

# John Muir Middle School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

### 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/>.

## 2025-26 School Contact Information

|                                   |                                                                                           |
|-----------------------------------|-------------------------------------------------------------------------------------------|
| School Name                       | John Muir Middle School                                                                   |
| Street                            | 707 Letts Ave                                                                             |
| City, State, Zip                  | Corcoran, CA 93212                                                                        |
| Phone Number                      | 559-992-8886                                                                              |
| Principal                         | Dave Whitmore                                                                             |
| Email Address                     | dwhitmore@corcoranunified.com                                                             |
| School Website                    | <a href="https://johnmuir.corcoranunified.com/">https://johnmuir.corcoranunified.com/</a> |
| Grade Span                        | 6-8                                                                                       |
| County-District-School (CDS) Code | 16 63891 6010359                                                                          |

## 2025-26 District Contact Information

|                  |                                                                                 |
|------------------|---------------------------------------------------------------------------------|
| District Name    | Corcoran Joint Unified School District                                          |
| Phone Number     | (559) 992-8888                                                                  |
| Superintendent   | Andre Pecina                                                                    |
| Email Address    | apecina@corcoranunified.com                                                     |
| District Website | <a href="https://www.corcoranunified.com/">https://www.corcoranunified.com/</a> |

## 2025-26 School Description and Mission Statement

John Muir Middle School is proud to nurture relationships with students, staff and community through collaboration, student engagement, and achievement. Our vision is clear: "John Muir is a beacon destination where we nurture relationships through collaboration, student engagement and achievement to better our community." Guided by our mission "At John Muir Middle School we are committed to fostering a positive, inclusive environment that promotes student voice, safety and supports success for all learners—in school and beyond." We are dedicated to helping every student grow, achieve, and succeed.

Our PBIS motto, Wildcat PRIDE—Patience, Respect, Integrity, Dependability, and Empathy— shapes our school culture. JMMS students continually show what is possible when values and opportunities align, from sending student-designed

2025-26 School Description and Mission Statement

experiments into space to presenting research at the Smithsonian Museum. We also offer a wide range of electives, including music, STEM, drama, agriculture, art, ASB, Leadership, and the 6th-grade Wheel program: helping students discover their passions and develop new skills.

John Muir Middle School provides strong academic supports, including English Language Development (ELD), Response to Intervention (RTI), and study tables, to ensure all students reach their highest potential. For advanced learners, we offer honors English classes and accelerated math opportunities, allowing 8th graders to take Math 1 for high school credit. These programs, combined with our comprehensive resources, prepare students not only for success in high school and college but also to thrive as leaders and active contributors to the broader community.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 6          | 255                |
| Grade 7          | 251                |
| Grade 8          | 248                |
| Total Enrollment | 754                |

2024-25 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 49.9                        |
| Male                             | 50.1                        |
| American Indian or Alaska Native | 0.1                         |
| Asian                            | 0.1                         |
| Black or African American        | 2.7                         |
| Filipino                         | 0.3                         |
| Hispanic or Latino               | 92                          |
| Two or More Races                | 0.4                         |
| White                            | 4.2                         |
| English Learners                 | 14.7                        |
| Foster Youth                     | 0.4                         |
| Homeless                         | 4                           |
| Migrant                          | 2.8                         |
| Socioeconomically Disadvantaged  | 90.8                        |
| Students with Disabilities       | 10.6                        |

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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 33.1          | 87.37          | 131.5           | 83.08            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 2.9           | 7.74           | 10.2            | 6.46             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.2           | 3.16           | 2.6             | 1.66             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 4.1             | 2.6              | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0.6           | 1.71           | 9.7             | 6.18             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 37.9          | 100            | 158.2           | 100              | 279044.8     | 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.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 33.6          | 88.58          | 130             | 83.62            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 2.4           | 6.39           | 9.8             | 6.34             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.5           | 4.11           | 8.6             | 5.57             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 3.4             | 2.21             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0.3           | 0.87           | 3.5             | 2.26             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>                                                                        | 38            | 100            | 155.5           | 100              | 277698       | 100           |

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 31            | 79.49          | 125.5           | 79.45            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 2.1           | 5.38           | 11.9            | 7.54             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 5.5           | 14.1           | 12.2            | 7.73             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 4.2             | 2.66             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0.4           | 1.03           | 4.1             | 2.62             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>                                                                        | 39            | 100            | 157.9           | 100              | 278927.1     | 100           |

Note: The data in this table is based on 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                                     | 2021-22 | 2022-23 | 2023-24 |
|--------------------------------------------------------------|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0       | 2       |
| <b>Misassignments</b>                                        | 1.20    | 1.5     | 3.5     |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 1.20    | 1.5     | 5.5     |

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator                                                     | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0       | 0       |
| <b>Local Assignment Options</b>                               | 0.00    | 0       | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 0.00    | 0       | 0       |

## Class Assignments

| Indicator                                                                                                                                                  | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.8     | 4.1     | 6.3     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

John Muir Middle School is one-to-one, providing each student with an iPad and access to textbooks that are primarily digital. Social Studies textbooks are available in both digital and print formats, while Science textbooks are offered digitally as well as in consumable print form. All textbooks are approved by the State Board of Education and the Corcoran Joint Unified School Board. This ensures that every student has access to the most recent and standards-aligned textbook adoption.

Year and month in which the data were collected

August 2025

| Subject                                               | List of Textbooks and Other Instructional Materials /<br>Indicate if from Most Recent Adoption / Year of Adoption | Percent Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Reading/Language Arts</b>                          | Savvas My Perspectives English Language Arts, 2020                                                                | 0                                                |
| <b>Mathematics</b>                                    | Savvas enVision Mathematics, 2020                                                                                 | 0                                                |
| <b>Science</b>                                        | Houghton Mifflin Science Dimensions CA 2020                                                                       | 0                                                |
| <b>History-Social Science</b>                         | Holt, Rinehart and Winston California Social Studies 2006                                                         | 0                                                |
| <b>Foreign Language</b>                               | Not Applicable                                                                                                    | 0                                                |
| <b>Health</b>                                         | Not Applicable                                                                                                    | 0                                                |
| <b>Visual and Performing Arts</b>                     | Not Applicable                                                                                                    | 0                                                |
| <b>Science Laboratory Equipment<br/>(grades 9-12)</b> | Not Applicable                                                                                                    | 0                                                |

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

## School Facility Conditions and Planned Improvements

John Muir Middle School received a good ranking in all systems inspected in the 2025 FIT inspection. We received an overall ranking of exemplary. Minor areas of repair were found and fixed.

Year and month of the most recent FIT report

July 2025

| System Inspected                                     | Rate<br>Good | Rate<br>Fair | Rate<br>Poor | Repair Needed and Action Taken or Planned |
|------------------------------------------------------|--------------|--------------|--------------|-------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X            |              |              |                                           |

## School Facility Conditions and Planned Improvements

|                                                                               |   |  |  |                                                |
|-------------------------------------------------------------------------------|---|--|--|------------------------------------------------|
| <b>Interior:</b><br>Interior Surfaces                                         | X |  |  | Band Room: 11 12x12 inch ceiling tiles missing |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X |  |  |                                                |
| <b>Electrical</b>                                                             | X |  |  |                                                |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |  |  |                                                |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  |  |                                                |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |  |                                                |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |  |                                                |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 Assessments 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.

| Subject                                                      | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|--------------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 25                | 28                | 31                  | 34                  | 47               | 48               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 13                | 16                | 17                  | 21                  | 35               | 37               |

## 2024-25 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<br>Student Groups                   | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|--------------------------------------------|-------------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------------------|
| <b>All Students</b>                        | 751                           | 734                        | 97.74                       | 2.26                            | 27.66                                   |
| <b>Female</b>                              | 376                           | 371                        | 98.67                       | 1.33                            | 32.08                                   |
| <b>Male</b>                                | 375                           | 363                        | 96.80                       | 3.20                            | 23.14                                   |
| <b>American Indian or Alaska Native</b>    | --                            | --                         | --                          | --                              | --                                      |
| <b>Asian</b>                               | --                            | --                         | --                          | --                              | --                                      |
| <b>Black or African American</b>           | 17                            | 17                         | 100.00                      | 0.00                            | 17.65                                   |
| <b>Filipino</b>                            | --                            | --                         | --                          | --                              | --                                      |
| <b>Hispanic or Latino</b>                  | 696                           | 681                        | 97.84                       | 2.16                            | 28.05                                   |
| <b>Native Hawaiian or Pacific Islander</b> | 0                             | 0                          | 0                           | 0                               | 0                                       |
| <b>Two or More Races</b>                   | --                            | --                         | --                          | --                              | --                                      |

|                                                      |     |     |        |       |       |
|------------------------------------------------------|-----|-----|--------|-------|-------|
| <b>White</b>                                         | 30  | 28  | 93.33  | 6.67  | 28.57 |
| <b>English Learners</b>                              | 102 | 95  | 93.14  | 6.86  | 3.16  |
| <b>Foster Youth</b>                                  | --  | --  | --     | --    | --    |
| <b>Homeless</b>                                      | 15  | 13  | 86.67  | 13.33 | 15.38 |
| <b>Military</b>                                      | 23  | 23  | 100.00 | 0.00  | 30.43 |
| <b>Socioeconomically Disadvantaged</b>               | 528 | 515 | 97.54  | 2.46  | 24.66 |
| <b>Students Receiving Migrant Education Services</b> | 22  | 18  | 81.82  | 18.18 | 11.11 |
| <b>Students with Disabilities</b>                    | 78  | 74  | 94.87  | 5.13  | 2.70  |

## 2024-25 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.

| <b>CAASPP<br/>Student Groups</b>           | <b>CAASPP<br/>Total<br/>Enrollment</b> | <b>CAASPP<br/>Number<br/>Tested</b> | <b>CAASPP<br/>Percent<br/>Tested</b> | <b>CAASPP<br/>Percent<br/>Not Tested</b> | <b>CAASPP<br/>Percent<br/>Met or<br/>Exceeded</b> |
|--------------------------------------------|----------------------------------------|-------------------------------------|--------------------------------------|------------------------------------------|---------------------------------------------------|
| <b>All Students</b>                        | 753                                    | 735                                 | 97.61                                | 2.39                                     | 15.92                                             |
| <b>Female</b>                              | 377                                    | 371                                 | 98.41                                | 1.59                                     | 16.17                                             |
| <b>Male</b>                                | 376                                    | 364                                 | 96.81                                | 3.19                                     | 15.66                                             |
| <b>American Indian or Alaska Native</b>    | --                                     | --                                  | --                                   | --                                       | --                                                |
| <b>Asian</b>                               | --                                     | --                                  | --                                   | --                                       | --                                                |
| <b>Black or African American</b>           | 17                                     | 17                                  | 100.00                               | 0.00                                     | 17.65                                             |
| <b>Filipino</b>                            | --                                     | --                                  | --                                   | --                                       | --                                                |
| <b>Hispanic or Latino</b>                  | 698                                    | 682                                 | 97.71                                | 2.29                                     | 15.98                                             |
| <b>Native Hawaiian or Pacific Islander</b> | 0                                      | 0                                   | 0                                    | 0                                        | 0                                                 |
| <b>Two or More Races</b>                   | --                                     | --                                  | --                                   | --                                       | --                                                |
| <b>White</b>                               | 30                                     | 28                                  | 93.33                                | 6.67                                     | 14.29                                             |
| <b>English Learners</b>                    | 104                                    | 99                                  | 95.19                                | 4.81                                     | 2.02                                              |
| <b>Foster Youth</b>                        | --                                     | --                                  | --                                   | --                                       | --                                                |
| <b>Homeless</b>                            | 15                                     | 13                                  | 86.67                                | 13.33                                    | 7.69                                              |
| <b>Military</b>                            | 23                                     | 23                                  | 100.00                               | 0.00                                     | 4.35                                              |

|                                                      |     |     |       |       |       |
|------------------------------------------------------|-----|-----|-------|-------|-------|
| <b>Socioeconomically Disadvantaged</b>               | 530 | 516 | 97.36 | 2.64  | 14.53 |
| <b>Students Receiving Migrant Education Services</b> | 22  | 18  | 81.82 | 18.18 | 5.56  |
| <b>Students with Disabilities</b>                    | 78  | 74  | 94.87 | 5.13  | 0.00  |

### 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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|-------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 10.79             | 7.32              | 23.39               | 28.68               | 30.73            | 32.33            |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 250              | 246           | 98.40          | 1.60               | 7.32                    |
| Female                                        | 125              | 124           | 99.20          | 0.80               | 7.26                    |
| Male                                          | 125              | 122           | 97.60          | 2.40               | 7.38                    |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian                                         | 0                | 0             | 0              | 0                  | 0                       |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 232              | 229           | 98.71          | 1.29               | 7.42                    |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White                                         | 11               | 10            | 90.91          | 9.09               | --                      |
| English Learners                              | 30               | 29            | 96.67          | 3.33               | 0.00                    |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 21               | 21            | 100.00         | 0.00               | 9.52                    |
| Socioeconomically Disadvantaged               | 172              | 169           | 98.26          | 1.74               | 7.10                    |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | 31               | 29            | 93.55          | 6.45               | 0.00                    |

**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.

| 2024-25 California Physical Fitness Test Participation Rates                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |                                               |                                                          |                                                |                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------|----------------------------------------------------------|------------------------------------------------|--------------------------|
| 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 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | -                             | -                                             | -                                                        | -                                              |                          |
| Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 99.2%                         | 99.6%                                         | 99.2%                                                    | 99.2%                                          | 98.8%                    |
| Grade 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | -                             | -                                             | -                                                        | -                                              |                          |

**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.

| 2025-26 Opportunities for Parental Involvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Classroom Volunteering and Parent Engagement</b><br/>Parents are warmly invited to volunteer in our classrooms, where they can assist teachers with various classroom tasks or directly support instructional activities. Additionally, we encourage families to participate in school events throughout the year, including the Annual Title 1 Meetings, Back-to-School Night, Open House, Parent-Teacher Conferences, school assemblies, and sports events. Special events like “Pastries with the Principal” also provide informal opportunities to connect with school staff and discuss student progress and school goals.</p> <p><b>Committees and Student Activities</b><br/>We highly encourage parent involvement in our school’s advisory committees. Joining the English Language Advisory Committee (ELAC) or the School Site Council is a great way for parents to contribute to school decision-making. While official members make up these committees, non-members are always welcome to attend meetings, offering input and gaining insights into school programs and policies. We also welcome parent volunteers to help with large student activities throughout the year. For more information on supporting student events, please contact our office.</p> <p><b>Parent-Teacher Club and Parent Workshops</b><br/>If you’re interested in starting a John Muir Middle School Parent-Teacher Club, please reach out to the principal to discuss creating this supportive organization. A Parent-Teacher Club would play an essential role in fostering educational support and fundraising for JMMS. Throughout the year, we also offer parent workshops such as Technology Safety, Stress Management for Teens, CAASPP testing, Literacy Night, and Math Night. Workshop information is shared through Parent Square, flyers, and local announcements in the Corcoran Journal, at churches, the RAC, and other community spots frequented by CUSD families. Contact our office or attend a parent meeting to stay informed about upcoming workshops!</p> |

| 2024-25 Chronic Absenteeism by Student Group  |                       |                                         |                           |                          |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students                                  | 791                   | 779                                     | 168                       | 21.6                     |
| Female                                        | 393                   | 389                                     | 68                        | 17.5                     |
| Male                                          | 398                   | 390                                     | 100                       | 25.6                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian                                         | --                    | --                                      | --                        | --                       |
| Black or African American                     | 22                    | 21                                      | 8                         | 38.1                     |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 724                   | 714                                     | 151                       | 21.1                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White                                         | 34                    | 34                                      | 6                         | 17.6                     |
| English Learners                              | 121                   | 119                                     | 30                        | 25.2                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 48                    | 44                                      | 18                        | 40.9                     |
| Socioeconomically Disadvantaged               | 723                   | 711                                     | 163                       | 22.9                     |
| Students Receiving Migrant Education Services | 25                    | 25                                      | 5                         | 20.0                     |
| Students with Disabilities                    | 87                    | 86                                      | 27                        | 31.4                     |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 12.58          | 13.88          | 10.24          | 6.97             | 7.17             | 6.43             | 3.6           | 3.28          | 2.94          |

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.

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0              | 0.25           | 0.51           | 0.2              | 0.21             | 0.15             | 0.08          | 0.07          | 0.06          |

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 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students                                  | 10.24            | 0.51            |
| Female                                        | 4.83             | 0.25            |
| Male                                          | 15.58            | 0.75            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian                                         | 0.00             | 0.00            |
| Black or African American                     | 45.45            | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 9.25             | 0.55            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White                                         | 8.82             | 0.00            |
| English Learners                              | 13.22            | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 20.83            | 0.00            |
| Socioeconomically Disadvantaged               | 11.07            | 0.55            |
| Students Receiving Migrant Education Services | 8.00             | 0.00            |
| Students with Disabilities                    | 18.39            | 1.15            |

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.

2025-26 School Safety Plan

Maintaining a safe and secure learning environment is a top priority for John Muir Middle School. The Comprehensive School Site Safety Plan was developed for John Muir Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements.

Our plan is updated annually and includes procedures for emergencies, exit routes, and inventories of emergency supplies. Local law enforcement has a copy of our School Safety Plan as well as a school map. In conjunction with local law enforcement, fire department, and city officials, safe school routes have been determined and included in the Comprehensive Schools Safety Plan. All staff members review the School Safety Plan at the beginning of the school year during the 21-22 school year.

Students and staff participate in (monthly) drills and the staff is debriefed following the drill with the intent of improving upon our safety procedures. Students at John Muir Middle School participate annually in Digital Citizenship Safety Training. Our school is surrounded by a perimeter fence and all visitors must check into the office upon arrival. All volunteers must complete a district application and receive the appropriate clearances before they can volunteer or chaperone at a school site or during a school trip.

A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request.

Our school's Comprehensive Safety Plan is the primary document for the safety and emergency procedures of our school. The document was primarily developed by a School Safety Committee which consisted of staff members, parents, and administrators. This group of stakeholders provided the input and recommendations but the final approval came from the school site council on January 27, 2022, and then finalized by the CUSD School Board on February 8, 2022. The evaluation and updating of this Comprehensive School Safety Plan is conducted on a yearly basis. Two key members involved in this document were Laura Duran, District Safety & Security Coordinator, as well as Officer Carrillo, SRO from Corcoran Police Dept. Parents, Students, and community members were also provided opportunities to voice their concerns about school policies and practices and to provide input in making decisions that affect their school.

A top priority of the staff and administration at John Muir Middle School is that every student who attends our school finds a learning community built on a foundation of respect. Our school community offers a welcoming environment where the contributions and values of others ensure that everyone works towards academic excellence. The school site council also considered the following three essential components and/or strategies when reviewing this plan (AR 0450): 1) Assuring each student a safe physical environment 2) Assuring each student a safe, respectful, accepting, and emotionally nurturing environment 3) Providing each student resiliency skills. Evidence of these assurances is embedded throughout this school safety plan.

The following persons and entities were notified in writing of the public hearing concerning input:

|                                                                                  |                  |
|----------------------------------------------------------------------------------|------------------|
| School Site Council designate a committee to design the School Safety Plan.      | 11/13/24 3:30 PM |
| Reviewed Safety Plan with office staff                                           | 12/4/24 10:00 AM |
| Reviewed and worked on Safety Plan with School Leadership Team                   | 12/5/24 11:00 AM |
| Reviewed and worked on Safety Plan with School Safety Planning Committee         | 1/15/25 8:30 AM  |
| Reviewed Safety Plan with School Staff                                           | 1/16/24 8:30 AM  |
| Reviewed Safety Plan with Site Security                                          | 1/21/25 9:00 AM  |
| Reviewed Safety Plan with School Resource Officer and District Safety Supervisor | 1/21/25 10:00 AM |
| Reviewed and finalize Safety Plan with School Site Council                       | 1/22/25 3:30 PM  |
| Review Safety Plan with School Safety Leadership Team                            | 1/28/25 10:00 AM |
| Review Safety Plan with School Staff                                             | 1/29/25 8:00 AM  |

## 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 | 16                 | 22                                   | 16                                    | 0                                   |
| Mathematics           | 23                 | 5                                    | 17                                    | 0                                   |
| Science               | 25                 | 3                                    | 17                                    | 0                                   |
| Social Science        | 24                 | 4                                    | 18                                    | 0                                   |

## 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 | 15                 | 28                                   | 13                                    |                                     |
| Mathematics           | 23                 | 6                                    | 16                                    |                                     |
| Science               | 24                 | 4                                    | 17                                    |                                     |
| Social Science        | 22                 | 10                                   | 13                                    |                                     |

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 15                 | 22                                   | 15                                    |                                     |
| Mathematics           | 21                 | 10                                   | 14                                    |                                     |
| Science               | 21                 | 10                                   | 14                                    |                                     |
| Social Science        | 22                 | 10                                   | 13                                    |                                     |

## 2024-25 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 | 764   |

## 2024-25 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                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other                                                         |                                  |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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                                   | \$17,465                     | \$2,840                             | \$14,625                              | \$115,625              |
| District                                      | N/A                          | N/A                                 | \$14,644                              | \$94,944               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -0.1                                  | 19.6                   |
| State                                         | N/A                          | N/A                                 | \$11,146                              | \$92,686               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 27.0                                  | 22.0                   |

## Fiscal Year 2024-25 Types of Services Funded

John Muir Middle School provides a comprehensive network of academic and social-emotional supports designed to help every student succeed. The school offers a variety of after-school programs, including the Wildcat Den, where students can receive targeted help with study skills, homework, math, and reading. Additional support is available for English Language Development students, who receive extra practice in literacy, and Migrant students, who receive specialized tutoring to help

## Fiscal Year 2024-25 Types of Services Funded

them access the curriculum. After-school classes are also available for any student seeking additional assistance, as well as for those working to improve a GPA below 2.0.

To promote positive behavior and a safe, supportive campus culture, John Muir implements a full Positive Behavior Intervention System (PBIS) and restorative justice practices. A full-time counselor supports students' academic and emotional needs, oversees restorative processes, and works proactively with students to prevent conflicts from escalating. During the school day, a full-time intervention teacher provides intensive reading instruction for students performing several grade levels below, while additional teachers support Tier II intervention needs. The school invests in multiple intervention programs such as Reading Plus, PowerUp Lexia, Rosetta Stone, and Imagine/Think Through Math to address skill gaps in reading and math. The Minga program monitors student hall passes, tracks PBIS points, and supports guidance activities, adding another layer of accountability and engagement.

Social-emotional learning is reinforced across all classrooms through Capturing Kids' Hearts, a schoolwide program that builds relationships, communication skills, and a positive classroom culture. These combined systems reflect John Muir's commitment to meeting the diverse needs of its students and ensuring that every Wildcat has access to the tools, guidance, and support necessary to thrive.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                             | District Amount | State Average for Districts in Same Category |
|------------------------------------------------------|-----------------|----------------------------------------------|
| <b>Beginning Teacher Salary</b>                      | \$70,318        | \$57,978                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$98,409        | \$89,612                                     |
| <b>Highest Teacher Salary</b>                        | \$130,819       | \$117,194                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$152,430       | \$143,632                                    |
| <b>Average Principal Salary (Middle)</b>             | \$159,079       | \$149,447                                    |
| <b>Average Principal Salary (High)</b>               | \$170,473       | \$162,334                                    |
| <b>Superintendent Salary</b>                         | \$222,000       | \$234,076                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 29.31%          | 27.81%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 5.02%           | 5.47%                                        |

## Professional Development

As a school, we rely on the data we have collected to make decisions about our professional development. Recently, we have seen the need to focus our PD time as staff on making sure that we are encouraging and helping our students to read and connect to text, as well as, using collaborative structures in our classrooms to encourage academic discourse.

JMMS has weekly professional development time built into the school schedule. It is on Wednesday mornings from 8-9:40 a.m. Teachers meet in PLCs during this time as well.

23-24 we have 35 Wednesdays with Professional Development. We started the year with 4 teacher work days, all of which involved some or all professional development, including a day of EDI instruction. Gear-up leadership meets 6 times throughout the year for training. Gear Up is coming to work with math 15 days this year. We have 6 days of Capturing Kids Hearts Training with staff. Also, staff will be going to CAASPP training for a total of 4 days. Finally, coaches meet with new teachers 8 times and the same new teachers meet with them 6 times. Secretaries received 4 days of training on attendance procedures.

24-25 we will have 35 Wednesdays with Professional Development. The year started with 4 teacher work days which

Professional Development

contained professional development, ELA teachers received two days of training in ERWC, Expository Reading, and Writing Curriculum. In addition to these trainings at the start of the year, ELA teachers had 2 follow-up days with ERWC Training. We had 4 days of training for classified staff delivered by the Kings County Office of Education. Coaches and administrators meet with new teachers 8 times throughout the year to work on various needed skills, the district meets with the teachers a total of 6 times. We have an MTSS training group that includes teachers and the counselor, learning about correct placement and interventions for students 4 times throughout the year. We have a different group of teachers, coaches, and administrators learning about professional learning communities in a guiding coalition group, they will meet 4 times throughout the year. In addition we have three days in the winter and then three days in the spring where grade-level subject teachers in math and EnLA meet with the ELD, intervention and special education teachers.

25-26 We will have 35 Wednesdays with Professional Development. The year started with 4 teacher work days which contained Professional Development. Our Library Media Tech attended library network trainings 8 days for the week. Our ELD coaches and Teachers attended various trainings including EPICC, KCOE ELD Network for a total of 8 days. Coaches and administrators meet with new teachers 8 times throughout the year to work on various needed skills, Our coach attended a training with a paraprofessional and we will have paraprofessionals attend a conference for 3 days in the spring. Our Math teachers and an administrator are attending the math leadership network for days throughout the year. Coaches and resource teacher meet with teachers to plan and learn new techniques 12 times during the year.

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

| Subject                                                                         | 2023-24 | 2024-25 | 2025-26 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 73      | 75      | 83      |