Johnson Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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
Grade Span	6-8
County-District-School (CDS) Code	30667466030878

2024-25 District Contact Information

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

2024-25 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.

2024-25 School Description and Mission Statement

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
I'm thrilled for the 2024-2025 school year! Our school is committed to its vision of "Empowering life-long learners," ensuring students have access to top-tier education to meet lofty standards. Alongside academic goals, we're eager to broaden enrichment opportunities that will improve the overall experience for Johnson students.
Empowering students is no small feat. With the demands of teaching and learning evolving yearly, it's crucial for the school, families, and the community to collaborate, ensuring success for every student. It's a collective responsibility to equip children with the creative, intellectual, and decision-making skills they need for social, physical, emotional, and academic triumph.
Our staff has worked hard to craft an educational program aligned with Standards to support all students. These lessons are designed to cultivate content knowledge, expand vocabulary, enhance social skills, and nurture a fundamental love for learning. Combined with our enrichment programs, Johnson students will be well-prepared to tackle high school, college, and beyond.
Johnson Middle School continues to follow and support the Westminster School District Strategic Plan which has been designed to provide guidance and direction to achieve agreed upon goals and objectives. The plan serves as a commitment to priorities which will provide high quality instruction and experiences for all students.
I eagerly anticipate a fantastic 2024-2025 academic year, confident that our experienced and dedicated staff is poised to bring Johnson Middle School's mission statement to life: "Johnson Middle School provides opportunities and support in an academic learning community that encourages students to make positive choices for success."

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 558 students enrolled at the beginning of the 2024-2025 school year.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	159
Grade 7	184
Grade 8	215
Total Enrollment	558

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	0.2
Asian	25.3
Black or African American	1.4
Filipino	1.6
Hispanic or Latino	61.8
Native Hawaiian or Pacific Islander	0.9
Two or More Races	1.8
White	6.5
English Learners	36.7
Foster Youth	0.4
Homeless	7
Socioeconomically Disadvantaged	90.5
Students with Disabilities	14.3

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	24.70	76.18	378.60	87.29	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	2.68	4.10	0.95	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	4.78	14.60	3.38	11746.90	4.23
Unknown/Incomplete/NA	5.20	16.30	36.30	8.38	14303.80	5.15
Total Teaching Positions	32.40	100.00	433.70	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.80	1.60	0.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.80	1.60	0.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	1.5
Total Out-of-Field Teachers	0.00	0.00	1.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.00	6	3.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westminster School District held a hearing on October 12, 2023 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 12, 2023.

Year and month in which the data were collected	December 2024

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

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

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	9/6/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gym: Leak in music room from A/C unit condensation line still an issue. Trying to isolate problem. Library/Kitchen: AC unit im kittchen not working efficiently, needs possible replacement
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. Warrenty roofing issue, waiting on repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playground: Asphalt damaged in some spots, replacement needed

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	44	43	53	53	46	47
Mathematics (grades 3-8 and 11)	28	32	44	45	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	568	543	95.60	4.40	42.91
Female	294	279	94.90	5.10	52.33
Male	273	263	96.34	3.66	32.70
American Indian or Alaska Native	--	--	--	--	--
Asian	145	140	96.55	3.45	66.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	348	330	94.83	5.17	32.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	40	100.00	0.00	45.00
English Learners	200	182	91.00	9.00	7.69
Foster Youth	--	--	--	--	--
Homeless	40	36	90.00	10.00	27.78
Military	--	--	--	--	--
Socioeconomically Disadvantaged	513	492	95.91	4.09	41.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	80	95.24	4.76	8.75

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	567	550	97.00	3.00	31.88
Female	294	284	96.60	3.40	31.80
Male	272	265	97.43	2.57	32.08
American Indian or Alaska Native	--	--	--	--	--
Asian	145	143	98.62	1.38	63.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	347	335	96.54	3.46	19.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	39	97.50	2.50	17.95
English Learners	199	192	96.48	3.52	7.29
Foster Youth	--	--	--	--	--
Homeless	40	38	95.00	5.00	23.68
Military	--	--	--	--	--
Socioeconomically Disadvantaged	512	500	97.66	2.34	30.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	79	95.18	4.82	6.33

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	27.14	25.76	37.69	35.46	30.29	30.73

2023-24 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	216	206	95.37	4.63	25.24
Female	106	100	94.34	5.66	28.00
Male	109	105	96.33	3.67	21.90
American Indian or Alaska Native	0	0	0	0	0
Asian	53	52	98.11	1.89	46.15
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	128	94.12	5.88	16.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	25.00
English Learners	71	67	94.37	5.63	1.49
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	187	181	96.79	3.21	23.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	32	91.43	8.57	9.38

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.

2023-24 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 requires only participation results 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	88%	91%	91%	91%	91%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 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, School Smarts Parenting Program, English Learner Advisory Council Meetings and through "Coffee with the Principal" events.

Parent involvement is an integral part of the school program.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	617	594	109	18.4
Female	317	305	61	20.0
Male	299	288	48	16.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	151	146	9	6.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	384	368	78	21.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	42	42	9	21.4
English Learners	227	221	41	18.6
Foster Youth	--	--	--	--
Homeless	53	50	17	34.0
Socioeconomically Disadvantaged	559	538	101	18.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	88	23	26.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
12.69	17.64	6.97	3.58	3.83	2.23	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.97	0.00
Female	5.68	0.00
Male	8.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.65	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.14	0.00
English Learners	8.81	0.00
Foster Youth	0.00	0.00
Homeless	11.32	0.00
Socioeconomically Disadvantaged	7.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.29	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 supplies are available.

The 2024 School Safety Plan was approved by the School Site Council on 10/23/24 and by the Westminster School Board on 12/19/24.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	29	10	14	8
Mathematics	23	7	9	1
Science	26	2	12	1
Social Science	24	6	9	1

2023-24 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	558

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$ 21,024.24	$ 10,502.45	$ 10,521.79	$ 104,385.00
District	N/A	N/A	$ 10,604.71	$ 110,397.00
Percent Difference - School Site and District	N/A	N/A	-0.8%	-5.8%
State	N/A	N/A	$ 10,770.62	$ 96,325.00
Percent Difference - School Site and State	N/A	N/A	-2.4%	7.7%

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$51,674	$58,553
Mid-Range Teacher Salary	$95,047	$93,924
Highest Teacher Salary	$131,194	$119,489
Average Principal Salary (Elementary)	$134,527	$149,898
Average Principal Salary (Middle)	$134,527	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$277,355	$270,432
Percent of Budget for Teacher Salaries	38%	32%
Percent of Budget for Administrative Salaries	4%	6%

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3