

Joaquin Moraga Intermediate School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Joan Danilson
Email Address	jdanson@moraga.k12.ca.us
School Website	https://jm.moraga.k12.ca.us/
County-District-School (CDS) Code	07617476003925

2021-22 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 Address	www.moraga.k12.ca.us

2021-22 School Overview

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 hot lunches to students, serving as ECO Station and lunch supervision volunteers, serving on committees, and providing clerical support to teachers. 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.

Joaquin Moraga Intermediate School is located at 1010 Camino Pablo in Moraga, California, and for the 2020- 2021 school year serves 662 sixth through eighth-grade students: 223 sixth-graders; 221 seventh-graders, and 218 eighth-graders.

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

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

2021-22 School Overview

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
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 2019-2020 school year, the foundation funded classroom teachers, music/band teacher, art teacher, counselor, librarian, Math Acceleration/Intervention Program, Student Wellness Staff Development, technology, curriculum instruction specialist, classroom materials, school supplies, and elective support in Spanish, French, Engineering & Robotics, Video Production, Debate, Computer/Coding and Z period. For the 2020-21 school year, \$2,425,000 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	229
Grade 7	222
Grade 8	219
Total Enrollment	670

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.1
Asian	15.1
Black or African American	1.2
Filipino	1.9
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	14.5
White	58.2
English Learners	1
Foster Youth	0.1
Socioeconomically Disadvantaged	3.3
Students with Disabilities	13

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

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

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)	26.3	83.2	79.8	92.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.1	0.5	0.1	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	1.5	1.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	4.3	1.3	1.6	12115.8	4.4
Unknown	3.7	12.0	3.7	4.4	18854.3	6.9
Total Teaching Positions	31.6	100.0	86.6	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.3
Total Out-of-Field Teachers	1.3

2020-21 Class Assignments

Indicator	2020-21
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

2021-22 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 2022

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		
Science Laboratory Equipment (grades 9-12)	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.

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. A previously identified priority of renovating the gym/locker room roof has been completed. Plans are in place to replace the Office Building roof, and long term, the H building roof's replacement remains a priority.

Year and month of the most recent FIT report

December 2021

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 renovations, as well as the office building.
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	676	2	0.3	99.7	--
Female	340	1	0.29	99.71	--
Male	335	1	0.3	99.7	--
American Indian or Alaska Native	--	--	--	--	--
Asian	103	0	0	100	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	0	0	100	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	101	0	0	100	--
White	393	2	0.51	99.49	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	99	2	2.02	97.98	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	676	2	0.30	99.70	--
Female	340	1	0.29	99.71	--
Male	335	1	0.30	99.70	--
American Indian or Alaska Native	--	--	--	--	--
Asian	103	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	101	0	0.00	100.00	--
White	393	2	0.51	99.49	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	99	2	2.02	97.98	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Illuminate Outgoing Assessment Student Groups	Illuminate Outgoing Assessment Total Enrollment	Illuminate Outgoing Assessment Number Tested	Illuminate Outgoing Assessment Percent Tested	Illuminate Outgoing Assessment Percent Not Tested	Illuminate Outgoing Assessment Percent At or Above Grade Level
All Students	644	644	100	0	67.86
Female	323	323	100	0	73.68
Male	320	320	100	0	62.19
Asian	107	99	92.52	7.48	81.82

Hispanic or Latino	54	54	100	0	55.56
Two or More Races	114	98	85.96	14.04	78.57
White	375	375	100	0	63.73
Socioeconomically Disadvantaged	26	24	92.31	7.69	50
Students with Disabilities	102	93	91.18	8.82	23.66

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Illuminate Outgoing Assessment Student Groups	Illuminate Outgoing Assessment Total Enrollment	Illuminate Outgoing Assessment Number Tested	Illuminate Outgoing Assessment Percent Tested	Illuminate Outgoing Assessment Percent Not Tested	Illuminate Outgoing Assessment Percent At or Above Grade Level
All Students	648	648	100	0	48.15
Female	326	326	100	0	44.48
Male	321	321	100	0	52.02
Asian	107	99	92.52	7.48	71.72
Hispanic or Latino	56	56	100	0	42.86
Two or More Races	114	97	85.09	14.91	60.82
White	377	377	100	0	40.58
Socioeconomically Disadvantaged	26	26	100	0	30.77
Students with Disabilities	102	95	93.14	6.86	18.95

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	NT	NT	NT	NT
Female	114	NT	NT	NT	NT
Male	104	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	30	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	24	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	NT	NT	NT	NT
White	136	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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, school projects, serving 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 PT A 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 to other parents. The School-Based Coordinated Program Council (SBCP), 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	695	679	33	4.9
Female	345	341	18	5.3
Male	349	337	15	4.5
American Indian or Alaska Native	1	1	0	0.0
Asian	107	103	2	1.9
Black or African American	9	9	1	11.1
Filipino	12	12	1	8.3
Hispanic or Latino	58	58	3	5.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	101	99	4	4.0
White	405	395	21	5.3
English Learners	8	8	0	0.0
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	30	28	7	25.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	103	20	19.4

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.15	0.00	0.05	0.05	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.15	0.26	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	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	0.00	0.00

2021-22 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 at least four times a year 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 in 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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23	5	16	
Mathematics	23	8	11	
Science	27		18	
Social Science	27		16	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23	5	17	
Mathematics	21	10	12	
Science	26	1	16	
Social Science	26	2	15	

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		

2020-21 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	670

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	.8
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	0.25

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6,964.42	\$107.62	\$6,856.79	\$79,088.00
District	N/A	N/A	\$9,550.75	\$77,608
Percent Difference - School Site and District	N/A	N/A	-32.8	1.9
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-20.7	-4.1

2020-21 Types of Services Funded

Distance Learning 2.0 and Hybrid Learning; School Safety Reopening; 6-8 Art, PE and Music Programs; 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,084	\$51,450
Mid-Range Teacher Salary	\$70,125	\$80,263
Highest Teacher Salary	\$95,697	\$101,012
Average Principal Salary (Elementary)	\$154,588	\$128,082
Average Principal Salary (Middle)	\$167,089	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$221,171	\$197,968
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

The Moraga School District held five professional development days during the 2020-21 school year. The focus of these days was to support teachers in the common core state standards, specifically in mathematics, English Language Arts (ELA), History Social-Science, and the Next Generation Science Standards (NGSS). During the 2020-21 school year, considerable training was also provided around grade level essential standards to support teachers during remote learning. In addition, teachers completed ten hours of professional development before the start of the school year that also focused on technology training and support with an emphasis on social emotional learning.

Professional development opportunities are aligned to the District's LCAP goals. Throughout the 2020-21 school year, staff participated in professional learning and development opportunities around culturally responsive instructional practices. Keynote speakers and opportunities for collaborative conversations took place during professional development sessions to ensure teachers acquire the knowledge, skills, attitudes and behavior needed to identify and eliminate discriminatory biases and systemic barriers.

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, teachers participated in collaborative discussion groups at school sites that provided them the opportunity to develop curriculum and share best student engagement practices. New teachers participated in the Teachers Induction Program (TIP) through the Contra Costa County Office of Education which includes literacy, math, and technology classes. Teachers received support from one another, site administrators, consultants, and the MSD teacher on special assignment.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Moraga Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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 Address	www.moraga.k12.ca.us

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1255	3	0.24	99.76	--
Female	638	2	0.31	99.69	--
Male	616	1	0.16	99.84	--
American Indian or Alaska Native	--	--	--	--	--
Asian	200	0	0.00	100.00	--
Black or African American	18	0	0.00	100.00	--
Filipino	13	0	0.00	100.00	--
Hispanic or Latino	111	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	222	0	0.00	100.00	--
White	686	3	0.44	99.56	--
English Learners	16	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	184	3	1.63	98.37	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1255	3	0.24	99.76	--
Female	638	2	0.31	99.69	--
Male	616	1	0.16	99.84	--
American Indian or Alaska Native	--	--	--	--	--
Asian	200	0	0.00	100.00	--
Black or African American	18	0	0.00	100.00	--
Filipino	13	0	0.00	100.00	--
Hispanic or Latino	111	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	222	0	0.00	100.00	--
White	686	3	0.44		--
English Learners	16	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	184	3	1.63	98.37	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	1229	1191	96.91	3.09	71.46
Female	619	604	97.58	2.42	76.82
Male	607	582	95.88	4.12	65.81
Asian	205	192	93.66	6.34	84.38
Black or African American	18	16	88.89	11.11	50
Filipino	12	12	100	0	58.34
Hispanic or Latino	113	101	89.38	10.62	58.42
Two or More Races	248	213	85.89	14.11	81.22

White	655	649	99.08	0.92	67.02
English Learners	15	13	86.67	13.33	38.46
Socioeconomically Disadvantaged	46	43	93.48	6.52	55.81
Students with Disabilities	185	171	92.43	7.57	32.75

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	1232	1196	97.08	2.92	59.62
Female	619	605	97.74	2.26	56.86
Male	610	586	96.07	3.93	62.28
Asian	205	193	94.15	5.85	80.83
Black or African American	18	16	88.89	11.11	62.5
Filipino	12	12	100	0	41.66
Hispanic or Latino	115	103	89.57	10.43	49.52
Two or More Races	248	213	85.89	14.11	70.42
White	655	650	99.24	0.76	51.54
English Learners	15	14	93.33	6.67	35.71
Socioeconomically Disadvantaged	46	46	100	0	41.3
Students with Disabilities	185	177	95.68	4.32	27.12

*At or above the grade-level standard in the context of the local assessment administered.