



Jack G. Desmond Middle School

26490 Martin Street • Madera, CA 93638 • (559) 664-1775 • Grades 7-8

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www.madera.k12.ca.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Madera Unified School District

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Jesse Carrasco **Area Assistant
Superintendent Purple Pyramid**

Oracio Rodriguez **Area Assistant
Superintendent Red Pyramid**

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Babtunde Ilori **Executive Director of
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Dr. Rebecca Malmo **Executive Director
of Student and Family Support Services**

Principal's Message

Jack G. Desmond Middle School serves approximately 900 seventh and eighth-grade students. Our Desmond feeder schools include Nishimoto, Monroe, Pershing, and Berenda Elementary schools. Desmond reflects the demographics of the larger community it serves. The ethnic makeup of the school is approximately 89% Hispanic, 3% African American, .5% American Indian, .5% Asian, and 7% Caucasian. Approximately 20% of all our students are currently classified as English Language Learners. Transition into middle school and into high school can be a challenge for many students. Desmond Middle School is committed to making these transitions a positive learning experience for all students. We have 3 full time counselors, a parent liaison, three safety officers, two vice principals and other staff on site to support our students. Desmond students follow a six-period daily schedule. Every student is enrolled in English Language Arts, Mathematics, Science, and Social Science. In addition, every student is enrolled into Physical Education or Family Life and an elective or English Language Development class. Elective courses available include band, choir, Web Tools, Digital Media, Gateway to Technology (GTT) classes, AVID, AVID Excel, Leadership, Drama, Spanish, and Art. English Language Learner students are provided English Language Development (ELD) courses to meet individual needs. The MUSD GPA promotion requirement for middle school students is to achieve a cumulative grade point average of 2.0 for both their 7th and 8th grade year. Desmond Middle School currently has a 99.7% Promotion rate (i.e. 9.7% of our students maintain a cumulative 2.0 GPA and as well are behaviorally eligible to promote). We have very close to 50% of our student population earning 3.5 GPA or higher. Implementation of Positive Behavioral Intervention Support (PBIS) has worked to support our school wide efforts of continued improvement towards promotion of a positive, safe, supportive learning environment.

Mission Statement

Jack G. Desmond Middle School's mission is to serve our students and community: ensuring the highest levels of academic, social and emotional learning. We prepare students to make a positive and productive impact on society and model hard work, integrity, and compassion to create meaningful, dynamic relationships.

Vision Statement

Jack G. Desmond is a model middle school for academics, athletics, and activities that prepare students to become self-sufficient adults- where school pride is evident in all we do!

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	485
Grade 8	415
Total Enrollment	900

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.8
Asian	0.6
Filipino	0.1
Hispanic or Latino	91
White	5.7
Two or More Races	1
Socioeconomically Disadvantaged	93.6
English Learners	18.8
Students with Disabilities	9.6
Foster Youth	0.4
Homeless	3.7

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

Teacher Credentials for Jack G. Desmond	17-18	18-19	19-20
With Full Credential	31	35	40
Without Full Credential	5	2	5
Teaching Outside Subject Area of Competence	0	2	2

Teacher Credentials for Madera Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	859
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Jack G. Desmond Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	2

* 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)

Madera Unified held a public hearing on September 25, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	StudySync 2010 Inside Language, Literacy and Content 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Big Ideas Math 2014 California Math Courses 1-3 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Holt California Physical Science 2007 Holt California Life Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Social Studies Alive! US History California Series 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	StudySync 2010 Inside Language, Literacy and Content 2010 ¡Avancemos! 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Jack G. Desmond Middle was originally constructed in 2006 and is comprised of thirty-four classrooms, one gym, one multipurpose room/cafeteria, one library, one staff lounge, and one playground/common area.

Cleaning Process

Administration works daily with the custodial staff of 4 full-time employees to ensure that the school is maintained to provide for a clean and safe school environment. Custodial staff work a staggered shift schedule with one of them available on campus from 6 a.m. to 10 p.m. A three-person team from the district maintenance department services the larger maintenance projects, as needed. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. Our school is very well maintained, visually appealing and welcoming.

Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2017-18 school year the district allocated \$32,869.00 for deferred maintenance program. This represents 0.0062% of the district's general fund budget. December 2018.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2019

System Inspected	Repair Status	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	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	29	34	33	35	50	50
Math	15	15	23	22	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	19.1	19.5	19.1

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	888	879	98.99	33.98
Male	441	438	99.32	25.46
Female	447	441	98.66	42.40
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	806	799	99.13	34.63
White	49	48	97.96	29.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	832	825	99.16	33.05
English Learners	313	311	99.36	17.42
Students with Disabilities	89	89	100.00	7.87
Students Receiving Migrant Education Services	15	15	100.00	53.33
Foster Youth	--	--	--	--
Homeless	37	35	94.59	5.41

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	887	878	98.99	14.94
Male	440	437	99.32	13.99
Female	447	441	98.66	15.87
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	805	798	99.13	15.06
White	49	48	97.96	12.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	831	824	99.16	13.97
English Learners	312	310	99.36	5.50
Students with Disabilities	88	88	100.00	3.41
Students Receiving Migrant Education Services	15	15	100.00	20.00
Foster Youth	--	--	--	--
Homeless	37	35	94.59	5.41

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.

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)

We have a variety of opportunities for parents to be actively involved in their child's educational experience at Jack G. Desmond Middle School. Parents can join our School Site Council (SSC), which works with the school principal and other stakeholders to make financial and programatic decisions for our school site. The SSC meets at a minimum quarterly. We invite parents of English learners to become active members in our English Language Advisory Committee (ELAC). ELAC provides vital information and training to help parents have a voice in their English learning child's education at Desmond. ELAC meets monthly. Parents and community members are always welcome and encouraged to volunteer on campus and in classrooms. We have an active Parent Teacher Association (PTA) on campus that meets monthly. We have Title 1 Parent informational meetings on an annual basis offering parents information on a variety of topics related to the offerings of the school site, budget, and the strategic academic plan. Back to School night is in the fall and Open House along with promotion activities are in the spring. We encourage all parents to attend these events. We also have quarterly celebrations for students in which we honor our students academic and behavioral excellence through a variety of events (e.g. Honor Roll, Grit Awards, Perfect Attendance, Student of the Month, etc.) in which parents and family members are invited to attend. Our PTA also organizes our eighth-grade promotion dance/celebration. Additionally, we send Connect-Ed telephone messages/text to parents on a regular basis to keep parents informed of important school events. Our PTA sponsors several yearly fundraisers, and periodically sales snacks at athletic events to help pay for eighth-grade promotion activities. Routine parent conferences are scheduled in the fall and spring. Parents may schedule conference dates at any time by contacting their child's counselor. Desmond teachers post students' grades regularly. Furthermore, parents are given passwords which allow them to check on their child's grade status at any time. For more information on how to become involved, please contact the school, at (559) 664-1775.

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.

School Safety Plan

Safety of students and staff is a primary concern of Jack G. Desmond Middle School. Our school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually (January 2020) by the School Safety Committee and School Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a quarterly basis throughout the school year. Lockdown drills are held at least twice a year and earthquake drills twice a year. Students are supervised before and after school by certificated staff, classified staff, and administration. The campus opens at 7:30am. During lunch and break times, certificated staff, classified staff, and administration supervise students. Parent volunteers, certificated staff, and classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up in the interior school parking lot. All visitors are required to check into the school office to sign-in and receive a visitor's pass prior to entering the school campus. During the after school program and after regular office hours, parents will check in with the After School Program site coordinator to pick up their children. Parents give written notice to the site administrator and the teacher before visiting classrooms at least 24 hours prior to the intended visitation date. All gates are locked during school hours, except for one gate allowing access to the front office. Arrangements are made with outside vendors for deliveries and services. All site and visiting staff wear MUSD official identification badges during the regular school day and during school activities.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	19.5	14.0	17.5
Expulsions Rate	0.3	1.7	1.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.5	6.6	6.5
Expulsions Rate	0.2	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	225.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	29	8	8	18	28	8	12	14	29	9	8	18
Mathematics	33	2	4	22	33	2	5	20	30	2	17	11
Science	33	2	4	22	32	2	13	13	32	2	5	21
Social Science	33	2	3	23	33	2	6	19	32	2	8	18

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3

Staff members build their skill set and understanding of research based concepts by participating in a variety of conferences and workshops throughout the year, as well as site developed professional development. The site had several full In service days for staff development and met weekly for 90 minutes. Topics for staff development during the 2019-2020 school year included:

- Common Core Professional Development
- English Language Learner instruction
- Literacy instruction in Common Core
- Rigorous Curriculum Design
- Curriculum mapping, pacing, and design
- MTSS/PBIS Implementation
- Strategic Action Plan Goal setting
- Professional Learning Communities

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,794	\$51,374
Mid-Range Teacher Salary	\$72,980	\$80,151
Highest Teacher Salary	\$93,558	\$100,143
Average Principal Salary (ES)	\$121,113	\$126,896
Average Principal Salary (MS)	\$123,871	\$133,668
Average Principal Salary (HS)	\$128,170	\$143,746
Superintendent Salary	\$215,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	1,794	1,065	729	69,400
District	N/A	N/A	5,345	\$74,582.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-152.0	
School Site/ State		

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.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

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.