade level, helping them to recover missing skills. Additional teachers work with Tier II intervention students using iLit 20. Several different intervention programs are funded at the school site for both reading and math. For reading, site licenses are available for Reading Plus, Imagine Math and limited licenses for Power Up Lexia and Rosetta Stone. For math, site licenses for Imagine/Think Through math are available to help assist our students.

Capturing Kids' Hearts is a program utilized in all of our classes. This focus on SocioEmotional Learning has always been important at the middle school level but is even more important now with the different needs students have after the pandemic.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,321	\$50,875
Mid-Range Teacher Salary	\$83,019	\$79,761
Highest Teacher Salary	\$110,361	\$103,045
Average Principal Salary (Elementary)	\$127,783	\$128,154
Average Principal Salary (Middle)	\$133,355	\$131,774
Average Principal Salary (High)	\$142,907	\$142,676
Superintendent Salary	\$195,000	\$211,462
Percent of Budget for Teacher Salaries	28.91%	30.11%
Percent of Budget for Administrative Salaries	4.75%	5.49%

## Professional Development

As a school we rely on the data we have collected to make decisions about our professional development. Recently, we have seen the need to focus our PD time as a staff on making sure that we are encouraging and helping our students to read and connect to text, as well as, using collaborative structures in our classrooms to encourage academic discourse.

We have also had Suicide Prevention Training for the entire staff as well as Trauma Response training for the teachers.

JMMS has weekly professional development time built into the school schedule. It is on Wednesday mornings from 8-9:40

Professional Development

a.m.

21-22 we will have 35 Wednesdays with Professional Development. We started the year with 4 teacher work days all of which contained professional development. We have a KCOE Expert on site for 6 days to work with our Special Education teacher. We have an expert on site for KCOE to work with our Science department for 10 days. We have GearUp on site for 6 days. The Equity Leadership team meets with experts for 5 days during the year. Finally for our SocioEmotional training we had CKH training for 5 days this year as well

22-23 we will have 35 Wednesdays with Professional Development. We started the year with 4 teacher work days, all of which involved some or all professional development, including a day of EDI instruction. Special Ed will have 5 days of training from the KCOE expert. Gear Up leadership had a day of training, Gear up has 6 meetings for our Equity leadership team and gear up coaches work one day a month with math teachers (Total 9 days). We have 6 days of Capturing Kids' Hearts Training. In CAASPP training we will have 4 days. Coach Training we will have our coaches trained for 3 days.

23-24 we have 35 Wednesdays with Professional Development. We started the year with 4 teacher work days, all of which involved some or all professional development, including a day of EDI instruction. Gear up leadership meets 6 times through the year for training. Gear Up is coming working with math 15 days this year. We have 6 days of Capturing Kids Hearts Trainings with staff. Also staff will be going to CAASPP training for a total of 4 days. Finally coaches are meeting with new teachers 8 times and the same new teachers meet with them 6 times. Secretaries recieved 4 days of training on attendance procedures.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	71	72	73