

John Muir Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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).

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

Contact Information (School Year 2016-17)

School 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
E-mail Address	dwhitmore@corcoranunified.com
Web Site	http://johnmuir.corcoranunified.com
CDS Code	16-63891-6010359

District Contact Information	
District Name	Corcoran Unified School District
Phone Number	559-992-8886
Superintendent	Rich Merlo
E-mail Address	rmerlo@corcoranunified.com
Web Site	www.corcoranunified.com

School Description and Mission Statement (School Year 2016-17)

"Increasing Student Success"

The Vision of Corcoran Unified is to "Become a Destination District where people are drawn to Corcoran due to the quality, reputation and accomplishments of our 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 "We are Respectful of Others, Property, and Self, and We ARE Future High School Graduates."

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	249
Grade 7	251
Grade 8	223
Total Enrollment	723

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0
Asian	0
Filipino	0.3
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	0
White	5.4
Two or More Races	0
Socioeconomically Disadvantaged	82.3
English Learners	24.3
Students with Disabilities	12.3
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32	29	27	145
Without Full Credential	2	5	9	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.7	1.3
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson System of Courses/2016	Yes	0
Mathematics	Pearson System of Courses/2015	Yes	0
Science	CPO Focus on Science	Yes	0
History-Social Science	Holt Social Studies	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	17	27	21	29	44	48
Mathematics	9	11	11	14	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	251	247	98.4	24.3
	7	247	243	98.4	31.3
	8	218	211	96.8	25.7
Male	6	140	138	98.6	22.5
	7	123	121	98.4	19.8
	8	115	111	96.5	20.0
Female	6	111	109	98.2	26.6
	7	124	122	98.4	42.6
	8	103	100	97.1	32.0
Black or African American	6	11	11	100.0	
Hispanic or Latino	6	224	220	98.2	25.9
	7	224	220	98.2	30.0
	8	200	194	97.0	26.4
White	6	13	13	100.0	15.4
	7	20	20	100.0	50.0
Socioeconomically Disadvantaged	6	220	216	98.2	22.7
	7	203	201	99.0	26.4
	8	187	180	96.3	24.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	61	58	95.1	10.3
	7	54	54	100.0	1.9
	8	44	41	93.2	2.4
Students with Disabilities	6	32	32	100.0	3.1
	7	27	26	96.3	
	8	22	21	95.5	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	251	249	99.2	11.3
	7	247	243	98.4	10.3
	8	247	243	98.4	10.3
Male	6	140	138	98.6	10.9
	7	123	121	98.4	6.7
	8	123	121	98.4	6.7
Female	6	111	111	100.0	11.8
	7	124	122	98.4	13.9
	8	124	122	98.4	13.9
Black or African American	6	11	11	100.0	
Hispanic or Latino	6	224	222	99.1	12.3
	7	224	220	98.2	9.6
	8	224	220	98.2	9.6
White	6	13	13	100.0	7.7
	7	20	20	100.0	20.0
	8	20	20	100.0	20.0
Socioeconomically Disadvantaged	6	220	218	99.1	9.7
	7	203	201	99.0	7.0
	8	203	201	99.0	7.0
English Learners	6	61	60	98.4	
	7	54	54	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	54	54	100.0	
Students with Disabilities	6	32	32	100.0	
	7	27	26	96.3	
	8	27	26	96.3	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	29	52	44	31	36	35	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	219	211	96.4	44.1
Male	116	111	95.7	42.3
Female	103	100	97.1	46.0
Hispanic or Latino	200	195	97.5	44.6
Socioeconomically Disadvantaged	188	181	96.3	43.1
English Learners	44	42	95.5	7.1
Students with Disabilities	23	21	91.3	4.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	30.5	15.9	6

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Classroom Volunteering

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

Field Trips

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

- 7th Grade College Field Trip to Cal State University-Fresno
- 8th Grade Museum of Tolerance Trip
- 8th Grade Promotion Trip
- 8th Grade Promotion Dance
- Various Smaller trips put on by clubs.

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 can use help with operating large student activities. Some of those activities include the school-wide Field Day/Beach Boardwalk Water Day, held in May.

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 can help organize educational support and fundraising for JMMS.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.1	16.1	14.6	8.0	7.5	6.4	4.4	3.8	3.7
Expulsions	20.5	2.6	0.9	0.1	0.7	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Routine and Emergency Disaster Procedures: Overview

The Basic Plan addresses the Corcoran Unified School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies, and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

The Basic Plan:

Conforms to the federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS):

- Establishes response policies and procedures, providing Corcoran Unified School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Objectives:

- Protect the safety and welfare of students, employees, and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside. SITE COMPREHENSIVE SAFETY PLAN
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.
- Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2012-2013
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8010	2106	5994	\$73,565
District	N/A	N/A	5994	\$65,618
Percent Difference: School Site and District	N/A	N/A	0.0	12.1
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	5.6	9.2

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

Types of Services Funded (Fiscal Year 2015-16)

We use a variety of systems with helping our students.

We offer after school help in our After School Enrichment Center (AEC) for students that are struggling with grades. We have teachers that focus on helping students with study skills, homework, math and reading skills. We hire additional high school tutors to come and help the students with one-on-one attention. After school we also offer students that are in the English Language Development Program additional help in developing reading skills. For Migrant students we offer specific tutoring with teachers to help them access the curriculum.

For students that are struggling below grade level we offer the Catapult Saturday program to help them increase their academic skills. Teachers from the district come on Saturdays to help students in small groups. Prizes and food are given to encourage students to come and give up their Saturday.

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 credit recovery, math skills and reading skills with our most at-risk students. In her class room are three part-time instructional aides to give the students the additional help that they need.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,439	\$42,063
Mid-Range Teacher Salary	\$66,390	\$64,823
Highest Teacher Salary	\$88,255	\$84,821
Average Principal Salary (Elementary)	\$108,889	\$101,849
Average Principal Salary (Middle)	\$113,520	\$107,678
Average Principal Salary (High)	\$107,072	\$115,589
Superintendent Salary	\$143,575	\$169,152
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

JMMS has weekly professional development time built into the school schedule. It is on Wednesday mornings from 8-9:40 a.m. Students have a late start every Wednesday. The teachers are able to meet together as a whole staff and receive professional development from each other, site administration, or outside presenters in some form or another every week. Teachers also have frequent time to collaborate in their PLC's (Professional Learning Communities). There are various forms of PLC's on campus in order to keep the collaboration functioning at high efficiency.

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 addition to on site professional development, teachers are provided with district wide professional development. In the last year, teachers have received technology training, Kagan Cooperative Learning training, and Positive Discipline Training. Smaller groups are also sent out to various professional development trainings and conferences with various topics including common core instruction and technology. Facilitators are also brought into the school to help teachers plan their curriculum and teaching around common core principles. This is provided with a contract through KCOE and their consultants. All of the math teachers and ELA teachers have received specialized training in teaching digital content as part of the Pearson System of Courses Digital Curriculum we are piloting.