

James Monroe Middle School

340 West Church Street • Ridgecrest CA, 93555 • (760) 499-1830 • Grades 6-8

Dr. Bonny Porter, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Sierra Sands Unified School District

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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 Content Standards. This year, as part of our commitment to continuous school-wide improvement, we have established two areas of focus:

- 1) The James Monroe staff will create a learning environment that promotes student success and positive student behaviors.
- 2) The James Monroe staff will help students develop creativity, collaboration, communication and critical thinking skills.

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, student agenda planners, school newsletters, Edline, and our website.

We also believe that students thrive in our safe environment of openness and trust, where inquiry is encouraged and mistakes are considered opportunities for learning. 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 cohesive staff works tirelessly for each student. Please do not hesitate to contact us if you have any questions.

Dr. Bonny Porter, Principal

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (760) 499-1830.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	159
Gr. 7	151
Gr. 8	171
Total	481

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.8
Asian	1.2
Filipino	0.8
Hispanic or Latino	28.1
Native Hawaiian/Pacific Islander	1.2
White	59.7
Two or More Races	1.0
Socioeconomically Disadvantaged	61.3
English Learners	6.9
Students with Disabilities	14.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
James Monroe Middle School	12-13	13-14	14-15
Fully Credentialed	24	23	23
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	5	3	3
Sierra Sands Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	202
Without Full Credential	◆	◆	10
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
James Monroe Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	1	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	78.82	21.18
Districtwide		
All Schools	90.54	9.46
High-Poverty Schools	91.24	8.76
Low-Poverty Schools	89.58	10.42

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

We choose our 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.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Glencoe: Literature Course 1 (2010) Adopted in 2012 Holt: Literature and Language Arts (2010) Adopted in 2012
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Go Math! Houghton Mifflin Harcourt Adopted in 2014 California Alg. 1: Concepts, Skills, & Problem Solving (2008) Adopted in 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Concepts and Challenges/Science (2003) Adopted in 2007 Holt California Science (2007) Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	History Alive! The Ancient World (2006) Adopted in 2006 History Alive! The Medieval World and Beyond (2006) Adopted in 2006 History Alive! The United States Through Industrialism (2006) Adopted in 2006
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Ven conmigo! Level 1 Adopted in 2004
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Health & Wellness Adopted in 2005
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	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
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	

School Facility Conditions and Planned Improvements (Most Recent Year)

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. With the passage of local bond Measure A large shade structure has been placed on a cement pad, and some projects are pending.

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. We have used grant monies for library improvements. 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 an annual Scholastic Book Fair to raise funds for library/media supplies.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 11-10-14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		No apparent problems.
Interior: Interior Surfaces	[X]	[]	[]		No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		No apparent problems.
Electrical: 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]	[]		Eight classrooms, the Library, and the Kitchen have leaks in the roof. Work orders have been submitted for repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		No apparent problems.
Overall Rating	Exemplary	Good	Fair	Poor	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	58	74	50	69	68	66	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	47	49	50	54	59	59	54	56	55
Math	40	43	43	52	53	54	49	50	50
HSS	33	34	41	48	54	56	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	4	5
Similar Schools	1	2	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.9	23.8	18.9

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	50
Male	49
Female	51
Black or African American	33
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	36
Native Hawaiian/Pacific Islander	
White	60
Two or More Races	
Socioeconomically Disadvantaged	31
English Learners	8
Students with Disabilities	29
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-23	12	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-27	-20	7
Native Hawaiian/Pacific Islander			
White	-28	29	4
Two or More Races			
Socioeconomically Disadvantaged	-18	12	15
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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 supports school goals and activities. Our active PTSSO meets monthly and supports our reading program, the Valentine's dance, a fall carnival, departmental needs, and campus beautification projects. Parents volunteer as tutors, readers, coaches, drivers, and field-trip chaperones. Many nearby businesses support our school by providing passes, coupons, and tickets to reward student achievement and positive behaviors. Our PTSSO president welcomes your help. To volunteer, please contact Dr. Bonny Porter in our school office at (760) 499-1830.

State Priority: School Climate

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

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

School Safety Plan

We have a closed campus and require all visitors to check in at the office. Teachers supervise students before and after school, and other staff and administrators supervise students during lunch.

We hold fire, disaster, earthquake and lock down drills several times a year, and annually we review our comprehensive School Safety Plan, which is 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 progressive discipline and positive reinforcement to shape positive student behaviors and rely on a peer-mediation program to further enhance student safety. Our Words of Wisdom character-education program is in its eleventh year of operation and reinforces student expectations. Our assistant principal reviews student expectations and safety rules in our PE classes.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	22.1	22.7	20.0
Expulsions Rate	0.5	0.5	0.8
District	11-12	12-13	13-14
Suspensions Rate	9.3	8.8	7.7
Expulsions Rate	0.2	0.5	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.10
Social Worker	0.0
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist	2.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	494

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		22	19		17	23		19	22		7	4
English	27.3	29	22	2	1	4	8	8	10	2	2	
Math	29.4	29	23	1	1	3	6	8	7	4	2	3
Science	29.8	27	26	1	2	2	5	10	9	5		1
SS	29.8	29	26	2	1	2	3	6	8	6	4	2

* Number of classes indicates how many classrooms 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,782	\$38,920
Mid-Range Teacher Salary	\$56,710	\$59,803
Highest Teacher Salary	\$76,832	\$78,096
Average Principal Salary (ES)	\$93,365	\$95,836
Average Principal Salary (MS)	\$95,932	\$99,849
Average Principal Salary (HS)	\$105,597	\$107,599
Superintendent Salary	\$142,368	\$151,912
Percent of District Budget		
Teacher Salaries	34	37
Administrative Salaries	5	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6018	1056	4962	58475
District	♦	♦	4566	\$59,464
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			8.7	-2.0
Percent Difference: School Site/ State			-10.4	-7.4

Types of Services Funded at James Monroe Middle School

The PTSO strives to raise a minimum of \$4,000 to \$6,000 annually to support school curriculum, student planners, facilities improvements, student activities, and staff recognition. Students hold various fundraisers and typically raise \$10,000 to \$15,000 to support extra-curricular activities annually. Funding is available to support English Learners with intervention programs such as tutoring. Our School Site Council determines how money provided by the state for the School and Library Improvement Block Grant Program is spent to support students and the academic program.

Professional Development provided for Teachers at James Monroe Middle School

We encourage teachers, administrators, and other staff members to participate in professional development. Our focus is to align the curriculum with the California Content Standards and to make instructional decisions based on student data. Through the district technology department and an onsite technology coordinator, we offer teachers training in how to use technology to improve instruction. We provide substitute teachers to allow a department to meet on a regular school day to collaborate on instructional methods and coordinate curriculum. During the 2013–2014 school year, teachers attended professional development seminars on the Common Core Standards, professional learning communities, Advancement Via Individual Determination, and Where Everybody Belongs. Teachers also received training in Explicit Direct Instruction and began to implement the strategies at the end of the 2011-2012 school year. During the 2012-2013 and 2013-2014 school year, Common Core State Standards and the Smarter Balanced Assessment were central to district-wide grade level and subject area collaboration time. Our district’s English Learner coordinator helped English teachers better meet the needs of English Learner students, and she helped teachers develop writing guidelines and benchmarks. Special education teachers participated in several trainings related to their specific student needs. Productive collaboration between teachers at the two middle schools has continued.