

# James Monroe Middle School

340 West Church Avenue • Ridgecrest CA, 93555 • (760) 499-1830 • Grades 6-8  
Beverly Ewbank, Principal  
bewbank@ssusd.org  
www.monroe.ssusd.org

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Sierra Sands Unified School District

113 Felspar  
Ridgecrest CA, 93555  
(760) 499-1600  
ssusd.org

#### District Governing Board

Kurt Rockwell, President  
Michael Scott, Vice President  
Amy Castillo Covert, Member  
William Farris, Member  
Timothy Johnson, Member

#### District Administration

Ernest M. Bell, Jr.  
**Superintendent**  
David Ostash  
**Assistant Superintendent, Human  
Resources**  
Pamela Smith  
**Assistant Superintendent, Business  
Services**  
Michelle Savko  
**Assistant Superintendent,  
Curriculum and Instruction**  
Elaine Littleton  
**Executive Director of SELPA**

### 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) Positive Behavior Intervention Support (PBIS) implementation.
- 2) Reflecting on physical safety and refining protocols and procedures.
- 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.

Beverly Anne Ewbank, Principal

## About the SARC

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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	151
Grade 7	139
Grade 8	182
Grade 9	2
Grade 10	3
Grade 12	2
<b>Total Enrollment</b>	<b>479</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	2.5
Hispanic or Latino	28.6
Native Hawaiian or Pacific Islander	0.8
White	57.2
Socioeconomically Disadvantaged	57.2
English Learners	4.8
Students with Disabilities	15.7
Foster Youth	1.5

## 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

Teacher Credentials			
James Monroe Middle School	16-17	17-18	18-19
With Full Credential	23	22	20
Without Full Credential	3	3	5
Teaching Outside Subject Area of Competence	2	2	2
Sierra Sands Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
James Monroe Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

\* Note: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>My Perspectives, Pearson Adopted in 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Go Math! Houghton Mifflin -2015 California Alg. 1: Concepts, Skills, &amp; Problem Solving (2008) Adopted in 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Concepts and Challenges/Science (2003) Adopted in 2007</p> <p>Holt California Science (2007) Adopted in 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>History Alive! The Ancient World (2006) Adopted in 2006</p> <p>History Alive! The Medieval World and Beyond (2006) Adopted in 2006</p> <p>History Alive! The United States Through Industrialism (2006) Adopted in 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>Ven conmigo! Level 1 Adopted in 2004</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>Health &amp; Wellness Adopted in 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Visual and Performing Arts</b>	<p>Glencoe Middle School Art Adopted in 2007</p> <p>Silver Burdette Making Music Adopted in 2007</p> <p>Standard of Excellence Enhanced Band Method Artistry in Strings Adopted in 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Note: Cells with N/A values do not require data.

## 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. 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 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: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
<b>Interior:</b> Interior Surfaces	Poor	Classroom 11: Water leak in roof, VCT cracking, slab is lifting under VCT. Classroom 12: VCT separating, water stains on ceiling tiles, needs paint. Classroom 15: Water leak in roof, water damage on paneling at the base of West wall. Portable Classroom 17: Carpet seams are coming apart, tackable surface panel damaged. Portable Classroom 18: Carpet seams are coming apart. Cove base is missing a lot of bottom edging. Tackable surface is ripped. Portable Classroom 19: Carpet seams are coming apart and there are a few bubbles in the carpet. Portable Classroom 20: Carpet has some bubbles at the front of the classroom. Portable Classroom 21: Carpet has a lot of stains. Three sheets of tackable surface is torn badly. Portable Classroom 22: Couple ceiling tiles need to be replaced. Portable Classroom 23: Few tears in carpet. Classroom 24: Needs paint. Classroom 25: Vinyl floor seams are cracking and coming apart with chunks missing. Counter top laminate coming off. Classroom 26: Water leak in roof, laminate coming up on counter top, needs painting. Classroom 27: Laminate coming up on counter top. Needs painting. Classroom 30: Carpet seams are coming apart.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Classroom 31: Formica is peeling off countertop. Water stains in two Tbar panels, some panels need to be changed.</p> <p>Classroom 32: Formica coming off north cabinet.</p> <p>Classroom 33: Formica is peeling off north cabinets.</p> <p>Classroom 34: Formica is peeling off countertops and carpet seams are coming apart in the center of the room.</p> <p>Classroom 41: Laminate counter top coming apart.</p> <p>Classroom 42: Laminate counter top coming apart. Needs paint.</p> <p>Classroom 45: Laminate counter edging is gone and duct taped, carpet seam coming apart on North side of room.</p> <p>Classroom 52: Carpet edge is coming loose on bottom edge.</p> <p>Classroom 61: Paint and plaster needs repair in kitchen area.</p> <p>Office: Carpet seam coming apart in North side of front office.</p> <p>Cafeteria: Water stains on ceiling tiles, cracks in drywall about SE door and NW door.</p> <p>Kitchen: Water leaks in roof, Tbar panels stained, crack about west door entrance.</p> <p>Gym: Needs plaster repair on stage area, needs paint.</p> <p>Custodial: Needs paint. Acoustic texture peeling off roof in a few areas, needs paint.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation</p>	Good	No apparent problems.
<p><b>Electrical:</b> Electrical</p>	Good	No apparent problems.
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	Good	<p>Classroom 24: Broken sink faucet.</p> <p>Classroom 44: Drinking fountain needs adjusting/slow.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	Good	No apparent problems.
<p><b>Structural:</b> Structural Damage, Roofs</p>	Fair	<p>Classroom 11: Water leak in roof. VCT cracking and slab is lifting under VCT.</p> <p>Classroom 12: VCT seperating, water stains on ceiling tiles, needs paint.</p> <p>Classroom 15: Water leak in roof. Water damage on paneling at the base of west wall.</p> <p>Classroom 26: Water leak in roof.</p> <p>Classroom 27: Water leak in roof.</p> <p>Classroom 32: Water leak in roof.</p> <p>Classroom 34: Water leak in roof.</p> <p>Classroom 43: Water leak in roof.</p> <p>Classroom 52: Water leak in roof.</p>

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Cafeteria: Water stains on ceiling tiles, cracks in drywall about SE door and NW door. Kitchen: Water leak in roof. Tbar panels stained. Crack about west door entrance.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Parking lot needs work.
<b>Overall Rating</b>	Fair	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.

## 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, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	37.0	33.0	50.0	48.0	48.0	50.0
Math	21.0	20.0	33.0	32.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	21.4	21.4	20.0
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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	472	467	98.94	33.19
<b>Male</b>	241	238	98.76	24.79
<b>Female</b>	231	229	99.13	41.92
<b>Black or African American</b>	29	29	100.00	10.34
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	12	12	100.00	58.33
<b>Hispanic or Latino</b>	137	137	100.00	21.17
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	261	257	98.47	40.47
<b>Two or More Races</b>	20	19	95.00	26.32
<b>Socioeconomically Disadvantaged</b>	279	275	98.57	24.36
<b>English Learners</b>	35	34	97.14	8.82
<b>Students with Disabilities</b>	65	63	96.92	3.17
<b>Foster Youth</b>	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	474	468	98.73	19.66
Male	242	238	98.35	16.81
Female	232	230	99.14	22.61
Black or African American	29	29	100	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100	41.67
Hispanic or Latino	138	137	99.28	15.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	262	257	98.09	24.12
Two or More Races	20	20	100	10
Socioeconomically Disadvantaged	280	275	98.21	11.64
English Learners	35	35	100	8.57
Students with Disabilities	67	63	94.03	1.59
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018-19)

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, the Valentine's Dance, purchases PBIS prizes, and helps with campus beautification projects.

#### 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.

#### 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.

We hold fire, disaster, earthquake, and lock down drills several times a year. 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 student behaviors. Each semester, our assistant principal reviews student expectations and safety rules in our PE classes.



**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	11.2	13.3	15.6
Expulsions Rate	0.5	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.9	5.8	6.6
Expulsions Rate	0.3	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

**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)	0.50
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.10
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	2.0
Other	9.78
Average Number of Students per Staff Member	
Academic Counselor	500

\* 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 (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	29	23	24	4	12	8	14	19	22	15	2	3

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	22.0	21.0	19.0	6	11	10	9	10	7		1	
Mathematics	11.0	15.0	24.0	3	3	2	1	1	10			1
Science	25.0	27.0	23.0	3	2	4	10	11	10			
Social Science	27.0	29.0	26.0	3	2	3	4	4	4	5	6	5

\* 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.

### Professional Development provided for Teachers

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2016-17, 2017-18, and 2018-19 school years. 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, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,301	\$45,681
Mid-Range Teacher Salary	\$64,076	\$70,601
Highest Teacher Salary	\$87,196	\$89,337
Average Principal Salary (ES)	\$100,910	\$110,053
Average Principal Salary (MS)	\$105,610	\$115,224
Average Principal Salary (HS)	\$117,016	\$124,876
Superintendent Salary	\$158,000	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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 approximately \$10,000 to support extra-curricular activities annually. Our DoDea Grant counselor offers social skills groups, teaches Second Step, and offers crisis intervention to students in special circumstances. Funding is available to provide homework and classwork assistance after school for students who are struggling to complete assignments or who need access to technology to complete their assignments.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
James Monroe Middle School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Sierra Sands Unified School District	2014-15	2015-16	2016-17
Dropout Rate	2.8	3.3	3.0
Graduation Rate	92.0	91.9	89.9
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6982.58	980.43	6002.14	61368.12
District	◆	◆	5632.22	\$64,523
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			6.4	-5.0
Percent Difference: School Site/ State			-63.2	-15.1

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	7.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

**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).

**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.