

James Monroe Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	James Monroe Middle School
Street	340 West Church Avenue
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1830
Principal	Amy Self
Email Address	aself@ssusd.org
School Website	http://monroe.ssusd.org/
County-District-School (CDS) Code	15-73742-6009617

2022-23 District Contact Information

District Name	Sierra Sands Unified School District
Phone Number	(760) 499-1600
Superintendent	Dr. Dave Ostash
Email Address	superintendent@ssusd.org
District Website Address	ssusd.org

2022-23 School Overview

Principal's Message

James Monroe Middle School (JMMS) has proudly served the communities of Ridgecrest, Johannesburg, and Randsburg since 1950. The mission of James Monroe is to guide students to become lifelong learners with skills, knowledge, attitudes, and virtues to benefit themselves and society in an ever-changing world. We provide sixth through eighth grade students with a dynamic, interactive curriculum based on the California Common Core Standards. This year, as part of our commitment to continuous school-wide improvement, we have established three areas of focus:

- 1) Reflecting on physical safety and refining protocols and procedures.
- 2) Positive Behavior Intervention Support (PBIS) implementation.
- 3) Supporting students academically, behaviorally, and emotionally.

We believe that educating students is the shared responsibility of students, staff, parents/guardians, and community members. James Monroe has a supportive PTSO, which promotes extracurricular activities as well as a yearlong literacy program. Our staff welcomes parent input and communicates with parents regularly via telephone calls, e-mails, school-approved social media, Aeries, Parent Square, and our website.

We believe that each student is a valued individual with unique needs, and that a student's self-worth is enhanced by positive relationships and mutual respect among all school stakeholders. Our counselors work with students by providing Second Step lessons, small groups, and one-on-one support, which encourage self-advocacy and resilience. Staff uses Other Means of Correction strategies and has been trained in implementing restorative practices with the students of James Monroe.

2022-23 School Overview

Amy R. Self, Principal

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	175
Grade 7	185
Grade 8	153
Total Enrollment	513

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4
Male	54.4
American Indian or Alaska Native	0.6
Asian	1.6
Black or African American	7.6
Filipino	1.8
Hispanic or Latino	29.2
Native Hawaiian or Pacific Islander	1.2
Two or More Races	5.1
White	52.8
English Learners	5.5
Foster Youth	0.6
Homeless	1.4
Migrant	0.0
Socioeconomically Disadvantaged	56.9
Students with Disabilities	14.2

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.40	67.69	158.40	68.07	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	2.17	10.50	4.54	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.28	21.00	9.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.80	14.78	20.60	8.85	12115.80	4.41
Unknown	3.60	14.00	22.00	9.49	18854.30	6.86
Total Teaching Positions	25.70	100.00	232.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.30	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.80	
Total Out-of-Field Teachers	3.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Year and month in which the data were collected	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives, Pearson Adopted in 2017	Yes	0
Mathematics	Go Math! Houghton Mifflin (2015)	Yes	0
Science	FOSS Next Generation Middle School (Delta Education) (2019) Adopted in 2020	Yes	0
History-Social Science	History Alive! The Ancient World (2018) Adopted in 2019 History Alive! The Medieval World and Beyond (2018) Adopted in 2019 History Alive! The United States Through Industrialism (2018) Adopted in 2019	Yes	0
Foreign Language	Ven conmigo! Level 1 Adopted in 2004	Yes	0
Health	Health & Wellness Adopted in 2005	Yes	0
Visual and Performing Arts	Glencoe Middle School Art Adopted in 2007 Silver Burdette Making Music Adopted in 2007 Standard of Excellence Enhanced Band Method Artistry in Strings Adopted in 2007	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Buildings

James Monroe was opened in 1950, and our facilities, while aging, are regularly maintained. We pride ourselves on keeping a safe, clean, and frequently improved campus. The School Site Council, in conjunction with school staff, helps prioritize facilities needs. Fencing was installed in the front of the school to help monitor entry into and out of the school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

Many classes use the library media center for research projects. The center is staffed by a full-time library clerk and is open to students before the first-period class, during both lunch periods, and after school. Supplemental funding is traditionally approved through our School Site Council to make further enhancements. Our library catalog system is computerized, which allows students to conduct research and check out books easily. Our library clerk also holds several Scholastic Book Fairs throughout the year to raise funds for library/media supplies.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces			X	Portable Classroom 17: Carpet seam is coming apart. Portable Classroom 18: baseboards cut up, walls peeled, carpet coming apart. Portable Classroom 19: Carpet has a small hole. Portable Classroom 20: Carpet has a small bubble in the front of the room. Portable Classroom 21: Tackable surface is damaged, baseboard needs repair. Portable Classroom 23: Few small holes in the carpet. Classroom 26: Counter has some broke laminate. Classroom 27: Ceiling tiles are broken, cabinet counter backsplash is broken. Classroom 31: Laminate counter damaged. Classroom 32: Laminate counter damaged. Classroom 33: Needs paint, cabinet doors are missing. Classroom 34: Laminate counter damaged. Classroom 41: Laminate counter is cracked. Classroom 42: Laminate counter damaged. Classroom 44: Laminate counter damaged. Classroom 45: Laminate counter damaged.

School Facility Conditions and Planned Improvements

Cleanliness:

Overall Cleanliness, Pest/Vermin Infestation

X

Classroom 11: Spiderwebs in corners, walls need and floors need to be cleaned, pet snakes in room.

Classroom 12: Room is dirty, desks to be cleaned, floor needs to be stripped and waxed.

Portable 17: Needs to be picked up and vacuumed.

Portable 18: Trash full of food, floors have trash, needs to be thoroughly cleaned.

Portable Classroom 19: Floors need to be vacuumed.

Portable Classroom 20: Windowsill and blinds very dusty.

Portable Classroom 21: Floors need to be vacuumed.

Portable Classroom 22: Floors need to be vacuumed, window and sills need to be cleaned.

Portable Classroom 23: Floors need to be vacuumed, window and sills need to be cleaned.

Classroom 24: Trash needs to be removed.

Classroom 25: Trash needs to be removed.

Classroom 26: Floors and desks need to be cleaned, trash is full needs to be removed.

Classroom 27: Sink and counter around sink need to be scrubbed and cleaned.

Classroom 31: Floors need to be mopped by sink and surfaces need to be wiped down.

Classroom 33: Floors need to be vacuumed, counters and windows need to be cleaned.

Classroom 34: Needs to be vacuumed and trash removed.

Classroom 41: Counters, sinks, desks need to be wiped down, trash needs to be removed.

Classroom 42: Sink needs to be cleaned, floor needs to be mopped around sink area.

Classroom 43: Floor needs to be cleaned, surfaces wiped down, trash removed.

Classroom 44: Counter around sink and desks need to be cleaned.

Classroom 45: Counter and sink area need to be wiped down.

Classroom 52: Floors need to be vacuumed and trash removed.

Classroom 62: Needs to be swept.

School Facility Conditions and Planned Improvements

				<p>Custodial: Floor needs to be cleaned, needs to be organized, chemicals need to be stored properly.</p> <p>Grounds (Back Campus): Concrete needs to be power washed, food stains around campus.</p>
Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>Portable Classroom 18: Door needs to be replaced.</p> <p>Grounds (back Campus): Shade structure needs to be replaced. (It's been ordered.)</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	30	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	504	476	94.44	5.56	30.04
Female	230	220	95.65	4.35	34.55
Male	272	254	93.38	6.62	25.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	41	38	92.68	7.32	23.68
Filipino	--	--	--	--	--
Hispanic or Latino	148	140	94.59	5.41	22.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	27	90.00	10.00	33.33
White	257	245	95.33	4.67	34.29
English Learners	32	26	81.25	18.75	11.54
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	298	275	92.28	7.72	22.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	72	65	90.28	9.72	4.62

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	504	482	95.63	4.37	14.32
Female	230	225	97.83	2.17	9.78
Male	272	255	93.75	6.25	17.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	41	39	95.12	4.88	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	148	145	97.97	2.03	8.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	27	90.00	10.00	18.52
White	257	245	95.33	4.67	17.55
English Learners	32	31	96.88	3.12	6.45
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	298	282	94.63	5.37	8.16
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	72	64	88.89	11.11	1.56

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	15.71	20.57	23.93	25.4	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	141	94	6	20.57
Female	65	63	96.92	3.08	12.7
Male	85	78	91.76	8.24	26.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.5	2.5	12.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	78	74	94.87	5.13	28.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	78	91.76	8.24	12.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	19	86.36	13.64	5.26

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92.9%	92.9%	92.9%	92.9%	92.9%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

James Monroe Middle School has a group of very involved and supportive parents. Parents and students make up half of our School Site Council, which helps improve student achievement and monitors school goals and activities. Many nearby businesses donate to our school by providing passes, coupons, and tickets to reward student achievement and positive behavior. Parents also volunteer as tutors, readers, coaches, drivers, and field-trip chaperons. Our active PTSSO meets

2022-23 Opportunities for Parental Involvement

monthly and organizes our Tiger Reading Program, a Fall Carnival, Valentine's Dance, purchases Positive Behavior Intervention and Support (PBIS) reinforcements, and helps with campus beautification projects. Parents are also involved through the process of School Site Council, Superintendent's Council, ELAC, and DELAC.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate					9.1	11.9		8.9	7.8
Graduation Rate					87.1	80.7		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.0
Female	0	0	0.0
Male	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	0	0	0.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	555	543	214	39.4
Female	251	245	97	39.6
Male	302	296	117	39.5
American Indian or Alaska Native	5	5	2	40.0
Asian	9	8	0	0.0
Black or African American	43	43	19	44.2
Filipino	10	10	2	20.0
Hispanic or Latino	165	161	73	45.3
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	26	26	11	42.3
White	289	283	106	37.5
English Learners	37	36	19	52.8
Foster Youth	5	4	1	25.0
Homeless	17	16	12	75.0
Socioeconomically Disadvantaged	343	335	161	48.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	81	48	59.3

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.22	5.69	2.45
Expulsions	0.18	0.13	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.19	18.74	0.17	8.47	0.20	3.17
Expulsions	0.00	0.00	0.02	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	18.74	0.00
Female	9.96	0.00
Male	26.16	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	20.93	0.00
Filipino	0.00	0.00
Hispanic or Latino	17.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.08	0.00
White	18.69	0.00
English Learners	21.62	0.00
Foster Youth	0.00	0.00
Homeless	23.53	0.00
Socioeconomically Disadvantaged	23.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	28.05	0.00

2022-23 School Safety Plan

We have a closed campus and require all visitors to check-in at the office. We utilize the RAPTOR system for safety verification and providing name tags. The James Monroe staff supervise students before school, after school, and during lunch. A new district-wide volunteer policy is also being implemented, which includes fingerprinting and a TB test.

We hold fire, disaster, earthquake, and lockdown drills several times a year including the Great American Shakeout. Annually we review our comprehensive School Safety Plan, which is submitted and reviewed at the board meeting at the beginning of each calendar year. Prior to the end of the semester, the plan is also approved by the School Site Council. Our Safety/Discipline Committee meets monthly; it develops the School Safety Plan and responds to short-term and long-term safety and discipline needs. We use a myriad of interventions including academic support in the Student Support Center (SSC), Restorative practices, Student Assistance Team (SAT), progressive discipline, and PBIS-driven reinforcement to shape student behaviors. Each semester, our assistant principal reviews student expectations and safety rules in our PE classes. The entire staff is sent a copy, and at the initial staff meeting, some of the major components are reviewed, like evacuation procedures. Additional safety measures have been undertaken during the global pandemic to fulfill local and state requirements regarding COVID.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	15	35	18	1

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	21	27	11	3

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	17	30	22	5

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	20	9	8	
Mathematics	20	5	12	
Science	29	2	5	5
Social Science	26	3	7	3

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	19	10	6	
Mathematics	16	11	8	
Science	25	3	7	2
Social Science	26	2	9	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	13	7	
Mathematics	18	11	8	
Science	24	4	6	4
Social Science	24	4	5	5

2021-22 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	256.5

2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6177.72	97.04	6080.68	54870.73
District	N/A	N/A	4412.83	\$69,611
Percent Difference - School Site and District	N/A	N/A	31.8	-23.7
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-8.1	-36.3

2021-22 Types of Services Funded

The PTSO strives to raise funds annually to support school curriculum, facilities improvements, student activities, and staff recognition. Our counselors offer Second Step lessons as a Tier I support, and Tiers II and III interventions with students include social skills groups and individual counseling and check-ins. The second counselor was added through DoDEA funding through the end of the 2020-21 school year. LCAP funding provides homework and classwork assistance after school for students who are struggling to complete assignments or who need access to technology to complete their assignments. LCAP funding also supports both of our full-time counselors. The site continued to utilize PearDeck which was funded with Title IV funds.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$44,278	\$48,503
Mid-Range Teacher Salary	\$72,191	\$74,912
Highest Teacher Salary	\$101,241	\$100,321
Average Principal Salary (Elementary)	\$110,607	\$122,160
Average Principal Salary (Middle)	\$111,408	\$127,632
Average Principal Salary (High)	\$130,970	\$137,578
Superintendent Salary	\$171,000	\$198,665
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development in the 2020-21 school year, 3 days (or 18 hours based on 6 hours/day) in the 2021-22 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2022-23 school year. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after-school workshops.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3