

Joaquin Moraga Intermediate School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

| | |
|--------------------|------------------------------------|
| School Name | Joaquin Moraga Intermediate School |
| Street | 1010 Camino Pablo |

| | |
|--|---|
| City, State, Zip | Moraga, CA 94556-1899 |
| Phone Number | (925) 376-7206 |
| Principal | Mike Plant |
| Email Address | mplant@moraga.k12.ca.us |
| School Website | https://jm.moraga.k12.ca.us/ |
| County-District-School (CDS) Code | 07617476003925 |

2023-24 District Contact Information

| | |
|-------------------------|-----------------------------------|
| District Name | Moraga Elementary School District |
| Phone Number | 925 376-5943 |
| Superintendent | Julie C. Parks |
| Email Address | jparks@moraga.k12.ca.us |
| District Website | www.moraga.k12.ca.us |

2023-24 School Description and Mission Statement

Enrollment at Joaquin Moraga Intermediate School (JMIS) includes sixth, seventh and eighth-grade students. To facilitate the transition from elementary to intermediate school, students in sixth grade are assigned to one teacher for three periods of the day and the remainder of their classes are one period each. Seventh-grade students are assigned to their English teacher for two periods daily and the remainder of their classes are one period each. In preparation for the transition to high school, eighth-graders attend one period of English and the remainder of their classes are also one period each.

The programs offered at JMIS place a major emphasis on the continuing development and application of basic skills while providing activities to encourage the extension and development of thought and reason. In addition, efforts are made to provide students an opportunity to participate in a variety of experiences designed to increase their creative, social, and physical awareness. The school enjoys a very positive and supportive parent community. Parents demonstrate support of their children and the instructional staff in many ways including volunteering in the library and in the classrooms, serving as lunch supervision volunteers, and serving on committees. The JM-PTA supports the funding of classroom materials and school enrichment programs.

A safe and positive environment at JMIS provides a setting where students can continue developing their academic skills and social growth. The staff is very much aware of the needs of intermediate school-age children and provide many opportunities to encourage participation and success in the classroom and beyond. JM also has a wellness center open throughout the school day, to support students' social-emotional needs. Joaquin Moraga Intermediate School is located at 1010 Camino Pablo in Moraga, California, and for the 2022-2023 school year serves 630 sixth through eighth-grade students: 214 sixth-graders; 184 seventh-graders, and 232 eighth-graders.

The school staff includes 28 full-time and eight part-time general education and special education teachers (all teachers are fully credentialed), a full-time library technician, two special education instructional assistants, one part-time writing aide, two secretaries, two full-time psychologists, a counselor, a part-time student services coordinator, two administrators, a full-time wellness intake specialist, and four custodians. The school also receives support from other District employees.

The Joaquin Moraga Intermediate School staff embraces our vision, mission, and values:

JM's Mission: Joaquin Moraga Intermediate School's mission is to prepare students for the future, to develop a life-long love of learning, to provide a positive and safe environment for learning, to provide positive development of self, and to provide opportunities for students to be constructive and contributing members of the community and society.

JM's Vision: Joaquin Moraga Intermediate School staff embraces our vision that each individual student will meet the future with the ability to:

Find the joy and value in learning,
Think critically and creatively

2023-24 School Description and Mission Statement

Be responsible and take initiative

Succeed in an ever-changing world

Communicate and work well with others

Lead healthy lives through self-awareness

Become ethical and caring citizens of a diverse world

JM Values:

Honesty and respect

Clear, open, appropriate, and timely communication and collaboration among students, staff members, parents, and the community

Providing effective and efficient school-wide services

Providing a well prepared and challenging curriculum to meet the needs of all students while supporting the whole child

Communicating, adhering to, and consistently implementing high academic, behavioral, and social expectations

A safe, eco-friendly, and well-maintained school environment that promotes independence, caring, creativity, and school pride

The effective and efficient use of classroom time

Leadership that is widely dispersed to empower stakeholders in their commitment to the school mission, vision, and goals

One of our goals at Joaquin Moraga Intermediate School is to continue to establish the tradition of providing a high-quality educational program. It is our belief that all students can learn and should be provided with an academic program that is challenging, continues to be reevaluated and improved, provides for individual success, and builds self-esteem.

Parents in the Joaquin Moraga Intermediate School community are well informed, interested in their school, and actively involved. Anyone in the school community may become a member of the PTA. The PTA provides financial support that directly impacts students and their teachers in the classroom. The PTA also provides parent volunteers to support a variety of activities on campus. A board of parent officers oversees the PTA, approves expenditures, and solicits parent involvement.

Members of the community have organized and actively participate in the Moraga Education Foundation. The MEF, a community organization, provides financial support for five Moraga schools. During the 2022-2023 school year, the foundation funded classroom teachers, music/band teacher, art teacher, counselor, librarian, technology, classroom materials, school supplies, and elective support in Spanish, French, Engineering & Robotics, Video Production, Garden, Debate, and Computer/Coding. For the 2022-2023 school year, \$2,550,000 was donated, in school grants through MEF to support the three Moraga elementary schools, Joaquin Moraga Intermediate School and Campolindo High School.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 213 |
| Grade 7 | 183 |
| Grade 8 | 233 |
| Total Enrollment | 629 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 51% |
| Male | 49% |
| American Indian or Alaska Native | 0.2% |
| Asian | 16.2% |

| | |
|-------------------------------------|-------|
| Black or African American | 0.8% |
| Filipino | 2.4% |
| Hispanic or Latino | 10% |
| Native Hawaiian or Pacific Islander | 0.5% |
| Two or More Races | 19.9% |
| White | 49.1% |
| English Learners | 1.1% |
| Socioeconomically Disadvantaged | 18.8% |
| Students with Disabilities | 12.6% |

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.

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) | 26.30 | 83.16 | 79.80 | 92.12 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.10 | 0.54 | 0.10 | 0.20 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 1.50 | 1.73 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.30 | 4.30 | 1.30 | 1.57 | 12115.80 | 4.41 |
| Unknown | 3.70 | 11.97 | 3.70 | 4.37 | 18854.30 | 6.86 |
| Total Teaching Positions | 31.60 | 100.00 | 86.60 | 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) | 27.70 | 86.44 | 77.70 | 91.58 | 234405.20 | 84.00 |

| | | | | | | |
|---|-------|--------|-------|--------|-----------|--------|
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.80 | 2.12 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 3.12 | 2.00 | 2.36 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.70 | 2.34 | 0.70 | 0.88 | 11953.10 | 4.28 |
| Unknown | 2.50 | 8.07 | 2.50 | 3.05 | 15831.90 | 5.67 |
| Total Teaching Positions | 32.00 | 100.00 | 84.90 | 100.00 | 279044.80 | 100.00 |

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 1.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 1.00 |

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

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

| Indicator | 2020-21 | 2021-22 |
|---|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 1.30 | 0.70 |
| Total Out-of-Field Teachers | 1.30 | 0.70 |

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

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.6 | 4.3 |

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

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students were assigned adopted textbooks and materials. The Moraga School District convenes textbook committees to assist in the selection process. The textbook committees consist of teachers and administrators in the District. State-approved books are reviewed, piloted, and a selection is made based upon predetermined criteria. The books go on public display for two weeks and are then presented to the Governing Board for adoption. The district has affirmed that class sets or electronic versions of textbooks are available to all students, including English learners. At the middle school level, class sets or electronic versions are also purchased to eliminate the need for students carrying heavy books. Books have been purchased for all core academic areas at all grade levels. Textbooks are California Department of Education-approved and California Standards Based. A public hearing is held each year and reports are made quarterly to the Governing Board to meet all requirements according to the Williams Settlement Agreement.

Year and month in which the data were collected: January 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Grades 6-8 Houghton Mifflin Harcourt CA Collections (2016) Reading/Language Arts Writing Units of Study-Lucy Calkins (2015) | Yes | 0 |
| Mathematics | Grade 6-8 CA Digits - Pearson (2014) Algebra - McGraw Hill Glencoe Algebra 1 - Common Core Edition (2014) | Yes | 0 |
| Science | Grade 6-8 Bring Science Alive! - TCI (2015) | Yes | 0 |
| History-Social Science | Grade 6-8 National Geographic - Cengage Learning (2017) | Yes | 0 |
| Foreign Language | Grade 7-8 Avancemos (Spanish) (2018) Bien Dit (French) - Houghton Mifflin (2019) | Yes | 0 |
| Health | N/A | | |
| Visual and Performing Arts | N/A | | |

School Facility Conditions and Planned Improvements

Joaquin Moraga Intermediate School is comprised of nine buildings, including an auditorium, music building, gymnasium, library, one computer lab, and one engineering lab. Through funding provided by Measure V, modernization efforts will commence in the Summer of 2020. Construction is scheduled to wrap up within the first months of 2022. The district-wide project intends to vastly improve the student experience through such initiatives as renovated classrooms, improvement of outdoor walkways, and a rejuvenated basketball court/student locker room.

School Facility Conditions and Planned Improvements

Joaquin Moraga Intermediate School provides a safe and clean environment for students, staff, and community members. Site custodians ensure a sanitary learning space through daily work that is supervised and inspected by site principals on a routine basis. All classrooms, restrooms, and athletic centers are prioritized on the regular cleaning schedule. Outside trash is collected daily to reduce an unwanted animal presence on the school campus. The site principal and custodians work in conjunction with the district Director of Buildings and Grounds to seek ways to increase the cleanliness of the JMIS campus regularly. The school is inspected annually by the Fire Marshal and periodically by school site administrators.

The repair and maintenance of Joaquin Moraga Intermediate School are prioritized and implemented by the Director of Buildings and Grounds. Work is carried out by the members of the Maintenance Department to ensure that the facilities remain in excellent repair. Generally, site custodians, secretaries, and principals submit tickets through the work order system for the Director of Buildings and Grounds to receive. Emergency repairs are given the highest priority, as is anything that poses a threat to student safety. The H building roof replacement remains a priority.

Year and month of the most recent FIT report

December 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | HVACs replaced in 2021 |
| 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 | | Building H identified as needing a new roof. Windows should be replaced in 2-4 years. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 82 | 83 | 82 | 81 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 72 | 72 | 77 | 75 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 630 | 624 | 99.05 | 0.95 | 83.33 |
| Female | 318 | 315 | 99.06 | 0.94 | 85.40 |
| Male | 308 | 305 | 99.03 | 0.97 | 80.98 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 102 | 102 | 100.00 | 0.00 | 94.12 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 15 | 15 | 100.00 | 0.00 | 100.00 |
| Hispanic or Latino | 63 | 63 | 100.00 | 0.00 | 82.54 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 131 | 130 | 99.24 | 0.76 | 89.23 |
| White | 309 | 304 | 98.38 | 1.62 | 76.97 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 123 | 123 | 100.00 | 0.00 | 79.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 82 | 80 | 97.56 | 2.44 | 41.25 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 630 | 628 | 99.68 | 0.32 | 72.13 |
| Female | 318 | 317 | 99.69 | 0.31 | 67.19 |
| Male | 308 | 307 | 99.68 | 0.32 | 76.87 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 102 | 102 | 100.00 | 0.00 | 84.31 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 15 | 15 | 100.00 | 0.00 | 93.33 |
| Hispanic or Latino | 63 | 63 | 100.00 | 0.00 | 68.25 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 131 | 131 | 100.00 | 0.00 | 80.92 |
| White | 309 | 307 | 99.35 | 0.65 | 64.50 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 123 | 123 | 100.00 | 0.00 | 65.04 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 82 | 81 | 98.78 | 1.22 | 35.80 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 71.18 | 74.46 | 71.90 | 72.98 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 232 | 231 | 99.57 | 0.43 | 74.46 |
| Female | 114 | 114 | 100.00 | 0.00 | 71.93 |
| Male | 116 | 115 | 99.14 | 0.86 | 76.52 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 33 | 33 | 100.00 | 0.00 | 96.97 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 23 | 23 | 100.00 | 0.00 | 60.87 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 44 | 44 | 100.00 | 0.00 | 86.36 |
| White | 121 | 120 | 99.17 | 0.83 | 67.50 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 40 | 40 | 100.00 | 0.00 | 72.50 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 27 | 26 | 96.30 | 3.70 | 42.31 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 7 | 174 | 180 | 179 | 166 | 179 |

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents are an integral part of the learning community at Joaquin Moraga Intermediate School. Our parent community is well-informed and articulate, and we make much effort to include parents in all aspects of the functioning of the school. Parents volunteer in classrooms, and school projects, helping serve lunch, and also assist with field trips, class parties and activities, copying in the office, and helping at home with many projects and assignments. Our PTA offers many opportunities for parents to be involved in school and community-related events such as serving as committee chairs and members, fundraising activities, legislative action, and communication with other parents. The Coordinating Council, comprised of staff and parents, meets regularly to monitor curriculum and instruction, makes suggestions for improvement, and annually approves the Single Site Plan for Student Achievement. The Moraga Education Foundation (MEF) raises funds from the community in support of selected instructional programs. Our parent community financially supports school personnel, activities, and events through many significant, generous donations.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 637 | 632 | 14 | 2.2 |
| Female | 321 | 319 | 7 | 2.2 |
| Male | 312 | 309 | 7 | 2.3 |
| Non-Binary | 4 | 4 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 105 | 102 | 2 | 2.0 |
| Black or African American | 6 | 6 | 0 | 0.0 |
| Filipino | 15 | 15 | 0 | 0.0 |
| Hispanic or Latino | 63 | 63 | 1 | 1.6 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 0 | 0.0 |
| Two or More Races | 125 | 125 | 3 | 2.4 |
| White | 313 | 311 | 8 | 2.6 |
| English Learners | 11 | 11 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 124 | 124 | 6 | 4.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 86 | 86 | 5 | 5.8 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.77 | 1.41 | 0.05 | 0.45 | 0.62 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.41 | 0 |
| Female | 0 | 0 |
| Male | 2.88 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0.95 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 1.6 | 0 |
| White | 1.6 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 1.61 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 4.65 | 0 |

2023-24 School Safety Plan

The District's Student Safety Committee, comprised of parents, classified staff, teachers, administrators, superintendent, and at least one governing board member and representatives from the police department and the Child Abuse Prevention Council as needed, meet monthly to monitor the District's Comprehensive Safety Plan or CSP. The Student Safety Committee develops annual CSP goals and ensures the CSP is compliant per SB 187. The CSP is annually approved by the Governing Board by June.

The plan consists of two sections:

1. The "Comprehensive School Safety Plan" (Section II), which includes all components required by Education Code 32281-32282 except for the emergency preparedness components.
2. The "Emergency Preparedness Plan" (Section IV) includes disaster procedures (routine and emergency), including earthquakes and other man-made or natural disasters.

Individual school sites have developed site-specific emergency plans and procedures for a variety of different types of emergencies, including:

1. Pre-Disaster Procedures
2. Evacuation routes
3. Incident Command and Staff Assignments (roles and responsibilities)
4. Operations
5. Safety/Security
6. Planning
7. Student Release
8. Communications
9. Pandemics

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 12 | 19 | | |
| Mathematics | 13 | 17 | 1 | |
| Science | 13 | 17 | | |
| Social Science | 13 | 17 | | |

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 | 1 | 18 | |
| Mathematics | 22 | 8 | 13 | |
| Science | 26 | 2 | 15 | |
| Social Science | 26 | 1 | 16 | |

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 | 1 | 16 | 0 |
| Mathematics | 24 | 4 | 13 | 0 |
| Science | 28 | 1 | 14 | 0 |
| Social Science | 28 | 0 | 15 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 629 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 2 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | 5 |

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$7,916.27 | \$416.47 | \$7,499.81 | \$83,153.77 |
| District | N/A | N/A | \$9,915.44 | \$81,920 |
| Percent Difference - School Site and District | N/A | N/A | -27.7 | 1.5 |
| State | N/A | N/A | \$7,607 | \$88,288 |
| Percent Difference - School Site and State | N/A | N/A | -1.4 | -6.0 |

Fiscal Year 2022-23 Types of Services Funded

Music Programs, 6-8 Art, and PE; English Language Learner (ELL) Program; Diversity, Equity and Inclusion Program, Co-Teaching Program, Counseling and Psychologist Services; Instruction Assistants and Writing Tutors; Computer and Library Program; Student and Staff Technology; NGSS/Science Program; SpEd Assessments; Professional Development

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$55,251 | \$54,046 |
| Mid-Range Teacher Salary | \$74,389 | \$84,515 |
| Highest Teacher Salary | \$105,655 | \$110,867 |
| Average Principal Salary (Elementary) | \$163,372 | \$136,841 |
| Average Principal Salary (Middle) | \$172,102 | \$141,477 |
| Average Principal Salary (High) | \$0 | \$137,985 |
| Superintendent Salary | \$228,000 | \$217,473 |
| Percent of Budget for Teacher Salaries | 31.38% | 32.43% |
| Percent of Budget for Administrative Salaries | 6.84% | 5.62% |

Professional Development

Professional development opportunities are aligned to the District's LCAP goals. The Moraga School District held five professional development days during the 2022-23 school year. The focus of these days was to support teachers' collaboration around the four questions of a professional learning community (What do students need to know? How do we know each student has learned it? How will we respond when they haven't learned it yet? How will we extend learning for those that have already learned it?), school climate and belonging, social-emotional learning, and the implicit bias.

The MSD Teacher on Special Assignment (TOSA) continued to support classroom teachers with lesson demonstrations, resources to support classroom instruction, and differentiated growth opportunities for teachers. In addition, teachers new to MSD worked closely with our TOSA to plan curriculum and participate in coaching cycles.

Throughout the year, during staff meetings, weekly collaboration, and after-school meetings, teachers participated in collaborative professional development at school sites and across the district that provided them the opportunity to build capacity and share best student engagement practices. New teachers participated in the Teachers Induction Program (TIP) through the Contra Costa County Office of Education.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |