James Monroe Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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	monroe.ssusd.org
County-District-School (CDS) Code	15-73742-6009617

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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.

2023-24 School Description and Mission Statement

Amy R. Self, Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	182
Grade 7	192
Grade 8	174
Total Enrollment	548

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.3%
American Indian or Alaska Native	0.5%
Asian	2%
Black or African American	7.8%
Filipino	1.3%
Hispanic or Latino	31.2%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	5.1%
White	51.1%
English Learners	6.2%
Foster Youth	0.7%
Homeless	4.4%
Socioeconomically Disadvantaged	51.5%
Students with Disabilities	16.4%

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

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)	14.40	58.32	154.60	65.35	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	6.04	6.80	2.89	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.40	17.76	35.20	14.87	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.23	12.30	5.20	11953.10	4.28
Unknown	3.30	13.61	27.60	11.68	15831.90	5.67
Total Teaching Positions	24.80	100.00	236.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	3.10
Misassignments	0.00	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	4.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	3.80	1.00
Total Out-of-Field Teachers	3.80	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	14
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.1	3.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

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

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	January 2024

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: 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 broken laminate. Classroom 31: Laminate counter damaged. Stained ceiling tiles. Classroom 32: Laminate counter damaged. Stained ceiling tiles. Classroom 34: Laminate counter damaged. Classroom 41: Laminate counter is cracked. Classroom 42: Laminate counter damaged. Carpet has bubble under teacher's desk. Classroom 44: Laminate counter damaged. Classroom 45: Laminate counter damaged.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Classroom 12: Floor needs to be stripped and waxed. Custodial: Floor needs to be cleaned, needs to be organized, chemicals need to be stored properly. Grounds (Back Campus): Concrete needs to be power washed, food stains around campus.
Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.

School Facility Conditions and Planned Improvements

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		Grounds (back Campus): Shade structure needs to be replaced. (It's been ordered.)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	33	41	39	47	46
Mathematics (grades 3-8 and 11)	14	15	25	25	33	34

2022-23 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	548	516	94.16	5.84	32.82
Female	262	244	93.13	6.87	38.27
Male	285	271	95.09	4.91	27.68
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	63.64
Black or African American	46	44	95.65	4.35	20.45
Filipino	--	--	--	--	--
Hispanic or Latino	162	156	96.30	3.70	26.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	41.94
White	284	262	92.25	7.75	36.40
English Learners	31	29	93.55	6.45	6.90
Foster Youth	--	--	--	--	--
Homeless	25	23	92.00	8.00	30.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	332	311	93.67	6.33	23.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	82	91.11	8.89	6.10

2022-23 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	548	518	94.53	5.47	14.51
Female	262	247	94.27	5.73	12.20
Male	285	270	94.74	5.26	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	12	10	83.33	16.67	--
Black or African American	46	43	93.48	6.52	4.65
Filipino	--	--	--	--	--
Hispanic or Latino	162	158	97.53	2.47	9.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	16.13
White	284	264	92.96	7.04	17.49
English Learners	31	30	96.77	3.23	3.33
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	4.17
Military	--	--	--	--	--
Socioeconomically Disadvantaged	332	314	94.58	5.42	8.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	80	88.89	11.11	3.75

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.57	19.16	25.40	28.48	29.47	30.29

2022-23 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	183	168	91.80	8.20	19.64
Female	84	79	94.05	5.95	18.99
Male	98	88	89.80	10.20	19.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	55	50	90.91	9.09	12.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	92	82	89.13	10.87	23.17
English Learners	12	12	100.00	0.00	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	109	101	92.66	7.34	12.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	18	81.82	18.18	5.56

2022-23 Career Technical Education Programs

2022-23 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	33%	29%	29%	29%	29%

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.

2023-24 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 fundraisers, student activities, teacher appreciation days, and helps with campus beautification projects. Parents are also involved through the process of 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate				10.1	11.9	15.7	9.4	7.8	8.2
Graduation Rate				82.8	80.7	78.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	598	586	195	33.3
Female	293	285	102	35.8
Male	303	299	92	30.8
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	4	4	3	75.0
Asian	13	13	1	7.7
Black or African American	51	49	17	34.7
Filipino	7	7	2	28.6
Hispanic or Latino	181	179	71	39.7
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	30	30	9	30.0
White	305	297	91	30.6
English Learners	38	38	17	44.7
Foster Youth	7	7	3	42.9
Homeless	35	31	13	41.9
Socioeconomically Disadvantaged	371	362	140	38.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	102	100	47	47.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.19	18.74	13.71	0.17	8.47	8.80	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.02	0.02	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.71	0
Female	11.6	0
Male	15.84	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	15.69	0
Filipino	0	0
Hispanic or Latino	10.5	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	13.33	0
White	15.08	0
English Learners	10.53	0
Foster Youth	0	0
Homeless	34.29	0
Socioeconomically Disadvantaged	17.25	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.75	0

2023-24 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.

At James Monroe, we hold fire, disaster, earthquake, and lockdown drills several times a year including the Great American Shakeout annually in October. We have a safety committee to discuss site safety concerns and review our comprehensive School Safety Plan. The Safety Committee which is composed of administration and staff members, meets monthly to develop the School Safety Plan and respond to short-term and long-term safety and discipline needs. The School Site Council, which includes parents, students, administration and staff members, approves the safety plan, which is then submitted and reviewed by the SSUSD school board at a board meeting at the beginning of each calendar year. The safety plan is to be reviewed at the site level by the Safety Committee and School Site Council in January 2024, prior to be sent to the board.

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. Some of the major components are reviewed with staff in the initial staff meetings each semester, such as evacuation procedures.

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.

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
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
6	17	30	22	5

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	18	34	18	3
Other	0	0	0	0

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	9	10	0
Mathematics	20	8	10	0
Science	24	4	5	6
Social Science	24	4	6	5

2022-23 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	274

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	7131.45	27.29	7104.16	59637.81
District	N/A	N/A	6715.45	$70,139
Percent Difference - School Site and District	N/A	N/A	5.6	-16.2
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	-6.8	-31.6

Fiscal Year 2022-23 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. 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. Supplemental programs funded through the district and utilized by James Monroe staff include Gizmos (math and science), IXL (math), and BrainPop (all core areas of instruction).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$45,118	$50,875
Mid-Range Teacher Salary	$73,562	$79,761
Highest Teacher Salary	$103,106	$103,045
Average Principal Salary (Elementary)	$115,381	$128,154
Average Principal Salary (Middle)	$113,428	$131,774
Average Principal Salary (High)	$133,450	$142,676
Superintendent Salary	$175,000	$211,462
Percent of Budget for Teacher Salaries	27.4%	30.11%
Percent of Budget for Administrative Salaries	4.86%	5.49%

2022-23 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 2021-22 school year, 3 days (or 18 hours based on 6 hours/day) in the 2022-23 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2023-24 school year. The primary/major areas of focus for professional development include but are not limited to: social emotional learning programs such as Capturing Kids Hearts, 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,

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3