

# Jack G. Desmond Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Jack G. Desmond Middle School
<b>Street</b>	26490 Martin Street
<b>City, State, Zip</b>	Madera, CA 93638
<b>Phone Number</b>	(559) 664-1775
<b>Principal</b>	Brad Holck
<b>Email Address</b>	bradholck@maderausd.org
<b>School Website</b>	<a href="https://www.madera.k12.ca.us/Domain/776">https://www.madera.k12.ca.us/Domain/776</a>
<b>County-District-School (CDS) Code</b>	20652430109694

## 2023-24 District Contact Information

<b>District Name</b>	Madera Unified School District
<b>Phone Number</b>	559.675.4500
<b>Superintendent</b>	Todd Lile
<b>Email Address</b>	toddlile@maderausd.org
<b>District Website</b>	<a href="http://www.madera.k12.ca.us">www.madera.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

### School Year 2023-2024

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, 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

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!

## 2023-24 School Description and Mission Statement

Additional Targeted Support and Improvement homeless students and students with disabilities

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	401
Grade 8	360
<b>Total Enrollment</b>	<b>761</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9%
Male	48.9%
American Indian or Alaska Native	0.8%
Asian	0.5%
Black or African American	1.1%
Hispanic or Latino	92.4%
Two or More Races	0.8%
White	4.2%
English Learners	20.9%
Foster Youth	0.8%
Homeless	3.3%
Migrant	2.8%
Socioeconomically Disadvantaged	90.9%
Students with Disabilities	6.8%

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

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.50	84.92	850.50	83.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.46	28.20	2.77	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.20	5.63	59.00	5.79	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	23.70	2.33	11953.10	4.28
<b>Unknown</b>	2.80	6.96	57.50	5.64	15831.90	5.67
<b>Total Teaching Positions</b>	40.60	100.00	1019.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.30
Misassignments	2.80	1.90
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.80</b>	<b>2.20</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.5	6.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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
<b>Reading/Language Arts</b>	McGraw Hill Book Co. StudySync California Edition, 2016 Board Approved May 24, 2016	Yes	0.0%
<b>Mathematics</b>	Grade 7: Big Ideas Learning, Big Ideas Math, Grade 7 - Course 2, 2015 Board Approved: April 29, 2014  Grade 8: McGraw Hill, California Math Course 3, 2015 Board Approved: April 29, 2014	Yes	0.0%
<b>Science</b>	Grade 7: Amplify, California Integrated Model Integrated Course Model - Science 7, 2018 Board Approved: June 11, 2019  Grade 8: Amplify, California Integrated Model Integrated Course Model - Science 8, 2018 Board Approved: June 11, 2019	Yes	0.0%
<b>History-Social Science</b>	Grade 7: McGraw Hill School Education, Impact California Social Studies: World History Geography: Medieval & Early Modern Times, 2019 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%
<b>Foreign Language</b>	Grade 7-8: Spanish I-III: Vista Higher Learning, Encuentros, 2022	Yes	0.0%

Board Approved: May 24, 2022

Spanish for Heritage Speakers I-II:  
Vista Higher Learning, Galeria, 2022  
Board Approved: May 24, 2022

## 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

7/24/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			: Room 604 HIST/SRC/ ASP Cody: In need of new paint in on all walls. Cabinet in the back right of the room is missing the front panel strip. hole in ceiling. Light panels need to be secured.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Gym: "300 Restroom: Girls Restroom missing the sensor on the right side of the faucet, grout in the girls restroom is black or stained. Boys Restroom- grout needs to be cleaned. 400 Restroom: Girls and Boys restroom both need a new paint job or updated grout. Etched graffiti present (replacement of doors?) in girl's restroom. 700 Restroom : Urinal divider is missing on the first urinal. Soap dispenser is cracked (all boy's). Sink sensors do not always work in both boy's and girl's. Girls water squirts out of the sink, cracker soap dispenser. "

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X		Room 203 Science 8 Houghton: cracked soap dispenser Room 304 Math 7Aquino: VGA cord cover box needs to be covered. Few ceiling holes, exposed electrical by printer on teacher desk, torn wall by the clock, and yellow ceiling panels. Room 401 ELA/ Hist. 7 (sped) Schneider: Room 408 Reading Lab J. Salazar: Light panels in the classroom need to be put back into place.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Room 206 Science 8 Mele: Front sink has a leak, and yellow ceiling panels Room 403 ELA 8/ AVID 8 Cowart: Stained ceiling pannel, broken cabinet doesnt open on the right sight of sink. Loose sink faucet. Holes in wall under white board Room 404 ELA 7 LEA: Yellow ceiling tiles Room 405 ELA 7/ ELD 1/2 Offer: Faucet at the drinking fountain shoots too high. Boy's Locker Room: Middle sink does not have knobs. The ceiling panels are falling, there is a bench that needs to be reattached to the floor, exit signs need to be posted and locker doors need to be secured.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		"Room 201 SRC Stairs: Side of built in teacher desk a little torn, yellow ceiling panels, hole in the wall by teachers desk, and door gets stuck when using the key to open. Room 202 Family Life Prandini: Ceiling tile near clock needs to be replaced. back of wall needs to be repatched. " Room 205 Science 7 Lockling: Yellow Ceiling panels "Room 206 Science 8 Mele: Front sink has a leak, and yellow ceiling panels Room 207 Science TBD: Torn wall near whiteboard, yellow ceiling panels, and the fountain stream is not smooth Room 208 SPED Tarkman/Plascencia : Tear under the whiteboard, and there is a hole in the ceiling panel. Room 301 Math 8 Hix: Torn wall under the top of teacher desk, many tears near the wall by white board, hole for electrical exposed by teacher desk. There is not a drinking faucet in this room. " "Room 304 Math 7Aquino: VGA cord cover box needs to be covered. Few ceiling holes, exposed electrical by printer on teacher desk, torn wall by the clock, and yellow ceiling panels. Room 305 Math 7 Dietz: Yellow ceiling panels Room 306 History 8 Umland: Room 307 History 7 Rodriguez: Cracked soap dispenser. Room 310 Spanish/ AVID Thomas: Torn wall paper. There is an extra table on top of the cabinets that needs to be removed. " "Room 401 ELA/ Hist. 7 (sped) Schneider: Room 402 ELA 8/ AVID Becker: Need an ectrical cover by Teacher desk. Yellow ceiling panels "

## School Facility Conditions and Planned Improvements

				<p>Room 403 ELA 8/ AVID 8 Cowart: Stained ceiling pannel, broken cabinent doesnt open on the right sight of sink. Loose sink faucet. Holes in wall under white board</p> <p>Room 404 ELA 7 LEA: Yellow ceiling tiles</p> <p>"Room 406 SPED Carrera:</p> <p>Room 407 SPED/Reading Lab Castro: Teacher desk disconnecting from wall. Graffiti in pink under student computer table. Yellow ceiling tiles, and light panels need to be put back into place. "</p> <p>"Room 409 ELA 7/</p> <p>ELD III Deanda: Stuck cabinent under sink (2).Cracker teacher desk.(built in) There is torn wall paper</p> <p>Room 410 ELA 7/ ELD 3 M. Salazar: Side panel is off of the wall.Yellow ceiling panels</p> <p>Room 502 AVID EXCEL ALMARAZ: cracked ceiling panel by the back door. Yellow ceiling panels. "</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### 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.

### 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	34	30	31	47	46
<b>Mathematics</b> (grades 3-8 and 11)	11	11	16	18	33	34

## 2022-23 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
<b>All Students</b>	764	755	98.82	1.18	33.64
<b>Female</b>	384	381	99.22	0.78	40.16
<b>Male</b>	379	373	98.42	1.58	27.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	709	701	98.87	1.13	33.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	31	30	96.77	3.23	46.67
<b>English Learners</b>	159	157	98.74	1.26	4.46
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	33	33	100.00	0.00	18.18
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	695	688	98.99	1.01	32.99
<b>Students Receiving Migrant Education Services</b>	22	22	100.00	0.00	36.36
<b>Students with Disabilities</b>	57	56	98.25	1.75	7.14

## 2022-23 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
<b>All Students</b>	765	757	98.95	1.05	10.86
<b>Female</b>	384	380	98.96	1.04	8.73
<b>Male</b>	380	376	98.95	1.05	13.03
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	710	704	99.15	0.85	10.81
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	31	29	93.55	6.45	7.14
<b>English Learners</b>	159	158	99.37	0.63	1.27
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	33	32	96.97	3.03	6.25
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	696	690	99.14	0.86	9.59
<b>Students Receiving Migrant Education Services</b>	22	22	100.00	0.00	18.18
<b>Students with Disabilities</b>	57	56	98.25	1.75	1.79

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.05	21.57	15.25	14.88	29.47	30.29

## 2022-23 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	360	358	99.44	0.56	21.57
Female	185	184	99.46	0.54	21.20
Male	175	174	99.43	0.57	21.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	343	341	99.42	0.58	22.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	71	100.00	0.00	1.43
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	18.18
Military	0	0	0	0	0
Socioeconomically Disadvantaged	331	330	99.70	0.30	20.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	10.34

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	96%	96%	98%	96%	99%

## 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.

#### 2023-24 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 of 4 times a year 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	814	796	238	29.9
Female	409	398	119	29.9
Male	402	396	118	29.8
Non-Binary	3	2	1	50.0
American Indian or Alaska Native	6	6	3	50.0
Asian	4	4	1	25.0
Black or African American	8	8	1	12.5
Filipino	0	0	0	0.0
Hispanic or Latino	750	734	216	29.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	2	28.6
White	37	35	14	40.0
English Learners	195	188	56	29.8
Foster Youth	7	7	0	0.0
Homeless	40	37	18	48.6
Socioeconomically Disadvantaged	744	726	220	30.3
Students Receiving Migrant Education Services	25	23	6	26.1
Students with Disabilities	58	57	20	35.1

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.23	8.68	7.99	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.00	1.43	0.74	0.00	0.25	0.31	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.99	0.74
Female	5.87	0
Male	9.95	1.24
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.87	0.8
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8.11	0
English Learners	10.77	0.51
Foster Youth	0	0
Homeless	12.5	2.5
Socioeconomically Disadvantaged	8.47	0.81
Students Receiving Migrant Education Services	8	4
Students with Disabilities	10.34	1.72

## 2023-24 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 2023. 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 and every student enters campus through the EVOLVE system. This is a system that was installed to help prevent weapons or dangerous objects from entering the campus. 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.

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	24	23	1
Mathematics	25	10	19	2
Science	31	2	11	11
Social Science	29	5	9	12

## 2022-23 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	152.2

## 2022-23 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)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.3

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	9201.82	3489.43	5712.39	72051
District	N/A	N/A	3671.58	\$77,690
Percent Difference - School Site and District	N/A	N/A	43.5	-12.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-14.3	-20.3

## Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,813	\$55,550
<b>Mid-Range Teacher Salary</b>	\$76,198	\$84,645
<b>Highest Teacher Salary</b>	\$97,406	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$129,854	\$139,860
<b>Average Principal Salary (Middle)</b>	\$132,984	\$146,440
<b>Average Principal Salary (High)</b>	\$139,061	\$158,447
<b>Superintendent Salary</b>	\$225,000	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	25.65%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.57%	4.89%

## Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in-class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	8	8