

Joaquin Moraga Intermediate School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Joaquin Moraga Intermediate School
Street	1010 Camino Pablo
City, State, Zip	Moraga, CA 94556-1899
Phone Number	(925) 376-7206
Principal	Brent Rubey
Email Address	brubey@moraga.k12.ca.us
School Website	https://jm.moraga.k12.ca.us/
Grade Span	6-8
County-District-School (CDS) Code	07617476003925

2024-25 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

2024-25 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. In order to encourage exploration of a variety of subjects, all seventh and eighth-graders enroll in seven different courses, two of which are elective offerings.

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

2024-25 School Description and Mission Statement

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 2023-2024 school year served 216 sixth-graders, 222 seventh-graders, and 196 eighth-graders.

The school staff includes 29 full-time and eight part-time general education and special education teachers, a full-time library technician, two special education instructional aides, one part-time writing aide, two administrative assistants, two full-time psychologists, a counselor, 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:

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
- 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

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.

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 2023-2024 school year, the foundation funded classroom teachers, music/band teacher, art teacher, counselor, wellness center specialist, librarian, technology, classroom materials, school supplies, and elective support in Spanish, French, Engineering & Robotics, Garden, Debate, and Computer/Coding. For the 2023-2024 school year, \$2,650,000 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	209
Grade 7	221
Grade 8	192
Total Enrollment	622

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.2
Non-Binary	0.5
American Indian or Alaska Native	0.2
Asian	17.7
Black or African American	1.6
Filipino	1.3
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	20.7
White	46.5
English Learners	1.8
Socioeconomically Disadvantaged	5.5
Students with Disabilities	13.3

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.90	81.90	77.90	90.65	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	10.27	4.70	5.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.52	2.00	2.36	11746.90	4.23
Unknown/Incomplete/NA	1.20	4.31	1.20	1.46	14303.80	5.15
Total Teaching Positions	29.20	100.00	86.00	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.7
Misassignments	0.00	1.00	2.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.30	0.70	1
Total Out-of-Field Teachers	1.30	0.70	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	11.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.60	4.3	5.2

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

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

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

August 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

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

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 were conducted through 2022. Initiatives included renovated classrooms, improvement of outdoor walkways, and a rejuvenated basketball court/student locker room.

Currently, Joaquin Moraga Intermediate School is developing plans for implementation of another bond issue, Measure D.

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 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Windows are still the area of most concern. Drainage issues developed last year from the heavy rains.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	83	82	81	81	46	47
Mathematics (grades 3-8 and 11)	72	70	75	76	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	634	627	98.90	1.10	81.82
Female	325	323	99.38	0.62	85.76
Male	306	301	98.37	1.63	77.74
American Indian or Alaska Native	--	--	--	--	--
Asian	117	112	95.73	4.27	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	78.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	137	100.00	0.00	88.32
White	293	291	99.32	0.68	76.98
English Learners	14	11	78.57	21.43	54.55
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	44	93.62	6.38	68.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	87	98.86	1.14	39.08

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	634	630	99.37	0.63	70.27
Female	325	324	99.69	0.31	67.80
Male	306	303	99.02	0.98	73.27
American Indian or Alaska Native	--	--	--	--	--
Asian	117	117	100.00	0.00	82.05
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	71.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	137	100.00	0.00	76.64
White	293	289	98.63	1.37	62.15
English Learners	14	14	100.00	0.00	35.71
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	47	100.00	0.00	57.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	86	97.73	2.27	25.88

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	74.46	61.22	72.98	65.99	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	196	100.00	0.00	61.22
Female	89	89	100.00	0.00	58.43
Male	106	106	100.00	0.00	63.21
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	77.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	56.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00	0.00	65.85
White	100	100	100.00	0.00	54.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	46.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	13.79

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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, support campus supervision, 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	637	633	25	3.9
Female	326	324	11	3.4
Male	308	306	14	4.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	117	115	1	0.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	66	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	130	129	2	1.6
White	294	294	21	7.1
English Learners	17	15	2	13.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	49	47	4	8.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	93	93	13	14.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.77	1.41	1.73	0.45	0.62	0.61	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.73	0.00
Female	0.00	0.00
Male	3.57	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.77	0.00
White	2.38	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.23	0.00

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

2024-25 School Safety Plan

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, meets seven times throughout the year to monitor the District's Comprehensive Safety Plan or CSP. The Student

2024-25 School Safety Plan

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 March 1st.

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

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	
Mathematics	24	4	13	
Science	28	1	14	
Social Science	28		15	

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	27	3	21	
Mathematics	26	4	12	
Science	27		15	
Social Science	27	2	13	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
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	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,293.75	\$256.05	\$8,037.70	\$91,308.58
District	N/A	N/A	\$11,466.67	\$89,818.87
Percent Difference - School Site and District	N/A	N/A	-35.2	1.6
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-29.1	-3.0

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,395	\$57,839
Mid-Range Teacher Salary	\$79,968	\$90,040
Highest Teacher Salary	\$113,579	\$118,647
Average Principal Salary (Elementary)	\$165,487	\$144,639
Average Principal Salary (Middle)	\$165,418	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$232,560	\$229,986
Percent of Budget for Teacher Salaries	31.64	30.79
Percent of Budget for Administrative Salaries	6.9	5.71

Professional Development

The Moraga School District facilitated professional development opportunities aligned with LCAP goals through five dedicated days in 2023-2024. These days emphasized collaborative learning around key questions of a professional learning community, school climate, belonging, and social-emotional learning.

The District's Teacher on Special Assignment (TOSA) played a key role in supporting classroom teachers by providing lesson demonstrations, instructional resources, and differentiated growth opportunities. The TOSA also worked closely with new teachers to facilitate curriculum planning and coaching cycles.

Professional Development

Additionally, teachers engaged in collaborative professional development through staff meetings, weekly collaboration, and after-school meetings. These opportunities fostered capacity building and sharing of best practices for student engagement. New teachers also participated in the Contra Costa County Office of Education's Teachers Induction Program (TIP).

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5