

John Muir Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	John Muir Middle School
Street	707 Letts Ave
City, State, Zip	Corcoran, CA 93212
Phone Number	559-992-8886
Principal	Dave Whitmore
Email Address	dwhitmore@corcoranunified.com
Website	http://johnmuir.corcoranunified.com
County-District-School (CDS) Code	16 63891 6010359

Entity	Contact Information
District Name	Corcoran Joint Unified School District
Phone Number	559-992-8888
Superintendent	Rich Merlo
Email Address	rmerlo@corcoranunified.com
Website	http://www.corcoranunified.com

School Description and Mission Statement (School Year 2019-20)

"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 improvement driven - 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"

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	279
Grade 7	234
Grade 8	234
Total Enrollment	747

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.1
Asian	0.5
Filipino	0.3
Hispanic or Latino	90.9
White	5
Socioeconomically Disadvantaged	87.8
English Learners	10.7
Students with Disabilities	9.8
Foster Youth	0.8
Homeless	1.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	31	29	146
Without Full Credential	9	6	9	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson System of Courses	Yes	0
Mathematics	Pearson System of Courses	Yes	0
Science	Houghton Mifflin	Yes	0
History-Social Science	Holt Social Studies	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

John Muir Middle School received a good ranking in all systems inspected in the September 2019 FITT inspection. We received an overall ranking of exemplary. Minor areas of repair were found and fixed.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: September 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	30	38	33	38	50	50
Mathematics (grades 3-8 and 11)	13	25	19	24	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	734	727	99.05	0.95	38.15
Male	354	349	98.59	1.41	32.38
Female	380	378	99.47	0.53	43.50
Black or African American	21	21	100.00	0.00	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	670	665	99.25	0.75	37.80
Native Hawaiian or Pacific Islander					
White	34	32	94.12	5.88	53.13

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	642	635	98.91	1.09	36.12
English Learners	283	281	99.29	0.71	30.25
Students with Disabilities	73	73	100.00	0.00	13.70
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Foster Youth	11	11	100.00	0.00	27.27
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	734	726	98.91	1.09	24.52
Male	354	348	98.31	1.69	23.85
Female	380	378	99.47	0.53	25.13
Black or African American	21	21	100.00	0.00	9.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	670	664	99.10	0.90	24.25
Native Hawaiian or Pacific Islander					
White	34	32	94.12	5.88	34.38
Two or More Races					
Socioeconomically Disadvantaged	642	634	98.75	1.25	22.87
English Learners	283	280	98.94	1.06	20.00
Students with Disabilities	73	73	100.00	0.00	9.59
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	11	11	100.00	0.00	9.09
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
7	17.6	26.6	15.3

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Classroom Volunteering

Parents may volunteer in classrooms. You can help the teachers with classroom tasks or assist in instruction.

JMMS students take the following trips that require parental chaperone help.

- 7th Grade College Field Trip to Cal State University-Bakersfield
- 8th Grade trip to Civil War Reenactment at Kerney Park in Fresno
- 8th Grade Promotion Trip
- 8th Grade Promotion Dance
- Various smaller trips put on by clubs
- All Dances

Annual Title 1 Meetings

Back to School

- Open House
- Parent Conferences
- Assemblies

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.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	12.4	12.4	9.6	6.4	5.5	5.4	3.6	3.5	3.5
Expulsions	1.6	1.5	1.1	0.5	0.6	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 March 26, 2019. 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 Beavers, 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:

- Notice sent to all parents regarding the SSC meeting and School Safety Committee held on Jan. 13, 2019
- School Site Council Meeting: Review and votes on the for Comprehensive Safety plan on Feb. 13, 2019
- The School Board approves the Comprehensive School Safety Plan for John Muir Middle School on March 26, 2019

The Comprehensive School Safety Plan prepared for the 2019-20 school year was also shared with:

- Communicated to school staff on Apr. 3, 2019 and once again reviewed at staff meeting on Aug. 8, 2019
- Plan was reviewed with parents and stakeholders on Nov. 6, 2019 at the School Site Council Meeting.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	21	13	18		21	13	15	1	20	13	15	
Mathematics	23	12	17		27	2	23	1	24	7	25	
Science	23	8	13		26	5	12	2	26	3	15	
Social Science	24	4	16		25	7	11	1	24	5	14	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	747.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10933.64	\$2751.49	\$8182.15	\$74,817.25
District	N/A	N/A	\$8955.86	\$72,191.00
Percent Difference - School Site and District	N/A	N/A	-9.0	3.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	8.6	2.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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.

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 academically.

During school we have a full-time intervention teacher that works with students who are really struggling. 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,098	\$46,208
Mid-Range Teacher Salary	\$74,310	\$72,218
Highest Teacher Salary	\$98,748	\$92,742
Average Principal Salary (Elementary)	\$114,379	\$134,864
Average Principal Salary (Middle)	\$119,368	\$118,220
Average Principal Salary (High)	\$127,918	\$127,356
Superintendent Salary	\$162,010	\$186,823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	77	77	68

As a school we have used 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. That is consistent over the past 3 years.

In 17-18, we had 10 days of staff development and coaching for English Teachers for the Pearson Learning System and 10 days for Math teachers from the Pearson group. We had 2 days during the year dedicated to Kagan training where coaching went on around the campus. We had 2 days where new teachers received training on Thinking maps, prior to the beginning of the year new teachers received 3 days of professional development. Throughout the year we had 10 days of training and coaching on the Next Generation Science Standards (NGSS) from an expert from Kings County Office of Education. (KCOE). We also had one full day and two partial days dedicated to Personalized Learning with experts from Ed Elements. Plus the 2 hours on late start I Wednesdays of which there were 35.

In 18-19 we had new teacher orientation for 3 days before the year started. 2 days for Ed Elements and Personalized learning. We spent 10 total days with science teachers on the NGSS. Pearson came in and worked with our Math and ELA teachers, splitting the time and spending 12 days with our teachers. We entered the GEAR UP grant (Gaining Early Awareness and Readiness for Undergraduate Programs), Our MATH teachers spent 6 days in training with the ACCESS group that runs the GEAR UP grant in California and we had an additional 6 days of coaching and training from an expert coach from GEAR UP, Finally new teachers had a day of Thinking map training and we had two days where teachers attended New Teacher Orientation with the county. Plus the 2 hours on late start Wednesdays of which there were 35.

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.

In addition, Teachers have 4 days at the beginning of the year that are filled with Staff Development activities or Continuous Improvement Activities. In 17-18 and 18-19 we had an additional Saturday available for teachers to work on their Kagan Knowledge. In 18-19 we had four Saturdays dedicated to Staff Development, all of them were run by Solution Tre