Johnson Middle School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Johnson Middle School
Street	13603 Edwards Street
City, State, Zip	Westminster, CA 92683
Phone Number	(714) 894-7244
Principal	Daniel Owens
Email Address	dowens@wsdk8.us
School Website	johnson.wsdk8.us
County-District-School (CDS) Code	30667466030878

2021-22 District Contact Information

District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Cyndi Paik
Email Address	mmerlos@wsdk8.us
District Website Address	wsdk8.us

2021-22 School Overview

Vision: Empowering life-long learners.

Mission: Johnson Middle School provides opportunities and support in an academic learning community that encourages students to make positive choices for success.

Core Values
1) R.E.P.
2) Learning Growth
3) Critical Thinking
4) Supportive Community

Johnson Collective Commitments

- Provide a classroom environment with specific, articulated academic goals, clear expectations, and consistent consequences.
- Collaboratively develop instruction strategies that address students' needs and learning styles.
- Use methods of assessment that enable us to monitor the learning of individual students.
- Promote a positive school climate by modeling qualities and characteristics that we want to instill in our students.
- Involve parents in the education of their children by communicating student progress and offering suggestions for assisting their children.
- Monitor the results of our collective efforts regarding our "Professional Learning Community" using evidence of results to guide our processes of continuous improvement.

Principal's Message
Despite the uncertainty of the past two years due to COVID, I am energized by the wonderful things we have in store for all of our students. Johnson is committed to, as our Vision says "Empower life-long learners." This vision will be attained by setting high academic expectations for all students and providing supportive systems to assure the expectations can be met. In addition to academic expectations we are excited to expand the enrichment opportunities for our students to help strengthen the overall experiences of Johnson students.

2021-22 School Overview

The empowerment of students is not an easy task. The demands and complexities of teaching children increase each year, and it has become more vital than ever that the school, family and community work together to ensure success for all of our students. It is everyone's responsibility to empower children with the creative, intellectual, and decision-making skills necessary for them to become socially, physically, emotionally and academically successful.

Staff has worked hard developing an educational program that supports all students and incorporates the Common Core Standards. The lessons are designed to prepare students for the future by developing their content knowledge, vocabulary, social skills and their basic desire to learn. These lessons along with the enrichment programs offered will make Johnson students ready to tackle high school, college, and beyond.

Even though we have had to alter some of our hands-on experiences, we are proud to continue to offer amazing programs such as Band, Orchestra, Drama, Yearbook, Engineering and Design, Video Production, and Robotics. We are also excited that some of our programs are expanding to bigger and greater things such as Coding and Art.

Physical fitness is a vital part of our students' success. A healthy body promotes a healthy mind. We are excited to have a state of the art fitness lab added to our PE department. The PE teachers will be incorporating the new lab into the students' fitness curriculum to help keep our students healthy and active.

I am looking forward to a great 2021-2022 school year and know that our experienced and dedicated staff is ready to put Johnson Middle School's Mission statement into action – "Johnson Middle School provides opportunities and support in an academic learning community that encourages to students' to make positive choices for success."

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both the school and community in ongoing program improvement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. The main objective of the report card is to provide the community with information about the school's instructional programs, academic achievement, materials, facilities, budget, and staff. Information about the Westminster School District is also provided.

Community & School Profile
Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy. The district serves grades kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The district is comprised of seven K-5, six K-6 elementary schools, and three middle schools. Johnson Middle School, named after Dr. Russell Johnson, a prominent local physician, was built in 1959 and since has continued to provide students grades six through eight with a learning environment that emphasizes academic success. Johnson Middle School operates on a traditional schedule with 681 students enrolled at the beginning of the 2019-20 school year. Total enrollment in the district for the 2019-20 school year was approximately 9,030 students. Student body demographics are illustrated in the chart.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	189
Grade 7	227
Grade 8	257
Total Enrollment	673

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.3
Asian	24.1
Black or African American	1.2
Filipino	0.9
Hispanic or Latino	68.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.9
White	4
English Learners	38.5
Foster Youth	0.3
Homeless	6.1
Socioeconomically Disadvantaged	80.4
Students with Disabilities	16.5

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

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

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)	18.3	63.4	361.6	88.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	9.9	17.0	4.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	7.7	26.7	32.0	7.8	18854.3	6.9
Total Teaching Positions	28.8	100.0	410.6	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	2.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.8

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westminster School District held a hearing on October 14, 2021 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. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 2020.

Year and month in which the data were collected	10/14/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill StudySync / 2017 McGraw-Hill StudySync with Integrated ELD (Program 2) / 2017 Scholastic Read 180/System 44 / 2011	Yes	0
Mathematics	Big Ideas Learning (Big Ideas Math) / 2016	Yes	0
Science	Pearson Elevate Science / 2020	Yes	0
History-Social Science	Teacher Curriculum Institute (TCI) / 2007	Yes	0
Foreign Language	Prentice Hall (Spanish) / 2007 East Side Union High School District (Vietnamese) / 2015	Yes	0
Visual and Performing Arts	Pearson/Scott Foresman (Art) / 2009	Yes	0

School Facility Conditions and Planned Improvements

Johnson Middle School offers a safe and secure campus for students, staff, and visitors. The chart displays the results of the most recent facility inspection provided by the district in September 2021.

Cleaning Process & Schedule
The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, multipurpose room, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, paving, and floor systems.

Year and month of the most recent FIT report	9/14/2021

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	678	13	1.92	98.08	7.69
Female	324	4	1.23	98.77	--
Male	354	9	2.54	97.46	--
American Indian or Alaska Native	--	--	--	--	--
Asian	161	6	3.73	96.27	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	465	6	1.29	98.71	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	1	3.7	96.3	--
English Learners	271	10	3.69	96.31	--
Foster Youth	--	--	--	--	--
Homeless	124	2	1.61	98.39	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	551	10	1.81	98.19	--

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	13	10.66	89.34	7.69

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	678	13	1.92	98.08	7.69
Female	324	4	1.23	98.77	--
Male	354	9	2.54	97.46	--
American Indian or Alaska Native	--	--	--	--	--
Asian	161	6	3.73	96.27	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	465	6	1.29	98.71	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	1	3.70	96.30	--
English Learners	271	10	3.69	96.31	--
Foster Youth	--	--	--	--	--
Homeless	124	2	1.61	98.39	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	551	10	1.81	98.19	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	13	10.66	89.34	7.69

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star - Spr 2021 Student Groups	Star - Spr 2021 Total Enrollment	Star - Spr 2021 Number Tested	Star - Spr 2021 Percent Tested	Star - Spr 2021 Percent Not Tested	Star - Spr 2021 Percent At or Above Grade Level
All Students	592	493	83%	17%	33%

Female	296	250	84%	16%	36%
Male	296	243	82%	18%	31%
American Indian or Alaska Native	14	10	71%	29%	40%
Asian	144	114	79%	21%	54%
Black or African American	9	4	44%	56%	25%
Hispanic or Latino	378	332	88%	12%	25%
White	32	24	75%	25%	38%
English Learners	226	191	85%	15%	9%
Foster Youth	0	0	0%	100%	-
Socioeconomically Disadvantaged	522	446	85%	15%	31%
Students Receiving Migrant Education Services	0	0	0%	100%	-

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star - Spr 2021 Student Groups	Star - Spr 2021 Total Enrollment	Star - Spr 2021 Number Tested	Star - Spr 2021 Percent Tested	Star - Spr 2021 Percent Not Tested	Star - Spr 2021 Percent At or Above Grade Level
All Students	594	485	82%	18%	50%
Female	296	247	83%	17%	49%
Male	298	238	80%	20%	51%
American Indian or Alaska Native	14	11	79%	21%	64%
Asian	144	114	79%	21%	77%
Black or African American	9	2	22%	78%	50%
Filipino					
Hispanic or Latino	379	323	85%	15%	40%
Native Hawaiian or Pacific Islander					
Two or More Races					
White	33	25	76%	24%	52%
English Learners	228	188	82%	18%	21%
Foster Youth	0	0	0%	100%	-
Homeless					
Military					
Socioeconomically Disadvantaged	524	440	84%	16%	48%
Students Receiving Migrant Education Services	0	0	0%	100%	-
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	NT	NT	NT	NT
Female	117	NT	NT	NT	NT
Male	144	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	57	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	185	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	112	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	42	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	213	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Johnson Middle School is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students.

Johnson Middle School encourages all parents to become involved in the school. Parent conferences, Open House, and Back to School nights are designed to welcome parents, solicit input, and answer questions. Virtual and online opportunities for parent involvement have offered to support the community during COVID restrictions. Various parent education opportunities are available throughout the year to support families and the growth of Johnson students. The school also has an active Parent Teacher Student Association (PTSA). Weekly newsletters are sent home to parents via email. Parents are encouraged to make an appointment with their child's teacher or principal at any time.

Parent support and input is also collected during School Site Council Meetings, GATE parent meetings, English Learner Advisory Council Meetings and through "Coffee with the Principal" events.

Parent involvement is an integral part of the school program.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	699	696	82	11.8
Female	334	331	32	9.7
Male	365	365	50	13.7
American Indian or Alaska Native	2	2	0	0.0
Asian	165	164	7	4.3
Black or African American	10	10	1	10.0
Filipino	6	6	1	16.7
Hispanic or Latino	476	474	66	13.9
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	6	6	2	33.3
White	30	30	4	13.3
English Learners	277	275	41	14.9
Foster Youth	4	4	1	25.0
Homeless	65	65	10	15.4
Socioeconomically Disadvantaged	574	571	74	13.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	131	128	27	21.1

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.08	1.00	2.80	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.29	1.52	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.00	0.00
Female	0.30	0.00
Male	1.64	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.44	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.05	0.00

2021-22 School Safety Plan

Johnson Middle School offers a safe and secure campus for students, staff, and visitors. The school was built in 1959 and provides up-to-date facilities and adequate space for students and staff. Johnson Middle School is comprised of a library media center, computer lab, music room, gymnasium, and 38 classrooms. The school also enjoys a spacious quad as well as grassy fields for running, sports, and games.

Johnson Middle School's Comprehensive School Site Safety Plan is reviewed annually to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students participating in in-person instruction are supervised throughout the day by classified employees and teachers.

The school is in compliance with all laws, rules, and regulations pertaining to Covid-19 safety, hazardous materials, and state earthquake standards. At all times, the Westminster School District continues to follow CDC guidelines and abide by all health and safety measures and policies put forth by the State of California and Orange County. Safety measures enforced and resources provided to staff and students include but are not limited to:

- Providing staff and students with personal protective equipment (PPE) and sanitation supplies
- Enforcing the proper wearing of face masks
- Following physical distancing guidelines
- Providing air purifiers in all classrooms
- Installing plexi-shields (clear, physical barriers) at all staff and student desks
- Providing additional handwashing stations
- District provided COVID testing site on campus
- COVID at home tests provided
- Additional cleaning and sanitation of high-touch places

Additionally, earthquake preparedness drills, fire drills, and shelter in place drills are held regularly. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises and emergency supplies are available.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24	13	22	6
Mathematics	24	5	14	1
Science	29	2	11	6
Social Science	26	7	7	6

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	32	10	16	10
Mathematics	28	3	7	7
Science	35	1	1	12
Social Science	35		3	11

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	31	9	9	16
Mathematics	28	3	7	6
Science	34		5	9
Social Science	34		3	11

2020-21 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	673

2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$5,995	$838	$5,587	$86,971
District	N/A	N/A	$5,801	$97,912
Percent Difference - School Site and District	N/A	N/A	-3.8	-11.8
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-40.7	1.3

2020-21 Types of Services Funded

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant
- United Way Destination Graduation Grant

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$45,653	$52,060
Mid-Range Teacher Salary	$90,994	$84,043
Highest Teacher Salary	$115,907	$107,043
Average Principal Salary (Elementary)	$133,125	$133,582
Average Principal Salary (Middle)	$133,125	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$220,000	$240,628
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Annually there are three district staff, classified and certificated, professional development days. The topics for these days are determined by the district level focus areas such as safety, curriculum adoptions and instructional supports as well as input from the staff for "voice and choice" session tailored to specific needs such as social-emotional supports and staff evaluations. In addition, the district provides monthly release time for professional teams to work and learn together. Certificated staff also participates in bi-monthly Wednesday professional development in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and professional development that is on-going throughout the year. District staff also attend conferences and outside training that is site determined such as behavior interventions and supports, AVID training, reading and writing conferences, technology conferences and GATE conferences.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Westminster School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Cyndi Paik
Email Address	mmerlos@wsdk8.us
District Website Address	wsdk8.us

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5815	35	0.60	99.40	8.57
Female	2805	13	0.46	99.54	7.69
Male	3009	22	0.73	99.27	9.09
American Indian or Alaska Native	15	0	--	100.00	--
Asian	2193	17	0.78	99.22	0.00
Black or African American	42	0	0.00	100.00	--
Filipino	44	0	0.00	100.00	--
Hispanic or Latino	2643	16	0.61	99.39	18.75
Native Hawaiian or Pacific Islander	34	0	0.00	100.00	--
Two or More Races	179	1	0.56	99.44	--
White	665	1	0.15	99.85	--
English Learners	1954	27	1.38	98.62	3.70
Foster Youth	27	0	0.00	100.00	--
Homeless	902	8	0.89	99.11	--
Military	21	0	0.00	100.00	--
Socioeconomically Disadvantaged	4085	27	0.66	99.34	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	698	35	5.01	94.99	8.57

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5815	36	0.62	99.38	5.56
Female	2805	13	0.46	99.54	0.00
Male	3009	23	0.76	99.24	8.70
American Indian or Alaska Native	15	0	--	100.00	--
Asian	2193	17	0.78	99.22	5.88
Black or African American	42	0	0.00	100.00	--
Filipino	44	0	0.00	100.00	--
Hispanic or Latino	2643	17	0.64	99.36	5.88
Native Hawaiian or Pacific Islander	34	0	0.00	100.00	--
Two or More Races	179	1	0.56	99.44	--
White	665	1	0.15		--
English Learners	1954	28	1.43	98.57	7.14
Foster Youth	27	0	0.00	100.00	--
Homeless	902	8	0.89	99.11	--
Military	21	0	0.00	100.00	--
Socioeconomically Disadvantaged	4085	28	0.69	99.31	3.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	698	36	5.16	94.84	5.56

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.