Johnson 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

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

2023-24 District Contact Information

District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Dr. Gunn Marie Hansen
Email Address	mmerlos@wsdk8.us
District Website	wsdk8.us

2023-24 School Description and Mission Statement

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
As we get ready for another exciting school year, I am energized by the amazing things that have been accomplishing at Johnson. On the horizon is even more innovation and engaging opportunities for our students as we embed engineering and coding into daily curriculum.
Johnson is dedicated to its vision of "Empowering Life-Long Learners." We accomplish this by providing opportunities and support in an academic learning community that encourages students to make positive choices for success. Our school infrastructure enables students to have access to updated, state-of-the-art tools and pedagogy. In addition to academic

2023-24 School Description and Mission Statement

expectations, we have many enrichment opportunities including sports, clubs, and electives that help strengthen the overall experience of middle school.
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.
The learning community at Johnson has worked hard to develop an educational program that supports all students and incorporates Common Core Standards. The lessons are designed to prepare students for the future by developing their content knowledge, vocabulary, social skills, and their motivation to learn. These lessons along with the enrichment programs offered will make Johnson students ready to tackle High School, College and beyond.
I am looking forward to a great school year, and I know that our experienced and dedicated staff is ready to lead, guide, and support our Warrior students and families as we push through any challenges or obstacles to pursue the successful outcomes we know our kids are capable of!
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 593 students enrolled at the beginning of the 2022-2023 school year. Total enrollment in the district for the 2022-2023 school year was approximately 9,100 students. Student body demographics are illustrated in the chart.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	164
Grade 7	203
Grade 8	220
Total Enrollment	587

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.6%
American Indian or Alaska Native	0.2%
Asian	24.7%
Black or African American	1.7%
Filipino	1%
Hispanic or Latino	62.2%
Native Hawaiian or Pacific Islander	1.4%
Two or More Races	1.5%
White	7.2%
English Learners	40.2%
Foster Youth	1.2%
Homeless	6.5%
Socioeconomically Disadvantaged	89.8%
Students with Disabilities	15.2%

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)	18.30	63.41	361.60	88.06	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	9.90	17.00	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	7.70	26.69	32.00	7.79	18854.30	6.86
Total Teaching Positions	28.80	100.00	410.60	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	73.55	378.10	89.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	5.15	14.40	3.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.80	0.20	11953.10	4.28
Unknown	6.60	21.24	30.10	7.11	15831.90	5.67
Total Teaching Positions	31.40	100.00	423.40	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	0.00
Misassignments	2.80	1.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.80	1.60

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
Total Out-of-Field Teachers	0.00	0.00

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9	6
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

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

Westminster School District held a hearing on October 13, 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. 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 13, 2022.

Year and month in which the data were collected	October 2023

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	Yes	0
Mathematics	Big Ideas Learning (Big Ideas Math) / 2016	Yes	0
Science	Pearson Elevate Science / 2020	Yes	0
History-Social Science	National Geographic/2023	Yes	0
Foreign Language	Prentice Hall (Spanish) / 2007 East Side Union High School District (Vietnamese) / 2015	Yes	0
Visual and Performing Arts		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 2022.

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	7/6/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gym: Roof leak in music room from drain pipe A/C unit
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			11A-11H Science Building: Upper desk of Science building roof leaks off and on. Un able to determine cause of leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playground: Asphalt needs replacement

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
English Language Arts/Literacy (grades 3-8 and 11)	43	44	54	53	47	46
Mathematics (grades 3-8 and 11)	30	28	44	44	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
All Students	584	566	96.92	3.08	43.82
Female	286	277	96.85	3.15	49.82
Male	298	289	96.98	3.02	38.06
American Indian or Alaska Native	--	--	--	--	--
Asian	143	138	96.50	3.50	61.59
Black or African American	11	11	100.00	0.00	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	364	355	97.53	2.47	36.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	40	97.56	2.44	47.50
English Learners	213	196	92.02	7.98	13.27
Foster Youth	--	--	--	--	--
Homeless	54	47	87.04	12.96	38.30
Military	--	--	--	--	--
Socioeconomically Disadvantaged	528	513	97.16	2.84	41.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	91	96.81	3.19	12.09

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
All Students	584	578	98.97	1.03	28.37
Female	286	283	98.95	1.05	30.04
Male	298	295	98.99	1.01	26.78
American Indian or Alaska Native	--	--	--	--	--
Asian	143	143	100.00	0.00	60.14
Black or African American	11	11	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	364	361	99.18	0.82	17.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	19.51
English Learners	213	209	98.12	1.88	7.66
Foster Youth	--	--	--	--	--
Homeless	54	54	100.00	0.00	24.07
Military	--	--	--	--	--
Socioeconomically Disadvantaged	528	525	99.43	0.57	25.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	92	97.87	2.13	5.43

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)	26.11	27.14	36.03	37.69	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	221	220	99.55	0.45	26.94
Female	103	102	99.03	0.97	21.57
Male	118	118	100.00	0.00	31.62
American Indian or Alaska Native	0	0	0	0	0
Asian	58	58	100.00	0.00	45.61
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	135	99.26	0.74	17.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	25.00
English Learners	76	75	98.68	1.32	1.35
Foster Youth	0	0	0	0	0
Homeless	25	25	100.00	0.00	12.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	203	203	100.00	0.00	25.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	5.13

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	16%	69%	97%	48%	93%

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

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. 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). 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	618	609	128	21.0
Female	303	298	64	21.5
Male	315	311	64	20.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	152	150	7	4.7
Black or African American	11	11	6	54.5
Filipino	7	6	0	0.0
Hispanic or Latino	385	379	95	25.1
Native Hawaiian or Pacific Islander	8	8	6	75.0
Two or More Races	9	9	4	44.4
White	44	44	10	22.7
English Learners	258	252	53	21.0
Foster Youth	9	6	1	16.7
Homeless	56	55	15	27.3
Socioeconomically Disadvantaged	558	551	120	21.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	98	34	34.7

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	1.00	12.69	17.64	0.20	3.58	3.83	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.64	0
Female	10.89	0
Male	24.13	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	9.21	0
Black or African American	9.09	0
Filipino	0	0
Hispanic or Latino	20	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	22.73	0
English Learners	21.32	0
Foster Youth	0	0
Homeless	17.86	0
Socioeconomically Disadvantaged	18.46	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	21.78	0

2023-24 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 in regards to 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:

- When requested, providing staff and students with personal protective equipment (PPE) and sanitation supplies
- Providing air purifiers in all classrooms
- Providing additional handwashing stations
- COVID at home tests provided when requested
- 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

2023-24 School Safety Plan

supplies are available.

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

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	27	13	12	10
Mathematics	24	4	9	4
Science	29		13	1
Social Science	29		13	1

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	26	14	14	6
Mathematics	22	8	8	2
Science	29	1	10	3
Social Science	29	1	12	1

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	587

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

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	$5,995	$838	$5,587	$86,971
District	N/A	N/A	$5,801	$102,334
Percent Difference - School Site and District	N/A	N/A	-3.8	-10.4
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	-16.5	-0.3

Fiscal Year 2022-23 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

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
Beginning Teacher Salary	$48,069	$54,215
Mid-Range Teacher Salary	$88,416	$86,843
Highest Teacher Salary	$122,041	$111,440
Average Principal Salary (Elementary)	$145,693	$140,851
Average Principal Salary (Middle)	$142,405	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$277,355	$252,466
Percent of Budget for Teacher Salaries	40.32%	33.16%
Percent of Budget for Administrative Salaries	4.34%	5.15%

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3		