

# James Monroe 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/](http://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/](http://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/](http://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/](http://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

<b>School Name</b>	James Monroe Middle School
<b>Street</b>	340 West Church Avenue
<b>City, State, Zip</b>	Ridgecrest CA, 93555
<b>Phone Number</b>	(760) 499-1830
<b>Principal</b>	John Cosner
<b>Email Address</b>	<a href="mailto:jcosner@ssusd.org">jcosner@ssusd.org</a>
<b>School Website</b>	<a href="http://monroe.ssusd.org/">http://monroe.ssusd.org/</a>
<b>County-District-School (CDS) Code</b>	15-73742-6009617

## 2021-22 District Contact Information

<b>District Name</b>	Sierra Sands Unified School District
<b>Phone Number</b>	(760) 499-1600
<b>Superintendent</b>	Dr. Dave Ostash
<b>Email Address</b>	<a href="mailto:superintendent@ssusd.org">superintendent@ssusd.org</a>
<b>District Website Address</b>	<a href="http://ssusd.org">ssusd.org</a>

## 2021-22 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, student agenda planners, 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.

John Frederic Cosner, Principal

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	174
Grade 7	143
Grade 8	164
Grade 9	3
Grade 10	5
Grade 11	1
Total Enrollment	490

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	2
Black or African American	6.3
Filipino	2.9
Hispanic or Latino	32.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.3
White	51.4
English Learners	6.5
Foster Youth	0.2
Homeless	1
Socioeconomically Disadvantaged	67.3
Students with Disabilities	15.9

## 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>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.4	67.7	158.4	68.1	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.5	2.2	10.5	4.5	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.3	1.3	21.0	9.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.8	14.8	20.6	8.9	12115.8	4.4
<b>Unknown</b>	3.6	14.0	22.0	9.5	18854.3	6.9
<b>Total Teaching Positions</b>	25.7	100.0	232.7	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.3
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.3

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

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	3.8
<b>Total Out-of-Field Teachers</b>	3.8

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 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 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	My Perspectives, Pearson Adopted in 2017	Yes	0
<b>Mathematics</b>	Go Math! Houghton Mifflin (2015)	Yes	0
<b>Science</b>	FOSS Next Generation Middle School (Delta Education) (2019) Adopted in 2020	Yes	0
<b>History-Social Science</b>	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
<b>Foreign Language</b>	Ven conmigo! Level 1 Adopted in 2004	Yes	0
<b>Health</b>	Health & Wellness Adopted in 2005	Yes	0
<b>Visual and Performing Arts</b>	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

## 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

12/7/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
<b>Interior:</b> Interior Surfaces			X	<p>Classroom 11: Water leak in roof, VCT cracking, slab is lifting under VCT. Room is in very bad shape.</p> <p>Classroom 12: VCT separating, water stains on ceiling tiles, needs paint. Holes in a few ceiling tiles. Laminate coming off back shelving.</p> <p>Classroom 13: Paneling coming apart by door.</p> <p>Classroom 14: Ceiling tiles stained.</p> <p>Classroom 15: Water damage on paneling at the base of east wall. Paneling peeling off by door.</p> <p>Portable Classroom 17: Carpet seams are coming apart, tackable surface panel damaged. Laminate peeling off front cabinet.</p> <p>Portable Classroom 18: Carpet seams are coming apart. Tackable surface is ripped. Ceiling tiles need replaced and cove base is torn up along edges.</p> <p>Portable Classroom 19: Carpet seams are coming apart and there are a few bubbles in the carpet. Tackable wall torn and ceiling tiles bubbling.</p> <p>Portable Classroom 20: Carpet has some bubbles at the front of the classroom. Torn tackable wall.</p> <p>Portable Classroom 21: Carpet has a lot of stains. Several sheets of tackable surface torn badly.</p>

## School Facility Conditions and Planned Improvements

Portable Classroom 22: Tears in tackable walls and stains on ceiling tiles.

Portable Classroom 23: Few tears in carpet and tackable wall.

Classroom 24: Needs paint.

Classroom 25: Vinyl floor seams are cracking and coming apart. Counter top laminate coming off. Termite damage under sink. Stained ceiling tiles.

Classroom 26: VCT separating in a few areas.

Classroom 27: Laminate coming up on counter top. Needs painting.

Classroom 30: Carpet seams are coming apart.

Classroom 31: Formica is peeling off countertop. Water stains in two Tbar panels, some panels need to be changed. Linoleum lifting.

Classroom 32: Formica coming off north cabinet.

Classroom 33: Formica is peeling off north cabinets.

Classroom 34: Formica is peeling off countertops and carpet seams are coming apart in the center of the room.

Classroom 41: Laminate counter top coming apart.

Classroom 42: Laminate counter top coming apart. Needs paint. Linoleum split.

Classroom 43: Hole in tackable wall.

Classroom 44: Counter pulling away from north wall.

Classroom 45: Laminate counter edging is gone and duct taped, carpet seam coming apart on north side of room. Ceiling tiles stained.

Classroom 52: Carpet edge is coming loose on bottom edge.

Classroom 61: Paint and plaster needs repair in kitchen area. VCT cracked and wall cracked by door.

Classroom 62: Wall cracked by door and concrete floor lifted on south side.

Office: Carpet seam coming apart in north side of front office.

Cafeteria: Water stains on ceiling tiles. Holes in floor tiles.

Kitchen: Tbar panels stained, crack above west door entrance and in walls above dish sink.

Gym: Holes in walls in boys locker room, ceiling tiles falling or missing. East wall cracked and hole in plaster.

## School Facility Conditions and Planned Improvements

			Custodial: Needs paint. Acoustic texture peeling off roof in a few areas.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		No apparent problems.
<b>Electrical</b>	X		No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		No apparent problems.
<b>Structural:</b> Structural Damage, Roofs		X	Classroom 11: Water leak in roof. VCT cracking and slab is lifting under VCT. Room in very bad shape. Classroom 12: Water stains on ceiling tiles. Classroom 15: Water leak in roof. Classroom 32: Water leak in roof. Classroom 52: Water leak in roof. Cafeteria: Water stains on ceiling tiles. Possible roof leak. Kitchen: Water leak in roof. Tbar panels stained. Crack about west door entrance.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X Classroom 25: Door sweep broken Grounds (Front Campus) Lots of cracks in concrete and asphalt. Concrete planters crumbling. Grounds (Back Campus) Parking lot needs work. Cracks in concrete and lots of drop offs. Wooden benches in disrepair.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	482	437	90.66	9.34	28.9
<b>Female</b>	226	206	91.15	8.85	32.2
<b>Male</b>	256	231	90.23	9.77	25.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	31	26	83.87	16.13	23.08
<b>Filipino</b>	11	10	90.91	9.09	--
<b>Hispanic or Latino</b>	162	145	89.51	10.49	25.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	17	94.44	5.56	17.65
<b>White</b>	247	226	91.5	8.5	30.67
<b>English Learners</b>	31	27	87.1	12.9	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	8	57.14	42.86	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	323	291	90.09	9.91	24.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	70	56	80	20	10.71

## 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
<b>All Students</b>	482	445	92.32	7.68	16.06
<b>Female</b>	226	208	92.04	7.96	14.49
<b>Male</b>	256	237	92.58	7.42	17.45
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	31	26	83.87	16.13	7.69
<b>Filipino</b>	11	11	100.00	0.00	30.00
<b>Hispanic or Latino</b>	162	149	91.98	8.02	11.56
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	17	94.44	5.56	11.76
<b>White</b>	247	229	92.71	7.29	17.90
<b>English Learners</b>	31	29	93.55	6.45	3.70
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	8	57.14	42.86	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	323	295	91.33	8.67	13.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	70	57	81.43	18.57	3.51

## 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.

## 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
<b>Science</b> (grades 5, 8 and high school)	N/A	15.71	N/A	23.93	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
<b>All Students</b>	158	142	89.87	10.13	15.71
<b>Female</b>	73	66	90.41	9.59	15.63
<b>Male</b>	85	76	89.41	10.59	15.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	62	58	93.55	6.45	8.93
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	74	68	91.89	8.11	20.59
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	105	95	90.48	9.52	12.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	19	82.61	17.39	0.00

## 2020-21 Career Technical Education Programs

## 2020-21 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 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.

## 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

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 PTSO meets 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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](http://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	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0

Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	535	504	6	1.2
Female	251	235	2	0.9
Male	284	269	4	1.5
American Indian or Alaska Native	3	3	0	0.0
Asian	9	9	0	0.0
Black or African American	32	31	0	0.0
Filipino	15	15	0	0.0
Hispanic or Latino	170	164	2	1.2
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	18	16	1	6.3
White	283	261	3	1.1
English Learners	37	35	0	0.0
Foster Youth	6	4	0	0.0
Homeless	11	8	1	12.5
Socioeconomically Disadvantaged	356	340	5	1.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	82	2	2.4



## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	17.43	0.19	7.08	0.17	3.47	0.20
<b>Expulsions</b>	0.96	0.00	0.20	0.02	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
<b>Suspensions</b>	10.22	5.69	2.45
<b>Expulsions</b>	0.18	0.13	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.19	0.00
Female	0.00	0.00
Male	0.35	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	0.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.28	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

We have a closed campus and require all visitors to check-in at the office. 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.

## 2018-19 Elementary 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 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	25	9	22	3

## 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

## 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	20	5	9	1
Mathematics	20	6	5	4
Science	25	3	9	
Social Science	23	5	6	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	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

## 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
<b>Pupils to Academic Counselor</b>	490

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.5
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	1
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	2
<b>Other</b>	0.3

## 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
<b>School Site</b>	7593.35	1312.25	6281.10	63818.31
<b>District</b>	N/A	N/A	6068.19	\$69,041
<b>Percent Difference - School Site and District</b>	N/A	N/A	3.4	-7.9
<b>State</b>			\$8,444	\$77,042
<b>Percent Difference - School Site and State</b>	N/A	N/A	-29.4	-18.8

## 2020-21 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 at a Tier I support, and Tiers II and III intervention 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 is utilized Title IV funds to make PearDeck available for all teachers to help facilitate student engagement and academic intervention.

## 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
<b>Beginning Teacher Salary</b>	\$43,804	\$48,119
<b>Mid-Range Teacher Salary</b>	\$71,419	\$74,665
<b>Highest Teacher Salary</b>	\$100,190	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$112,109	\$118,542
<b>Average Principal Salary (Middle)</b>	\$108,689	\$125,068
<b>Average Principal Salary (High)</b>	\$128,061	\$133,516
<b>Superintendent Salary</b>	\$167,000	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	31%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## 2020-21 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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b>	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 2019-20 school year, 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2021-22 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 upon 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	3

# Sierra Sands 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

<b>District Name</b>	Sierra Sands Unified School District
<b>Phone Number</b>	(760) 499-1600
<b>Superintendent</b>	Dr. Dave Ostash
<b>Email Address</b>	superintendent@ssusd.org
<b>District Website Address</b>	ssusd.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
<b>All Students</b>	2699	2429	90.00	10.00	38.79
<b>Female</b>	1315	1194	90.80	9.20	42.24
<b>Male</b>	1383	1234	89.23	10.77	35.50
<b>American Indian or Alaska Native</b>	25	23	92.00	8.00	45.45
<b>Asian</b>	64	60	93.75	6.25	73.33
<b>Black or African American</b>	145	114	78.62	21.38	25.00
<b>Filipino</b>	46	42	91.30	8.70	69.05
<b>Hispanic or Latino</b>	816	727	89.09	10.91	29.01
<b>Native Hawaiian or Pacific Islander</b>	18	18	100.00	0.00	38.89
<b>Two or More Races</b>	113	106	93.81	6.19	40.95
<b>White</b>	1472	1339	90.96	9.04	42.47
<b>English Learners</b>	159	141	88.68	11.32	12.23
<b>Foster Youth</b>	22	12	54.55	45.45	16.67
<b>Homeless</b>	120	88	73.33	26.67	20.45
<b>Military</b>	86	77	89.53	10.47	58.44
<b>Socioeconomically Disadvantaged</b>	1668	1499	89.87	10.13	31.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	413	333	80.63	19.37	14.16



## 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
<b>All Students</b>	2699	2418	89.59	10.41	24.54
<b>Female</b>	1315	1186	90.19	9.81	23.06
<b>Male</b>	1383	1231	89.01	10.99	26.00
<b>American Indian or Alaska Native</b>	25	22	88.00	12.00	31.82
<b>Asian</b>	64	60	93.75	6.25	61.67
<b>Black or African American</b>	145	117	80.69	19.31	11.97
<b>Filipino</b>	46	44	95.65	4.35	46.51
<b>Hispanic or Latino</b>	816	723	88.60	11.40	14.74
<b>Native Hawaiian or Pacific Islander</b>	18	18	100.00	0.00	11.11
<b>Two or More Races</b>	113	106	93.81	6.19	28.30
<b>White</b>	1472	1328	90.22		28.33
<b>English Learners</b>	159	142	89.31	10.69	6.43
<b>Foster Youth</b>	22	12	54.55	45.45	0.00
<b>Homeless</b>	120	80	66.67	33.33	17.50
<b>Military</b>	86	77	89.53	10.47	36.36
<b>Socioeconomically Disadvantaged</b>	1668	1486	89.09	10.91	17.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	413	339	82.08	17.92	9.14