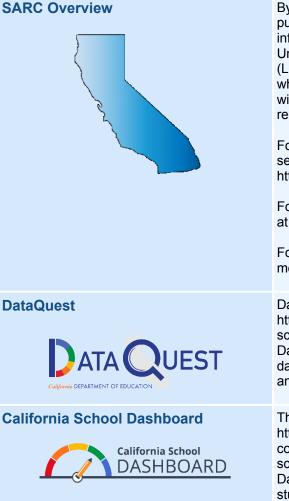# Jack G. Desmond Middle School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

2022-23 School Contact Information

School Name	Jack G. Desmond Middle School
Street	26490 Martin Street
City, State, Zip	Madera, CA 93638
Phone Number	(559) 664-1775
Principal	Carry Gassett
Email Address	carrygassett@maderausd.org
School Website	https://www.madera.k12.ca.us/Domain/776
County-District-School (CDS) Code	20652430109694

2022-23 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website Address	www.madera.k12.ca.us

2022-23 School Overview

School Year 2022-2023
Jack G. Desmond Middle School (DMS) is a safe and academically focused place for any student to attend school. Caring and competent staff address the needs of our diverse community. DMS has become a place where staff and students embrace the District's statement of encouragement: "Every student, every day, whatever it takes." DMS offers all students a variety of academic and social experiences.

Students receive instruction in Math, English, History, Science, Physical Education (PE), and a variety of elective choices. Math instruction is provided in Math 7/Math 8, and Enhanced (Math 7 and Math 8). English/ Language Arts (ELA), and/or English Language Development (ELD) are subject areas where students are enrolled in courses based on language support needs. History classes cover World History and the U.S. History curriculum. PE is coed offered through grade-level instruction, where 7th grade focuses on individual fitness training and 8th grade on intramural sports. 8th grade students also have a unique opportunity to attend Madera Technical education for half of their day where they focus on project based learning in a CTE lab that is of interest to them.

DMS also offers a wide variety of athletic and extracurricular activities. During the year, students and staff participate in numerous cultural and social activities. Activities such as Red Ribbon Week, Mix-it-up at lunch, Rallies, dances, Career Day, annual beautification projects, and various community service projects are just a few of the many activities offered at our school. DMS is unique in its commitment to supporting the whole student socially, academically, and emotionally. We aim to educate the Heart, Mind, Body, and Spirit.

Mission Statement

2022-23 School Overview

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	351
Grade 8	436
Total Enrollment	787

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.4
Asian	0.8
Black or African American	1.0
Filipino	0.0
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.1
White	2.9
English Learners	20.5
Foster Youth	0.6
Homeless	3.8
Migrant	2.7
Socioeconomically Disadvantaged	94.2
Students with Disabilities	8.3

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.40	79.78	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	6.75	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	6.37	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	15.10	1.57	12115.80	4.41
Unknown	3.10	7.09	58.40	6.05	18854.30	6.86
Total Teaching Positions	44.40	100.00	966.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 27, 2022, 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.

The table displays information collected in October, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	July 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Book Co. StudySync California Edition, 2016 Board Approved May 24, 2016	Yes	0.0%
Mathematics	Grade 7 Big Ideas Learning Big Ideas Math, 2015 Grade 7 - Course 2 Board Approved: April 29, 2014 Grade 8: McGraw Hill California Math Course 3, 2015 Board Approved: April 29, 2014	Yes	0.0%
Science	Grade 7-8: Amplify Integrated Science 7 Amplify Integrated Science 8 Board Approved April 24, 2007	Yes	0.0%
History-Social Science	Grade 7: McGraw Hill School Education Impact California Social Studies: World History Geography: Medieval & Early Modern Times, 2018 Board Approved: May 8, 2018 Grade 8: Teachers' Curriculum Institute History Alive! The United States Through Industrialism, 2017 Board Approved: May 8, 2018	Yes	0.0%
Foreign Language	Grade 7-8: Spanish I-III: Vista Higher Learning Encuentros Board Approved: May 24, 2022 Spanish for Heritage Speakers I-II: Vista Higher Learning Galeria Board Approved: May 24, 2022	Yes	0.0%

Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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
The 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. The custodial staff works 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 the 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. The district allocated $32,869.00 for a deferred maintenance program. This represents 0.0062% of the district's general fund.

Year and month of the most recent FIT report	July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 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).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	39	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	16	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	775	772	99.61	0.39	39.04
Female	386	385	99.74	0.26	42.45
Male	389	387	99.49	0.51	35.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	732	729	99.59	0.41	38.60
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	47.83
English Learners	152	152	100.00	0.00	7.89
Foster Youth	--	--	--	--	--
Homeless	29	29	100.00	0.00	20.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	718	716	99.72	0.28	37.48
Students Receiving Migrant Education Services	22	22	100.00	0.00	50.00
Students with Disabilities	60	59	98.33	1.67	5.08

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	776	770	99.23	0.77	10.65
Female	386	383	99.22	0.78	10.18
Male	390	387	99.23	0.77	11.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	733	728	99.32	0.68	10.71
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	13.04
English Learners	154	153	99.35	0.65	0.00
Foster Youth	--	--	--	--	--
Homeless	29	29	100.00	0.00	6.90
Military	--	--	--	--	--
Socioeconomically Disadvantaged	719	714	99.30	0.70	9.66
Students Receiving Migrant Education Services	22	22	100.00	0.00	9.09
Students with Disabilities	60	59	98.33	1.67	1.69

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	20.05	NT	15.25	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	425	424	99.76	0.24	20.05
Female	205	204	99.51	0.49	16.67
Male	220	220	100	0	23.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	400	399	99.75	0.25	19.8
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100	0	16.67
English Learners	79	79	100	0	1.27
Foster Youth	--	--	--	--	--
Homeless	11	11	100	0	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	396	395	99.75	0.25	18.23
Students Receiving Migrant Education Services	13	13	100	0	7.69
Students with Disabilities	31	31	100	0	3.23

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94	92	92	92	91

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.

2022-23 Opportunities for Parental Involvement

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 programmatic decisions for our school site. The SSC meets at a minimum quarterly to review and approve fiscal purchases, The School Plan for Student Achievement (SPSA), and the School Safety plan. We invite parents of English learners to become active members of 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, 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 Parent square 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	841	815	369	45.3
Female	413	402	180	44.8
Male	427	412	188	45.6
American Indian or Alaska Native	3	3	2	66.7
Asian	7	7	2	28.6
Black or African American	11	9	5	55.6
Filipino	0	0	0	0.0
Hispanic or Latino	795	771	350	45.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	24	24	9	37.5
English Learners	202	194	101	52.1
Foster Youth	9	6	1	16.7
Homeless	39	38	20	52.6
Socioeconomically Disadvantaged	788	765	347	45.4
Students Receiving Migrant Education Services	23	23	8	34.8
Students with Disabilities	72	71	40	56.3

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.69	4.05	2.45
Expulsions	0.32	0.18	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.23	8.68	0.18	3.95	0.20	3.17
Expulsions	0.00	1.43	0.00	0.25	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.68	1.43
Female	6.54	0.48
Male	10.54	2.11
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	36.36	9.09
Filipino	0.00	0.00
Hispanic or Latino	8.05	1.26
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	20.83	4.17
English Learners	11.88	2.48
Foster Youth	0.00	0.00
Homeless	12.82	10.26
Socioeconomically Disadvantaged	9.26	1.52
Students Receiving Migrant Education Services	4.35	0.00
Students with Disabilities	15.28	2.78

2022-23 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 by the School Safety Committee and School Site Council. All revisions were communicated to the both the classified and certificated staff. The final plan was approved by our SSC on April 2022. 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.

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	27	9	23	10
Mathematics	28	4	18	9
Science	33	1	8	18
Social Science	32	2	9	16

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	18	38	24	2
Mathematics	27	5	21	5
Science	29	5	13	11
Social Science	28	6	13	11

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	46	19	
Mathematics	25	9	17	5
Science	29	5	8	14
Social Science	28	4	13	11

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	238.48

2021-22 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
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,004	5,563,867	6,553	1,231,599
District	N/A	N/A	1,451	$81,282
Percent Difference - School Site and District	N/A	N/A	127.5	175.2
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	-0.6	173.2

2021-22 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 2021-22 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 2020 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2021-2022 fiscal year.

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 2021-22)
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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	$48,924	$54,370
Mid-Range Teacher Salary	$77,970	$82,681
Highest Teacher Salary	$99,526	$106,610
Average Principal Salary (Elementary)	$129,671	$135,283
Average Principal Salary (Middle)	$131,455	$141,244
Average Principal Salary (High)	$136,081	$152,955
Superintendent Salary	$225,000	$264,367
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Staff development is focused on developing the Professional Learning Communities (PLC's) concept. PLC's are groups or teams that work interdependently to collaborate and reflect upon best practices and give each other feedback. The goal is to create an environment that fosters mutual cooperation, emotional support, and personal growth by working together to accomplish more as a team than what can be accomplished in isolation.

Staff development for the school will focus on developing the big ideas of a Professional Learning Community. These big ideas include a focus on learning, a collaborative team culture, a collective inquiry into best practices, action-oriented, a commitment to continuous improvement, and being results-oriented. Staff development will address the four critical questions of a PLC.

a. What do we want students to know and be able to do?
b. How will we know when students have learned it?
c. How will we respond when students have not learned it?
d. How will we respond when students already know it?

Teams will work together to provide a collective purpose that ensures a high level of learning for all students. The Cycle-of-Inquiry process will be utilized to analyze assessment results, determine areas of student need, and make adjustments to instructional strategies based on those needs. This will take place at Staff PLC meetings, Department PLC meetings, and Leadership Team meetings.

During 2019-20 Staff members built their skillset and worked on an understanding research-based concepts by participating in a variety of conferences and workshops throughout the year, as well as the site-developed professional development.
Topics for staff development during the 2022-23 school year included:
- Common Core Implementation
- English Language Learner instruction
- Literacy instruction in Common Core
- Rigorous Curriculum Design
- Curriculum mapping, pacing, and design
- MTSS/PBIS Training
- MTSS/PBIS Implementation
- Strategic Action Plan Goal setting
- Professional Learning Communities

The 2022-2023 School Year
The year of distance learning for all.
Topics for staff development during the 2022-2023 school year included:
- Week-long training on:
Distance Learning Platforms
 Google Classroom
 Virtual Tools
- Teaching for Effective Learning (TEL)
- Core Implementation
- English Language Learner instruction
- Literacy instruction in Common Core
- Rigorous Curriculum Design
- Curriculum mapping, pacing, and design
- MTSS/PBIS Training
- MTSS/PBIS Implementation
- Strategic Action Plan Goal setting
- Professional Learning Communities

The 2022-2023 School Year
Topics for staff development during the 2022-2023 school year included:
- Teaching for Effective Learning (TEL) - 2nd cohort of teachers
- Core Implementation
- English Language Learner instruction
- Literacy instruction in Common Core
- Rigorous Curriculum Design
- Curriculum mapping, pacing, and design

Professional Development

- MTSS/PBIS Training
- MTSS/PBIS Implementation
- Strategic Action Plan Goal setting
- Professional Learning Communities

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	11	3	8