John Knight Middle 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	John Knight Middle School
Street	455 East A Street
City, State, Zip	Dixon, Ca, 95620-3209
Phone Number	707-693-6350
Principal	Kamilah O'Connor
Email Address	kamilah.oconnor@dixonusd.org
School Website	https://jkms.dixonusd.org/
County-District-School (CDS) Code	48705326051023

2021-22 District Contact Information

District Name	Dixon Unified School District
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
Email Address	bdolan@dixonusd.org
District Website Address	www.dixonusd.org

2021-22 School Overview

John Knight Middle School is located in the city of Dixon which was founded in 1868 upon the rich farmlands of Solano County. Linked with the rest of California in 1874 by the Southern Pacific Railroad, Dixon merged with nearby Silveyville residents to form what is today one of the most productive agricultural communities in Northern California. While historically an agricultural town, Dixon, California is now primarily a residential community of 21,138 for people who work in Sacramento, Davis, and the San Francisco Bay Area. While the city has experienced growth it remains a "small town at heart," whose residents pride themselves on the high level of community involvement.

John Knight Middle School is the only middle school in the Dixon Unified School District that serves approximately 3,626 K-12 in three elementary schools, one middle school, one comprehensive high school 9-12, and several alternatives programs such as Maine Prairie Continuation High School, the options center, Dixon Community Day School, and Independent Study programs. During the 2020-2021 school year, John Knight Middle School served 6th, 7th, and 8th-grade students. Enrollment during the 2020-21school year was 595 students, and 598 during 2021 - 22.

2021-22 School Overview

John Knight Middle School prides itself on being a culture that focuses on relationships and providing excellent first instruction through the Professional Learning Community model. The faculty, administration, and support staff provide an exemplary learning environment where students have access to programs targeted at their needs where a data-rich environment is used to provide instruction where students' greatest needs are. Academic learning is the primary focus of the school.

John Knight Middle School's Vision and Mission Statements

John Knight Middle School's vision is to close the achievement gap by preparing all students for college and career readiness and success in a global society.

John Knight Middle School Mission is that JKMS Mavericks are Safe, Respectful, and Productive!

About Our School
Welcome to John Knight Middle School Intermediate School, home of the Mavericks! As you walk through the doors of John Knight Middle School, you will feel the warmth and welcome of the school that supports all students. Each year is dedicated to furthering and supporting the ongoing academic, personal, and social growth of our students. We work together to build upon our successes as well as in adapting to the changing needs of our students and school community. A key idea in our approach to student achievement is to carefully consider and address individual student needs. We believe all students can learn, and that it is our collective responsibility to ensure that they all learn at high levels. We accomplished this by providing a challenging curriculum that is delivered in a safe environment by a dedicated, nurturing staff.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	179
Grade 7	196
Grade 8	215
Total Enrollment	590

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.2
Asian	1.2
Black or African American	1.4
Filipino	1.9
Hispanic or Latino	65.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	3.9
White	23.1
English Learners	23.2
Foster Youth	0.2
Homeless	5.3
Socioeconomically Disadvantaged	56.3
Students with Disabilities	11.9

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw -Hill Glencoe Literature California Treasures (Adopted 2012) Novels The Book Thief The Outsiders The Hunger Games Esperanza Rising The Giver Wonder The Only Road	Yes	0.00 %
Mathematics	Houghton Mifflin Harcourt - Big Ideas Math Houghton Mifflin Harcourt - Big Ideas Math Accelerated CPM - Core Connections, Integrated I Desmos Math Curriculum, supplemental curriculum	Yes	0.00 %
Science	StemScopes (Adopted 2020)	Yes	0.00 %
History-Social Science	Holt - W orld History Ancient Civilizations Holt – California Social Studies: United States History Independence to 1914 Holt – California Social Studies: W orld History Medieval to Early Modern Times	Yes	0.00 %
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

C.A. Jacobs Intermediate Schools' campus was originally built in 1964. Modernization was completed in 2004 using State School Facilities Program and local Measure V general obligation funding in 2002/03. The school currently contains 16 permanent, and 9 portable classrooms, a band room, a gym, a computer lab, a multipurpose room, a library, and an administration building, blacktop area for basketball courts, soccer field, and a softball field. 100% of our bathrooms are in working order. The Dixon Unified School District along with North Bay Schools Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All HVAC units undergo regular maintenance and cleaning. All classrooms currently have W IFI capabilities. Above and beyond the daily cleaning maintenance performed by custodial staff, the district schedules thorough cleaning of classrooms on a regular basis. There are no scheduled facility improvements.

Year and month of the most recent FIT report	7/29/2020

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			200 GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 7. LIGHT DIFFUSER IS MISSING. KITCHEN: 2. HVAC SYSTEM IS RUSTED/DETERIORATING. 7. MULTIPLE OUTLET COVERS ARE MISSING. OUTLET COVER IS BROKEN. NURSE: 2. EXHAUST FAN IN RR IS NOT WORKING. UNISEX REST ROOM (ADMIN): 2. VENT IS DIRTY.
Interior: Interior Surfaces			X	10: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. PIECE OF ELECTRICAL CONDUIT AND OUTLET COVER ARE LOOSE EXPOSING LIVE WIRES. 201: 4. CARPET IS LIFTING. 7. LIGHT DIFFUSER IS MISSING IN STORAGE. ELECTRICAL COVER IS MISSING. 203/ LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 204/ MUSIC: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS MISSING. 14. TRIP HAZARD AT ENTRY. 205 COMPUTER LAB: 4. CEILING TILE HAS A HOLE.. WALL PAPER IS TORN. 7. EXTERIOR OUTLETS HAVE NO POWER AND ARE MISSING WEATHER COVER. TWO LIGHT DIFFUSERS ARE BROKEN. THREE LIGHT PANELS ARE OUT. OUTLET COVER IS MISSING. ETHERNET COVERS ARE MISSING. 13. HOLE IN EAVES. 206: 4. WALL PAPER IS TORN. CARPET IS LIFTING. 14. TRIP HAZARD AT CEMENT/RAMP SEAM. 207: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. CARPET IS WORN AND LIFTING CREATING A TRIP HAZARD. RUBBER MOLDING IS MISSING. 7. THREE LIGHT DIFFUSERS ARE MISSING. 12. DRY ROT/DAMAGE ON SKIRTING. 14. TRIP HAZARD ON EXTERIOR WALKWAY AT ASPHALT/CEMENT SEAM. RAMP RAILING HAS A HOLE RUSTED THROUGH. 208: 4. CEILING TILES ARE TORN. CARPET IS WORN. 11. PAINT IS PEELING ON CEILING. 12. DRY ROT ON SIDING. 14. SKID PAINT ON RAMP IS PEELING/RAMP IS RUSTING. 209: 4. CEILING TILES ARE TORN. WATER DAMAGE TO MAIN BEAM. METAL CARPET TRIM

IS BENT CREATING AN INJURY HAZARD. CARPET IS WORN. WALL PAPER IS TORN. 7. ELECTRICAL COVER IS MISSING.

210: 4. WATER DAMAGE TO MAIN BEAM. CARPET IS WORN. CEILING TILE IS TORN. 11. PAINT PEELING ON ACOUSTIC CEILING. 13. EAVES ARE RUSTED. 14. RAMP SKID PAINT PEELING/ RAMP IS RUSTED.

211: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. CARPET IS WORN. 14. SKID PAINT ON RAMP IS PEELING/RAMP IS RUSTING.

212: 4. CEILING TILES ARE TORN. CARPET IS WORN. 5. ROOM HAS URINE LIKE ODOR. 14. RAMP IS RUSTED.

213: 4. CARPET IS TORN (GORILLA TAPED). CEILING TILES ARE BROKEN. CARPET IS WORN AND LIFTING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM AT RAMP ENTRY. RAMP SKIRTING IS LOOSE. RAMP IS UNEVEN.

214: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING AND LOOSE. CARPET IS WORN AND LIFTING. 14. RAMP IS RUSTED.

3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTER TOP. WATER DAMAGE TO WALL UNDER SINK. 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON THE INTERIOR WALL.

305B/ PSYCH: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE.

4: 4. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ELECTRICAL CONDUIT END CAP IS MISSING.

5: 4. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW.

6: 4. CEILING TILE HAS HOLES. CEILING TILES ARE LOOSE. RUBBER MOLDING MISSING. FLOOR TILES ARE BROKEN AT ENTRY. 7. GROUND PRONG BROKE OFF IN OUTLET. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD ON WALKWAY.

601: 4. RUBBER MOLDING IS MISSING.

602: 4. CARPET IS WORN AND TORN. FLOOR TILES ARE BROKEN. 6. BLACK WIDOW PRESENT NEAR BACK DOOR.

School Facility Conditions and Planned Improvements

603: 4. CARPET IS TORN AND DUCT TAPED. 9. FAUCET IS LOOSE AT BASE. 15. EXTERIOR DOOR MISSING DRAFT STOP.

604: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. RUBBER MOLDING IS MISSING. 11. PAINT IS PEELING ON CEILING (STORAGE).

605: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. WATER DAMAGE ON COUNTERTOP BEHIND SINK. CARPET IS WORN, TORN, AND STAINED.

7: 4. CEILING TILES ARE LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ETHERNET COVER IS LOOSE. THERMOSTAT COVER IS MISSING. 9. FAUCET LEAKS AT HANDLE. 15. DOOR IS PEELING.

8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW.

9: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. FAUCET IS RUSTED AT THE BASE.

ADMIN: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING MISSING. 7. LIGHT DIFFUSER IS MISSING.

ALC 605A: 4. CEILING TILE HAS A HOLE.

BOYS LOCKER ROOM: 4. WATER DAMAGE TO CEILING. RUBBER MOLDING MISSING AT ENTRY. WALL TILES MISSING IN RR. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CEILING.

GIRLS LOCKER ROOM: 4. WALL TILES MISSING IN RR. WATER DAMAGE TO CEILING. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. MULTIPLE LIGHT PANELS ARE OUT. 9. ONE FAUCET IS LOOSE IN REST ROOM.

GYM: 4. CEILING TILES ARE LOOSE. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE MISSING. FLOORING IS DAMAGED CREATING A TRIP HAZARD. 10. EMERGENCY EXIT LIGHT ARE NOT FUNCTIONING PROPERLY (AT ENTRY NEAR BOYS LOCKER ROOM).

MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. FLOOR TILE IS BROKEN. 7. SWITCH PLATE IS BROKEN. 10. FIRE PULL STATION IS LOOSE.

OFFICE/ INTERVENTION: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES.

School Facility Conditions and Planned Improvements

				STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTER TOP. CABINET HANDLES ARE BROKEN. DRAWER HANDLE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET HAS NO POWER IN RR. WORKROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. CARPET IS TORN.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			212: 4. CEILING TILES ARE TORN. CARPET IS WORN. 5. ROOM HAS URINE LIKE ODOR. 14. RAMP IS RUSTED. 602: 4. CARPET IS WORN AND TORN. FLOOR TILES ARE BROKEN. 6. BLACK WIDOW PRESENT NEAR BACK DOOR. STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTER TOP. CABINET HANDLES ARE BROKEN. DRAWER HANDLE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET HAS NO POWER IN RR.
Electrical			X	10: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. PIECE OF ELECTRICAL CONDUIT AND OUTLET COVER ARE LOOSE EXPOSING LIVE WIRES. 200 GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 7. LIGHT DIFFUSER IS MISSING. 201: 4. CARPET IS LIFTING. 7. LIGHT DIFFUSER IS MISSING IN STORAGE. ELECTRICAL COVER IS MISSING. 202: 7. ELECTRICAL COVER IS BROKEN. 204/ MUSIC: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS MISSING. 14. TRIP HAZARD AT ENTRY. 205 COMPUTER LAB: 4. CEILING TILE HAS A HOLE.. WALL PAPER IS TORN. 7. EXTERIOR OUTLETS HAVE NO POWER AND ARE MISSING WEATHER COVER. TWO LIGHT DIFFUSERS ARE BROKEN. THREE LIGHT PANELS ARE OUT. OUTLET COVER IS MISSING. ETHERNET COVERS ARE MISSING. 13. HOLE IN EAVES. 207: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. CARPET IS WORN AND LIFTING CREATING A TRIP HAZARD. RUBBER MOLDING IS MISSING. 7. THREE LIGHT DIFFUSERS ARE MISSING. 12. DRY

School Facility Conditions and Planned Improvements

ROT/DAMAGE ON SKIRTING. 14. TRIP HAZARD ON EXTERIOR WALKWAY AT ASPHALT/CEMENT SEAM. RAMP RAILING HAS A HOLE RUSTED THROUGH.

209: 4. CEILING TILES ARE TORN. WATER DAMAGE TO MAIN BEAM. METAL CARPET TRIM IS BENT CREATING AN INJURY HAZARD. CARPET IS WORN. WALL PAPER IS TORN. 7. ELECTRICAL COVER IS MISSING.

4: 4. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ELECTRICAL CONDUIT END CAP IS MISSING.

6: 4. CEILING TILE HAS HOLES. CEILING TILES ARE LOOSE. RUBBER MOLDING MISSING. FLOOR TILES ARE BROKEN AT ENTRY. 7. GROUND PRONG BROKE OFF IN OUTLET. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD ON WALKWAY.

7: 4. CEILING TILES ARE LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ETHERNET COVER IS LOOSE. THERMOSTAT COVER IS MISSING. 9. FAUCET LEAKS AT HANDLE. 15. DOOR IS PEELING.

ADMIN: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING MISSING. 7. LIGHT DIFFUSER IS MISSING.

BOYS LOCKER ROOM: 4. WATER DAMAGE TO CEILING. RUBBER MOLDING MISSING AT ENTRY. WALL TILES MISSING IN RR. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CEILING.

GIRLS LOCKER ROOM: 4. WALL TILES MISSING IN RR. WATER DAMAGE TO CEILING. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. MULTIPLE LIGHT PANELS ARE OUT. 9. ONE FAUCET IS LOOSE IN REST ROOM.

KITCHEN: 2. HVAC SYSTEM IS RUSTED/DETERIORATING. 7. MULTIPLE OUTLET COVERS ARE MISSING. OUTLET COVER IS BROKEN.

MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. FLOOR TILE IS BROKEN. 7. SWITCH PLATE IS BROKEN. 10. FIRE PULL STATION IS LOOSE.

STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTER TOP. CABINET HANDLES ARE BROKEN. DRAWER HANDLE IS MISSING. 5. UNSECURED ITEMS ARE

School Facility Conditions and Planned Improvements

				STORED TOO HIGH. 7. OUTLET HAS NO POWER IN RR.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		200 BOYS REST ROOM: 9. SINK IS LOOSE FROM WALL. 3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTER TOP. WATER DAMAGE TO WALL UNDER SINK. 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON THE INTERIOR WALL. 305: 9. FAUCET HAS A LOW FLOW. 13. HOLE IN EAVES. 5: 4. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 603: 4. CARPET IS TORN AND DUCT TAPED. 9. FAUCET IS LOOSE AT BASE. 15. EXTERIOR DOOR MISSING DRAFT STOP. 7: 4. CEILING TILES ARE LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ETHERNET COVER IS LOOSE. THERMOSTAT COVER IS MISSING. 9. FAUCET LEAKS AT HANDLE. 15. DOOR IS PEELING. 8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW. 9: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. FAUCET IS RUSTED AT THE BASE. GIRLS LOCKER ROOM: 4. WALL TILES MISSING IN RR. WATER DAMAGE TO CEILING. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. MULTIPLE LIGHT PANELS ARE OUT. 9. ONE FAUCET IS LOOSE IN REST ROOM.
Safety: Fire Safety, Hazardous Materials	X			208: 4. CEILING TILES ARE TORN. CARPET IS WORN. 11. PAINT IS PEELING ON CEILING. 12. DRY ROT ON SIDING. 14. SKID PAINT ON RAMP IS PEELING/RAMP IS RUSTING. 210: 4. WATER DAMAGE TO MAIN BEAM. CARPET IS WORN. CEILING TILE IS TORN. 11. PAINT PEELING ON ACOUSTIC CEILING. 13. EAVES ARE RUSTED. 14. RAMP SKID PAINT PEELING/ RAMP IS RUSTED. 3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTER TOP.

School Facility Conditions and Planned Improvements

			WATER DAMAGE TO WALL UNDER SINK. 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON THE INTERIOR WALL. 6: 4. CEILING TILE HAS HOLES. CEILING TILES ARE LOOSE. RUBBER MOLDING MISSING. FLOOR TILES ARE BROKEN AT ENTRY. 7. GROUND PRONG BROKE OFF IN OUTLET. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD ON WALKWAY. 604: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. RUBBER MOLDING IS MISSING. 11. PAINT IS PEELING ON CEILING (STORAGE). BOYS LOCKER ROOM: 4. WATER DAMAGE TO CEILING. RUBBER MOLDING MISSING AT ENTRY. WALL TILES MISSING IN RR. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CEILING. GYM: 4. CEILING TILES ARE LOOSE. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE MISSING. FLOORING IS DAMAGED CREATING A TRIP HAZARD. 10. EMERGENCY EXIT LIGHT ARE NOT FUNCTIONING PROPERLY (AT ENTRY NEAR BOYS LOCKER ROOM). MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. FLOOR TILE IS BROKEN. 7. SWITCH PLATE IS BROKEN. 10. FIRE PULL STATION IS LOOSE.
Structural: Structural Damage, Roofs	X		205 COMPUTER LAB: 4. CEILING TILE HAS A HOLE.. WALL PAPER IS TORN. 7. EXTERIOR OUTLETS HAVE NO POWER AND ARE MISSING WEATHER COVER. TWO LIGHT DIFFUSERS ARE BROKEN. THREE LIGHT PANELS ARE OUT. OUTLET COVER IS MISSING. ETHERNET COVERS ARE MISSING. 13. HOLE IN EAVES. 207: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. CARPET IS WORN AND LIFTING CREATING A TRIP HAZARD. RUBBER MOLDING IS MISSING. 7. THREE LIGHT DIFFUSERS ARE MISSING. 12. DRY ROT/DAMAGE ON SKIRTING. 14. TRIP HAZARD ON EXTERIOR WALKWAY AT ASPHALT/CEMENT SEAM. RAMP RAILING HAS A HOLE RUSTED THROUGH. 208: 4. CEILING TILES ARE TORN. CARPET IS WORN. 11. PAINT IS PEELING ON CEILING. 12. DRY ROT ON SIDING. 14. SKID PAINT ON RAMP IS PEELING/RAMP IS RUSTING.

School Facility Conditions and Planned Improvements

			210: 4. WATER DAMAGE TO MAIN BEAM. CARPET IS WORN. CEILING TILE IS TORN. 11. PAINT PEELING ON ACOUSTIC CEILING. 13. EAVES ARE RUSTED. 14. RAMP SKID PAINT PEELING/ RAMP IS RUSTED. 305: 9. FAUCET HAS A LOW FLOW. 13. HOLE IN EAVES.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X	204/ MUSIC: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS MISSING. 14. TRIP HAZARD AT ENTRY. 206: 4. WALL PAPER IS TORN. CARPET IS LIFTING. 14. TRIP HAZARD AT CEMENT/RAMP SEAM. 207: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. CARPET IS WORN AND LIFTING CREATING A TRIP HAZARD. RUBBER MOLDING IS MISSING. 7. THREE LIGHT DIFFUSERS ARE MISSING. 12. DRY ROT/DAMAGE ON SKIRTING. 14. TRIP HAZARD ON EXTERIOR WALKWAY AT ASPHALT/CEMENT SEAM. RAMP RAILING HAS A HOLE RUSTED THROUGH. 208: 4. CEILING TILES ARE TORN. CARPET IS WORN. 11. PAINT IS PEELING ON CEILING. 12. DRY ROT ON SIDING. 14. SKID PAINT ON RAMP IS PEELING/RAMP IS RUSTING. 210: 4. WATER DAMAGE TO MAIN BEAM. CARPET IS WORN. CEILING TILE IS TORN. 11. PAINT PEELING ON ACOUSTIC CEILING. 13. EAVES ARE RUSTED. 14. RAMP SKID PAINT PEELING/ RAMP IS RUSTED. 211: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. CARPET IS WORN. 14. SKID PAINT ON RAMP IS PEELING/RAMP IS RUSTING. 212: 4. CEILING TILES ARE TORN. CARPET IS WORN. 5. ROOM HAS URINE LIKE ODOR. 14. RAMP IS RUSTED. 213: 4. CARPET IS TORN (GORILLA TAPED). CEILING TILES ARE BROKEN. CARPET IS WORN AND LIFTING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM AT RAMP ENTRY. RAMP SKIRTING IS LOOSE. RAMP IS UNEVEN. 214: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING AND LOOSE. CARPET IS WORN AND LIFTING. 14. RAMP IS RUSTED. 6: 4. CEILING TILE HAS HOLES. CEILING TILES ARE LOOSE. RUBBER MOLDING MISSING. FLOOR TILES

School Facility Conditions and Planned Improvements

			ARE BROKEN AT ENTRY. 7. GROUND PRONG BROKE OFF IN OUTLET. ELECTRICAL CONDUIT END CAP IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD ON WALKWAY. 603: 4. CARPET IS TORN AND DUCT TAPED. 9. FAUCET IS LOOSE AT BASE. 15. EXTERIOR DOOR MISSING DRAFT STOP. 7: 4. CEILING TILES ARE LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ETHERNET COVER IS LOOSE. THERMOSTAT COVER IS MISSING. 9. FAUCET LEAKS AT HANDLE. 15. DOOR IS PEELING.

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	592	338	57.09	42.91	30.63
Female	293	170	58.02	41.98	35.71
Male	299	168	56.19	43.81	25.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	6	54.55	45.45	--
Filipino	--	--	--	--	--
Hispanic or Latino	383	221	57.7	42.3	21.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	19	48.72	51.28	33.33
White	136	81	59.56	40.44	50
English Learners	137	76	55.47	44.53	4
Foster Youth	--	--	--	--	--
Homeless	60	30	50	50	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	329	183	55.62	44.38	17.78
Students Receiving Migrant Education Services	31	21	67.74	32.26	9.52
Students with Disabilities	66	33	50	50	6.06

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	592	338	57.09	42.91	14.29
Female	293	171	58.36	41.64	14.71
Male	299	167	55.85	44.15	13.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	5	45.45	54.55	--
Filipino	--	--	--	--	--
Hispanic or Latino	383	221	57.70	42.30	9.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	19	48.72	51.28	16.67
White	136	83	61.03	38.97	20.48
English Learners	137	76	55.47	44.53	1.33
Foster Youth	--	--	--	--	--
Homeless	60	28	46.67	53.33	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	329	181	55.02	44.98	7.26
Students Receiving Migrant Education Services	31	20	64.52	35.48	10.00
Students with Disabilities	66	33	50.00	50.00	6.25

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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*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	216	NT	NT	NT	NT
Female	105	NT	NT	NT	NT
Male	111	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	134	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	13	NT	NT	NT	NT
White	50	NT	NT	NT	NT
English Learners	44	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	34	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	107	NT	NT	NT	NT
Students Receiving Migrant Education Services	15	NT	NT	NT	NT
Students with Disabilities	17	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 play an important role at John Knight Middle School through active participation and involvement in the school Site Council, English Learners Advisory Committee, Parent/Teacher Organization, Back to School Night, Open House, and Parent/Teacher conferences. Parents are welcome to volunteer in classrooms and at school activities. John Knight Middle School also benefits from donations and partnerships with local businesses and services. John Knights Parent/Teacher Organization helps to fundraise for events, volunteer at the school, and supports our staff and students throughout the year.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	611	607	10	1.6
Female	304	301	6	2.0
Male	307	306	4	1.3
American Indian or Alaska Native	1	1	0	0.0
Asian	7	7	0	0.0
Black or African American	10	10	0	0.0
Filipino	11	11	0	0.0
Hispanic or Latino	393	390	5	1.3
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	23	23	1	4.3
White	143	142	4	2.8
English Learners	142	140	1	0.7
Foster Youth	1	1	0	0.0
Homeless	32	31	0	0.0
Socioeconomically Disadvantaged	345	342	4	1.2
Students Receiving Migrant Education Services	32	32	0	0.0
Students with Disabilities	78	77	2	2.6

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	16.34	0.33	6.69	0.28	3.47	0.20
Expulsions	0.26	0.00	0.11	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	10.73	4.82	2.45
Expulsions	0.00	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33	0.00
Female	0.00	0.00
Male	0.65	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	1.40	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	2.56	0.00

2021-22 School Safety Plan

The safety of students and staff is a primary concern of John Knight Middle School. The school Site Safety Plan is evaluated and revised annually. Key elements of the Safety Plan include the school's physical, emotional, and cultural environment along with the Emergency Response Team. John Knight Middle School maintains a disaster plan and a crisis intervention plan which lays out steps that are to be taken to ensure student and staff safety during a disaster or crisis. The school is in compliance with all laws and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster drills, lockdown/school intruder drills, and shelter-in-place drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by teachers and noon-duty and campus supervisors. All visitors to the school must sign in first at the school office and receive a visitor badge. John Knight Middle School is currently training in, and utilizing Positive Behavioral Supports and Intervention (PBIS), which is a program based on providing students with positive supports and interventions system-wide, and has previously received training in Building Effective Schools Together (BEST).

BEST is a program based on positive behavior supports that help schools develop and implement positive school rules, rule teaching, and positive reinforcement systems school-wide. John Knight Middle School runs student solution teams and implements a No Bully system. Collectively John Knight Middle School is working at addressing bullying, and providing means for students to approach any issue with supportive staff and in a caring environment.

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	21	12	19	
Mathematics	26	2	17	1
Science	27	3	16	
Social Science	27	4	14	2

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	22	9	15	3
Mathematics	26	4	11	5
Science	30		16	
Social Science	28	1	13	4

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	22	10	10	4
Mathematics	27	4	9	4
Science	31		8	5
Social Science	28	1	12	1

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	590

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)	0.5
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.4

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	$6,238.00	$1,286.00	$4952.00	$67,755.00
District	N/A	N/A	$8,559.00	$67,931
Percent Difference - School Site and District	N/A	N/A	-53.4	-0.3
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-52.1	-12.8

2020-21 Types of Services Funded

John Knight Middle School has Individual Education Plans through the Special Education Department for qualifying students, and a 504 program to support students as well. John Knight Middle School also has an English Language Development Program, and Mental Health support available. John Knight Middle School also has courses for students struggling in Math and English. John Knight Middle School also has an AVID program, positive behavioral interventions and supports, and additional classes designed to help students be successful in their academic day, and the routines associated with it.

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/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$42,974	$48,119
Mid-Range Teacher Salary	$64,867	$74,665
Highest Teacher Salary	$86,402	$98,160
Average Principal Salary (Elementary)	$103,506	$118,542
Average Principal Salary (Middle)	$110,987	$125,068
Average Principal Salary (High)	$114,458	$133,516
Superintendent Salary	$187,101	$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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	30	30	30

Dixon Unified 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	Dixon Unified School District
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
Email Address	bdolan@dixonusd.org
District Website Address	www.dixonusd.org

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	1484	525	35.38	64.62	35.38
Female	742	263	35.44	64.56	41.38
Male	742	262	35.31	64.69	29.34
American Indian or Alaska Native	--	--	--	--	--
Asian	14	8	57.14	42.86	--
Black or African American	34	9	26.47	73.53	--
Filipino	19	8	42.11	57.89	--
Hispanic or Latino	941	335	35.60	64.40	26.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	30	33.33	66.67	44.83
White	376	131	34.84	65.16	53.08
English Learners	315	95	30.16	69.84	4.26
Foster Youth	--	--	--	--	--
Homeless	170	40	23.53	76.47	10.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	275	33.50	66.50	22.43
Students Receiving Migrant Education Services	91	33	36.26	63.74	12.12
Students with Disabilities	194	47	24.23	75.77	6.38

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	1484	519	34.97	65.03	19.38
Female	742	259	34.91	65.09	20.62
Male	742	260	35.04	64.96	18.15
American Indian or Alaska Native	--	--	--	--	--
Asian	14	7	50.00	50.00	--
Black or African American	34	8	23.53	76.47	--
Filipino	19	8	42.11	57.89	--
Hispanic or Latino	941	330	35.07	64.93	13.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	31	34.44	65.56	26.67
White	376	131	34.84		26.15
English Learners	315	94	29.84	70.16	1.08
Foster Youth	--	--	--	--	--
Homeless	170	36	21.18	78.82	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	269	32.76	67.24	11.65
Students Receiving Migrant Education Services	91	32	35.16	64.84	12.50
Students with Disabilities	194	47	24.23	75.77	4.35

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