

# John Muir Middle School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	John Muir Middle School
<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>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	16 63891 6010359

2024-25 District Contact Information	
<b>District Name</b>	Corcoran Joint Unified School District
<b>Phone Number</b>	(559) 992-8888
<b>Superintendent</b>	Andre Pecina
<b>Email Address</b>	apecina@corcoranunified.com
<b>District Website</b>	<a href="https://www.corcoranunified.com/">https://www.corcoranunified.com/</a>

2024-25 School Description and Mission Statement
John Muir Middle School is dedicated to one primary goal: increasing student achievement! Our vision is to be a destination district where families and educators are drawn to Corcoran because of our exceptional quality, reputation, and student accomplishments. In alignment with this, our mission is to create an environment that nurtures mind, character, and body for everyone in our district. At John Muir Middle School, we hold the vision of being a beacon in our community, building relationships through collaboration, student engagement, and collective achievement. Our PBIS motto, Wildcat PRIDE—Patience, Respect, Integrity, Dependability, and Empathy—guides our values, as we encourage students to aim high, reach for the stars, and accomplish remarkable goals. Our students' achievements include sending three student experiments into space

2024-25 School Description and Mission Statement

and presenting findings at the Smithsonian Museum in Washington, D.C.

At John Muir Middle School, we are proud to offer a diverse selection of electives that support students in exploring their interests and discovering new talents. Our music program includes beginning and advanced band, drumline, and digital music. We also offer a three-year STEM program where students gain hands-on experience exploring the principles of science and engineering with: coding, robotics, rockets, and flight simulators. Drama students can join our class and club, producing two plays each year and developing essential skills in body control, voice, and public speaking. Our agriculture program, now in its second year, introduces students to sustainable practices and agricultural technologies; students will soon have hands-on experiences with a new chicken coop on campus. We are also excited to have our second year with a full-time art teacher to lead our expanding art program, this year we added Art II. Additional electives include ASB classes, Leadership, as well as a “Wheel” program for sixth graders, who rotate through art, finance, keyboarding, and Google Suite classes each quarter. To support all students in achieving their highest potential, we provide various support and intervention programs. Our English Language Development (ELD) classes help English learners strengthen their language skills, while study tables offer additional support for students with special needs. Our targeted Response to Intervention (RTI) classes are designed for students needing extra help in their core academic classes. Additionally, our math lab offers focused assistance for students requiring additional support in math. Through these resources, our goal is to equip students with the skills and confidence they need to excel in high school and beyond, preparing them for success in both college and their future careers.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	251
Grade 7	262
Grade 8	251
Total Enrollment	764

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.4
Asian	0.3
Black or African American	2.5
Filipino	0.3
Hispanic or Latino	91.2
Two or More Races	0.5
White	4.8
English Learners	15.1
Foster Youth	0.1
Homeless	4.2
Migrant	4.1
Socioeconomically Disadvantaged	91.8
Students with Disabilities	9.7

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/Incomplete/NA</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/Incomplete/NA</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

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.

## 2022-23 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>	33.60	88.58	130.00	83.62	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	2.40	6.39	9.80	6.34	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	4.11	8.60	5.57	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.40	2.21	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.30	0.87	3.50	2.26	14303.80	5.15
<b>Total Teaching Positions</b>	38.00	100.00	155.50	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	1.20	1.5
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.20	1.5

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.30	0.00	0
<b>Total Out-of-Field Teachers</b>	0.30	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.8	4.1
<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)	13.20	0	0

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

## 2024-25 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own 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

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

## School Facility Conditions and Planned Improvements

John Muir Middle School received a good ranking in all systems inspected in the 2024 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

11/20/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			



## School Facility Conditions and Planned Improvements

<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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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.

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## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	28	25	31	31	46	47
<b>Mathematics</b> (grades 3-8 and 11)	16	13	17	17	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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>	754	725	96.15	3.85	25.38
<b>Female</b>	360	353	98.06	1.94	28.61
<b>Male</b>	394	372	94.42	5.58	22.31
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	15	93.75	6.25	20.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	693	668	96.39	3.61	25.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	33	30	90.91	9.09	40.00
<b>English Learners</b>	97	90	92.78	7.22	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	39	33	84.62	15.38	18.18
<b>Military</b>	49	46	93.88	6.12	23.91
<b>Socioeconomically Disadvantaged</b>	690	665	96.38	3.62	24.66
<b>Students Receiving Migrant Education Services</b>	24	22	91.67	8.33	22.73
<b>Students with Disabilities</b>	75	70	93.33	6.67	8.57

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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>	754	719	95.36	4.64	12.52
<b>Female</b>	360	350	97.22	2.78	10.86
<b>Male</b>	394	369	93.65	6.35	14.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	15	93.75	6.25	6.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	693	662	95.53	4.47	12.99
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	33	30	90.91	9.09	10.00
<b>English Learners</b>	97	91	93.81	6.19	1.10
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	39	35	89.74	10.26	11.43
<b>Military</b>	50	45	90.00	10.00	4.44

<b>Socioeconomically Disadvantaged</b>	690	660	95.65	4.35	11.97
<b>Students Receiving Migrant Education Services</b>	24	24	100.00	0.00	12.50
<b>Students with Disabilities</b>	75	66	88.00	12.00	0.00

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	16.53	10.79	21.84	23.39	30.29	30.73

## 2023-24 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
All Students	249	243	97.59	2.41	11.11
Female	119	116	97.48	2.52	8.62
Male	130	127	97.69	2.31	13.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	226	220	97.35	2.65	11.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	16.67
English Learners	24	24	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	27	26	96.30	3.70	7.69
Socioeconomically Disadvantaged	228	223	97.81	2.19	11.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24	4.76	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.

2023-24 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 requires only participation results 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 5	n/a	n/a	n/a		
Grade 7	92%	93%	93%	94%	94%
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.

2024-25 Opportunities for Parental Involvement
<p>Classroom Volunteering and Parent Engagement</p> <p>Parents are warmly invited to volunteer in our classrooms, where they can assist teachers with various classroom tasks or directly support instructional activities. Additionally, we encourage families to participate in school events throughout the year, including the Annual Title 1 Meetings, Back-to-School Night, Open House, Parent-Teacher Conferences, school assemblies, and sports events. Special events like “Pastries with the Principal” also provide informal opportunities to connect with school staff and discuss student progress and school goals.</p> <p>Committees and Student Activities</p> <p>We highly encourage parent involvement in our school’s advisory committees. Joining the English Language Advisory Committee (ELAC) or the School Site Council is a great way for parents to contribute to school decision-making. While official members make up these committees, non-members are always welcome to attend meetings, offering input and gaining insights into school programs and policies. We also welcome parent volunteers to help with large student activities throughout the year. For more information on supporting student events, please contact our office.</p> <p>Parent-Teacher Club and Parent Workshops</p> <p>If you’re interested in starting a John Muir Middle School Parent-Teacher Club, please reach out to the principal to discuss creating this supportive organization. A Parent-Teacher Club would play an essential role in fostering educational support and fundraising for JMMS. Throughout the year, we also offer parent workshops such as Technology Safety, Stress Management for Teens, CAASPP testing, Literacy Night, and Math Night. Workshop information is shared through Parent Square, flyers, and local announcements in the Corcoran Journal, at churches, the RAC, and other community spots frequented by CUSD families. Contact our office or attend a parent meeting to stay informed about upcoming workshops!</p>

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	807	790	183	23.2
Female	392	383	83	21.7
Male	415	407	100	24.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	19	19	6	31.6
Filipino	--	--	--	--
Hispanic or Latino	737	722	164	22.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	39	37	10	27.0
English Learners	134	130	27	20.8
Foster Youth	--	--	--	--
Homeless	45	43	20	46.5
Socioeconomically Disadvantaged	739	723	180	24.9
Students Receiving Migrant Education Services	34	33	5	15.2
Students with Disabilities	78	78	27	34.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	11.69	12.58	13.88	5.78	6.97	7.17	3.17	3.6	3.28
Expulsions	0.86	0	0.25	0.21	0.2	0.21	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.88	0.25
Female	12.76	0.26
Male	14.94	0.24
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	26.32	5.26
Filipino	0.00	0.00
Hispanic or Latino	13.30	0.14
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	15.38	0.00
English Learners	10.45	0.00
Foster Youth	0.00	0.00
Homeless	22.22	0.00
Socioeconomically Disadvantaged	14.88	0.27
Students Receiving Migrant Education Services	11.76	0.00
Students with Disabilities	23.08	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.



2024-25 School Safety Plan

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 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 of 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 were 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 designated a committee to design the School Safety Plan.	10/11/23 3:30 PM
Reviewed Safety Plan with office staff	10/12/23 9:30 AM
Reviewed and worked on Safety Plan with School Leadership Team	12/7/23 10:00 AM
Reviewed and worked on Safety Plan with School Safety Planning Committee	1/5/24 3:30 PM
Reviewed Safety Plan with School Staff	1/10/24 8:00 AM
Reviewed Safety Plan with School Resource Officer and District Safety Supervisor	1/23/24 10:00 AM
Reviewed and finalized Safety Plan with School Site Council	1/30/24 3:30 PM
Review Safety Plan with School Safety Leadership Team	1/31/24 8:45 AM
Review Safety Plan with Entire School Staff	2/21/24 8:00 AM

## 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	
Mathematics	23	5	17	
Science	25	3	17	
Social Science	24	4	18	

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	15	28	13	
Mathematics	23	6	16	
Science	24	4	17	
Social Science	22	10	13	

## 2023-24 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	764

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,360	\$6,715	\$7,645	\$74,817
District	N/A	N/A	\$10,141	\$89,341
Percent Difference - School Site and District	N/A	N/A	-28.1	-17.7
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-33.9	-15.8

## Fiscal Year 2023-24 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 who are struggling with grades. There are teachers that focus on helping students with study skills, homework, math, and reading skills. After school, students who are in the English Language

## Fiscal Year 2023-24 Types of Services Funded

Development Program are offered additional support in developing reading skills. For Migrant students, specific tutoring with teachers is available to assist them in accessing the curriculum. For all students, after-school classes are provided to help students make up for failed classes.

At John Muir, a Positive Behavior Intervention System (PBIS) has been established to help students maintain positive behavior in the classroom. Restorative justice practices have been utilized as remedies to avoid students missing important instructional time with suspensions. A full-time counselor and a 3/5th counselor are available to 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 these issues escalate. 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 who are reading below a 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. The focus on Socio-Emotional Learning has always been critical at the middle school level but is even more important now after the pandemic.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$64,660	\$54,930
<b>Mid-Range Teacher Salary</b>	\$90,491	\$85,386
<b>Highest Teacher Salary</b>	\$120,294	\$111,172
<b>Average Principal Salary (Elementary)</b>	\$139,281	\$136,564
<b>Average Principal Salary (Middle)</b>	\$145,356	\$141,339
<b>Average Principal Salary (High)</b>	\$155,797	\$153,241
<b>Superintendent Salary</b>	\$195,000	\$224,537
<b>Percent of Budget for Teacher Salaries</b>	27%	29%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## 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 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 a.m. Teachers meet in PLCs during this time 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

Professional Development

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 of 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 throughout the year for training. Gear Up is coming to work with math 15 days this year. We have 6 days of Capturing Kids Hearts Training with staff. Also, staff will be going to CAASPP training for a total of 4 days. Finally, coaches meet with new teachers 8 times and the same new teachers meet with them 6 times. Secretaries received 4 days of training on attendance procedures.

24-25 we will have 35 Wednesdays with Professional Development. The year started with 4 teacher work days which contained professional development, ELA teachers received two days of training in ERWC, Expository Reading, and Writing Curriculum. In addition to these trainings at the start of the year, ELA teachers had 2 follow-up days with ERWC Training. We had 4 days of training for classified staff delivered by the Kings County Office of Education. Coaches and administrators meet with new teachers 8 times throughout the year to work on various needed skills, the district meets with the teachers a total of 6 times. We have an MTSS training group that includes teachers and the counselor, learning about correct placement and interventions for students 4 times throughout the year. We have a different group of teachers, coaches, and administrators learning about professional learning communities in a guiding coalition group, they will meet 4 times throughout the year. In addition we have three days in the winter and then three days in the spring where grade-level subject teachers in math and EnLA meet with the ELD, intervention and special education teachers.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	72	73	75