

# John Muir Middle School

## 2021 School Accountability Report Card



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

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



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

## Internet Access

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

## 2021-22 School Contact Information

<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>County-District-School (CDS) Code</b>	16 63891 6010359

## 2021-22 District Contact Information

<b>District Name</b>	Corcoran Joint Unified School District
<b>Phone Number</b>	559-992-8888
<b>Superintendent</b>	Eduardo Ochoa
<b>Email Address</b>	eochoa@corcoranunified.com
<b>District Website Address</b>	<a href="https://www.corcoranunified.com/">https://www.corcoranunified.com/</a>

## 2021-22 School Overview

"Increasing Student Success!"

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 we are OPS - "Respect Others Property and Self"

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	267
Grade 7	285
Grade 8	265
Total Enrollment	817

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	0.7
Black or African American	2.3
Filipino	0.4
Hispanic or Latino	92.2
White	3.8
English Learners	13.8
Foster Youth	1.3
Homeless	2.4
Socioeconomically Disadvantaged	94
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

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

## 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>	24.3	66.1	125.1	80.7	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	2.0	5.4	6.7	4.3	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	3.0	1.9	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.3	0.9	2.5	1.7	12115.8	4.4
<b>Unknown</b>	10.1	27.6	17.5	11.3	18854.3	6.9
<b>Total Teaching Positions</b>	36.8	100.0	154.9	100.0	274759.1	100.0

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

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.3
<b>Total Out-of-Field Teachers</b>	0.3

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<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

## 2021-22 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 many forms in print (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 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Savvas My Perspectives English Language Arts, 2020	Yes	0
Mathematics	Savvas enVision Mathematics, 2020	Yes	0
Science	Houghton Mifflin Science Dimensions CA 2020	Yes	0
History-Social Science	Holt, Rinehart and Winston California Social Studies 2006	Yes	0

## School Facility Conditions and Planned Improvements

John Muir Middle School received a good ranking in all systems inspected in the September 2020 FITT 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 2020

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			Ceiling tiles need replacement or touch ups at the following locations: Office, B-1, B-2, B-5, K-3, Band Room, D-1, D-2, D-3, D-4, D-5, D-6, and M-6
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Lights or light lens need replacing at the following locations: B-5, K-1, K-2, K-3, K-6, Band Room, C-1, C-3, C-5, C-6, M-2, L-1, Girl's Locker Room; and Cafeteria.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Hand dryer not working in the B-Wing Girls RR; Hand dryer not working in Girl's Locker Room
<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).

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

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

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

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

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

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



## 2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	815	711	87.24	12.76	28.55
<b>Female</b>	418	363	86.84	13.16	33.7
<b>Male</b>	397	348	87.66	12.34	23.19
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	18	17	94.44	5.56	5.88
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	751	650	86.55	13.45	28.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	30	93.75	6.25	43.33
<b>English Learners</b>	112	102	91.07	8.93	2.02
<b>Foster Youth</b>	13	9	69.23	30.77	--
<b>Homeless</b>	46	30	65.22	34.78	26.67
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	762	663	87.01	12.99	26.83
<b>Students Receiving Migrant Education Services</b>	17	15	88.24	11.76	20
<b>Students with Disabilities</b>	78	67	85.9	14.1	4.55

## 2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	817	745	91.19	8.81	14.38
<b>Female</b>	419	382	91.17	8.83	11.78
<b>Male</b>	398	363	91.21	8.79	17.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	19	18	94.74	5.26	16.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	752	683	90.82	9.18	13.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	30	93.75	6.25	20.00
<b>English Learners</b>	112	107	95.54	4.46	4.67
<b>Foster Youth</b>	13	9	69.23	30.77	--
<b>Homeless</b>	46	36	78.26	21.74	5.56
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	764	695	90.97	9.03	14.27
<b>Students Receiving Migrant Education Services</b>	17	16	94.12	5.88	18.75
<b>Students with Disabilities</b>	78	69	88.46	11.54	11.59

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	10.68	N/A	11.71	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	263	236	89.73	10.27	10.68
Female	139	124	89.21		
Male	124	112	90.32		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	239	214	89.54	10.46	9.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	27.27
English Learners	27	27	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	20	14	70.00	30.00	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	246	219	89.02	10.98	9.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	19	79.17	20.83	0.00

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

## State Priority: Parental Involvement

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

### 2021-22 Opportunities for Parental Involvement

#### Classroom Volunteering

Parents may volunteer in classrooms. You can help the teachers with classroom tasks or assist in instruction. During the COVID Pandemic - many of these activities have been cancelled or altered. We do not have any field trips planned for this year, which we normally need parent support on.

Other opportunities to participate include

Annual Title 1 Meetings

Back to School

- Open House
- Parent Conferences
- Assemblies
- Sporting Events

#### Committees

Parents are encouraged to join our ELAC (English Language Advisory Committee) or School Site Council. Non-Members are encouraged to attend meetings.

#### Student Activities

JMMS would like support with operating large student activities. Please contact our office for more information.

#### Parent Teacher Club

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.

#### Parent Workshops

Throughout the year John Muir conducts parent workshops on various topics. Information is sent home throughout the year, via Parent Link 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	845	842	163	19.4
Female	430	430	80	18.6
Male	415	412	83	20.1
American Indian or Alaska Native	4	4	1	25.0
Asian	6	6	0	0.0
Black or African American	21	20	6	30.0
Filipino	3	3	0	0.0
Hispanic or Latino	776	775	150	19.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	34	33	6	18.2
English Learners	122	122	20	16.4
Foster Youth	14	14	3	21.4
Homeless	27	27	14	51.9
Socioeconomically Disadvantaged	796	793	162	20.4
Students Receiving Migrant Education Services	17	17	5	29.4
Students with Disabilities	85	84	22	26.2

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	9.62	6.27	5.35	2.55	3.47	0.20
<b>Expulsions</b>	1.14	0.59	0.39	0.17	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	6.56	3.36	2.45
<b>Expulsions</b>	0.36	0.09	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	6.27	0.59
<b>Female</b>	4.42	0.23
<b>Male</b>	8.19	0.96
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	14.29	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	6.06	0.64
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	5.88	0.00
<b>English Learners</b>	4.10	0.00
<b>Foster Youth</b>	21.43	0.00
<b>Homeless</b>	14.81	3.70
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 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 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 February 19, 2020 and then finalized by the CUSD School Board on February 25, 2020. 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:

Reviewed past Safety plan and designated principal as the representative to the district for the safety plan committee  
10/6/20 3:30 PM Zoom

Reviewed Safety Plan with District Committee 12/16/20 9:30 AM Zoom

Reviewed and worked on Safety Plan with School Admin Team

12/17/20 1:00 PM John Muir Office

Reviewed and worked on Safety Plan with Safety School Leadership Team

1/14/21 10:30 AM John Muir Office

Reviewed and worked on Safety Plan with District Safety Leadership Team including School Resource Officer

1/22/21 10:00AM Board Room and Zoom

Reviewed and finished Safety Plan with School Admin Team 2/11/21 8:00 AM John Muir Office

Reviewed and finalized Safety Plan with School Site Council 2/11/21 3:30 PM

The Comprehensive School Safety Plan prepared for the 2020-21 school year was also shared with:

- Communicated to school staff on February 26, 2020 and once again reviewed at staff meeting on Aug. 5, 2021
- Plan was reviewed with parents and stakeholders on September 23, 2021 at the School Site Council Meeting.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	13	15	
Mathematics	24	7	25	
Science	26	3	15	
Social Science	24	5	14	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	15	
Mathematics	29	4	12	4
Science	32	2	12	4
Social Science	25	3	17	

## 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	



## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	817

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,495	\$677	\$11,818	\$74,817.25
<b>District</b>	N/A	N/A	\$12,286	\$77,706
<b>Percent Difference - School Site and District</b>	N/A	N/A	-3.9	-3.8
<b>State</b>			\$8,444	\$77,042
<b>Percent Difference - School Site and State</b>	N/A	N/A	33.3	-2.9

## 2020-21 Types of Services Funded

We use a variety of systems to support our students.

We offer after school help in our Wildcat Den for students that are struggling with grades. We have teachers that focus on helping students with study skills, homework, math and reading skills. After school we also offer students that are in the English Language Development Program additional support in developing reading skills. For Migrant students we offer specific tutoring with teachers to assist them in accessing curriculum. For all students we have edgenuity (Though focussed on 8th grade) to help students make up failed classes

We have instilled a Positive Behavior Intervention System (PBIS) to help students maintain positive behavior in the classroom. We have worked to instill restorative justice remedies to avoid students missing important instructional time with suspensions.

We have a full-time counselor that works with students on both academic and emotional needs. She is a lead in our Restorative Justice System for PBIS and works with students to avoid potential issues rather than let them turn into fights, etc. In addition, she works with students to make sure that they are on-track to meet academic goals.

During school we have a full-time intervention teacher that works with students who are several grade levels below in reading. She works with our students that are reading below third grade level, helping them to recover missing skills.

We fund several different intervention programs for both reading and math. For reading we have a site license for Reading Plus and Moby Max and limited licenses for Power Up Lexia and Rosetta Stone. For math we have site licenses for Imagine/Think Through Math and Symphony Math.

We have a Capturing Kids' Hearts program we fund and run in all of our classes. We also have the Second Step SEL program we use in our home base period. This focus on SocioEmotional Learning has always been important at the middle school level but is even more important now with the pandemic

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$56,742	\$48,119
<b>Mid-Range Teacher Salary</b>	\$79,410	\$74,665
<b>Highest Teacher Salary</b>	\$105,563	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$122,227	\$118,542
<b>Average Principal Salary (Middle)</b>	\$127,558	\$125,068
<b>Average Principal Salary (High)</b>	\$136,694	\$133,516
<b>Superintendent Salary</b>	\$165,250	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	31%	31%
<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 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. In 2017-2020, we had professional development on STEM education from the National Center for Earth and Space Science Education center and the Arthur C. Clarke in state for Space Education as we were part of the Student Spaceflight Experiments Program. 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.

19-20 we will again have 35 Wednesdays with 2 hours of Professional Development. We have two full days to work on Personalized Learning with Ed Elements and two 1/2 days. Our Math teachers have eight full days to work on Main Science we have six days to work with our teacher on their math teaching competence; followed by six coaching days with their math expert. We have six days with the Science Expert from KCOE to work on the NGSS with our teachers; we also had a day of training for our new textbook adoption and two additional days with the County expert to work with our first year teachers. Following up from our training at the beginning of the year we have two additional dates with Capturing Kids' Hearts experts from the Flippen group. We have Three days that we have teachers working with the County office on New Teacher Orientation, plus one on site day to work on Thinking maps. WE had two full days to work with the ELD consultant from TCOE. She presented on ELD strategies and she did lesson planning with our professional learning communities.

20-21 we had 35 Wednesdays with Professional Development. We had 4 days at the beginning of the year to work on professional development. The Science Specialist from Kings County office of Education was planned to work with our science teachers for 10 days. The Special Ed Expert worked with our Special Ed Department for 30 separate 1/2 days. The Math experts from Gear Up will work with our math teachers for 5 days this year and the intervention experts will work with our equity team for two days this year.

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

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	68	86	71

# Corcoran Joint Unified School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

<b>District Name</b>	Corcoran Joint Unified School District
<b>Phone Number</b>	559-992-8888
<b>Superintendent</b>	Eduardo Ochoa
<b>Email Address</b>	eochoa@corcoranunified.com
<b>District Website Address</b>	<a href="https://www.corcoranunified.com/">https://www.corcoranunified.com/</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1838	1678	91.29	8.71	30.23
<b>Female</b>	904	830	91.81	8.19	32.97
<b>Male</b>	934	848	90.79	9.21	27.55
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	40	36	90.00	10.00	16.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	1685	1536	91.16	8.84	29.90
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	85	78	91.76	8.24	41.03
<b>English Learners</b>	248	223	89.92	10.08	2.74
<b>Foster Youth</b>	22	17	77.27	22.73	5.88
<b>Homeless</b>	50	32	64.00	36.00	25.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1713	1566	91.42	8.58	29.07
<b>Students Receiving Migrant Education Services</b>	34	30	88.24	11.76	23.33
<b>Students with Disabilities</b>	184	163	88.59	11.41	8.81

## 2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1840	1709	92.88	7.12	12.13
<b>Female</b>	905	848	93.70	6.30	10.26
<b>Male</b>	935	861	92.09	7.91	13.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	41	37	90.24	9.76	10.81
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	1686	1567	92.94	7.06	11.82
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	85	77	90.59		16.88
<b>English Learners</b>	248	231	93.15	6.85	2.16
<b>Foster Youth</b>	22	17	77.27	22.73	0.00
<b>Homeless</b>	50	38	76.00	24.00	5.26
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1715	1592	92.83	7.17	11.57
<b>Students Receiving Migrant Education Services</b>	34	31	91.18	8.82	12.90
<b>Students with Disabilities</b>	184	163	88.59	11.41	6.79