

Lawrence E. Jones Middle School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Lawrence E. Jones Middle School
Street	5154 Snyder Lane, Rohnert Park, CA 94928
City, State, Zip	Rohnert Park, CA 94928
Phone Number	7075885610
Principal	Melissa Quinn
Email Address	melissa_quinn@crpusd.org
School Website	https://ljms.crpUSD.org/
County-District-School (CDS) Code	Rohnert Park

2022-23 District Contact Information

District Name	Cotati-Rohnert Park Unified School District
Phone Number	707.792.4722
Superintendent	Dr. Mayra Perez
Email Address	mayra_perez@crpusd.org
District Website Address	www.crpUSD.org

2022-23 School Overview

Lawrence E. Jones Middle School is a diverse community of learners united by the strong conviction that opportunity comes through education. We strive to be an inclusive campus that upholds equity and social justice. Individuals from all ethnic and cultural backgrounds, gender expressions, sexual orientations, abilities, and belief systems make up our community and should be able to bring their full selves to our campus. We promote learning as discovery, through independent critical thinking as well as cooperative learning. We strive to model and encourage integrity in a positive and respectful environment. We recognize the potential of every student and offer a rigorous curriculum that is relevant for today's fast changing world and equips our students for the challenges of tomorrow. We recognize and reward perseverance as students begin to take responsibility for their futures. We honor the service of both students and staff, and are committed to the physical, social, and emotional well-being of our school community. To our students and to one another, we offer support and guidance that is rooted in a profound sense of responsibility for the enormously important work we share.

Mission: Lawrence E Jones Middle School is a diverse community of learners. We recognize the potential and unique assets of every student and offer a rigorous curriculum that is relevant for today's fast changing world and equips our students for the challenges of tomorrow.

Vision: The LJ Way

4 Cornerstones: Integrity, Perseverance, Discovery, Service

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	268
Grade 7	281
Grade 8	257
Total Enrollment	806

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.2
American Indian or Alaska Native	0.7
Asian	2.7
Black or African American	0.7
Filipino	1.2
Hispanic or Latino	34.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	8.9
White	49.1
English Learners	9.8
Foster Youth	0.5
Homeless	0.0
Migrant	0.1
Socioeconomically Disadvantaged	27.9
Students with Disabilities	11.7

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)	22.10	65.25	230.90	80.84	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.94	7.70	2.70	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	5.44	15.30	5.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	5.30	12.30	4.31	12115.80	4.41
Unknown	7.10	21.07	19.30	6.76	18854.30	6.86
Total Teaching Positions	33.90	100.00	285.60	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.80	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.80	
Total Out-of-Field Teachers	1.80	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.90	

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

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

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

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Educational Services Department.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. 6th-8th: Amplify ELA. 6th-8th: Amplify ELA	Yes	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. 6th - 8th Grade: Houghton Mifflin, GoMath	Yes	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. 6th: McDougal Littell, Focus on Earth Science 7th: McDougal Littell, Focus on Life Science 8th: McDougal Littell, Focus on Physical Science	Yes	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. 6th: Glencoe/McGraw-Hill, Discovering Our Past, Ancient Civilizations 7th: Glencoe/McGraw-Hill, Discovering Our Past Medieval and Early Modern Times 8th: Glencoe/McGraw-Hill, Discovering Our Past, The American Journey to World War I	Yes	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical Education. biology, etc	Yes	0%
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708		0%
Science Laboratory Equipment (grades 9-12)	Contact Instructional Services Department (707) 792-4708		0%

School Facility Conditions and Planned Improvements

Built in 1995, Lawrence Jones Middle School is a state of the art campus that boasts of a new performing arts facility and spectacular grounds. In the District. LJMS sits on 34 acres of land and its classrooms, MU/Gym Library, and Administration buildings cover over 81,000 square feet.

It was constructed primarily from General Obligation Bonds, along with additional State building funds. It is maintained on a daily basis by the onsite custodial staff. Maintenance and Operations Department staff contributes to site maintenance and care.

The District five-year Deferred Maintenance plan includes future improvements of various LJMS systems. In the summer of 2007 as part of the District deferred maintenance program new VCT flooring and a cementitious sealer were installed in House 3. In the summer of 2008, the same project was completed in House 2.

The HVAC system was completely redone in the 2013.

Summer -The fire marshal, health department, and insurance carrier annually inspect the school. When corrections are necessary, they are rectified quickly.

As a school built after October 12, 1988, construction practices conformed with the non-ACBM regulations.

In the summer of 2017 Lawrence E. Jones Middle School had a makeover with complete exterior painting, new roofs, fencing removed, and the MU completely renovated. This was all made possible by the passage of two local school bonds.

In the summer of 2018 Lawrence E Jones Middle School fire alarm system was changed to a pull-less system.

The new performing arts classroom, adjacent to our theater, was completed in 2019.

Winter of 2020, COVID safety measures were implemented, which included installation of hand sanitizing or washing stations in each classroom, and upgrades to HVAC systems to include ionization and increased air filtration and flow into classrooms.

Year and month of the most recent FIT report

July 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		House 1 flooring needs to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	24	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	788	766	97.21	2.79	46.60
Female	380	372	97.89	2.11	54.57
Male	407	394	96.81	3.19	39.03
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	68.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	269	260	96.65	3.35	38.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	85	82	96.47	3.53	42.68
White	388	380	97.94	2.06	51.84
English Learners	73	72	98.63	1.37	5.56
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	166	158	95.18	4.82	28.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	92	87	94.57	5.43	12.64

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	788	758	96.19	3.81	22.16
Female	380	367	96.58	3.42	20.44
Male	407	391	96.07	3.93	23.79
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	269	260	96.65	3.35	12.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	85	81	95.29	4.71	20.99
White	388	374	96.39	3.61	27.01
English Learners	73	72	98.63	1.37	2.78
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	166	155	93.37	6.63	7.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	92	85	92.39	7.61	9.41

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	25.94	--	23.09	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	251	239	95.22	4.78	25.94
Female	120	119	99.17	0.83	26.05
Male	130	120	92.31	7.69	25.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	76	95	5	26.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67	8.33	31.82
White	132	127	96.21	3.79	22.83
English Learners	14	13	92.86	7.14	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	53	91.38	8.62	16.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	4.55

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94.53%	94.53%	94.53%	93.80%	93.43%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parents have a variety of opportunities for involvement at Lawrence E. Jones Middle School. They may participate on the School Site Council (SSC) which meets throughout the school year. This SSC develops and approves the School Plan for Student Achievement (SPSA) and approves many budgets. It also monitors school programs and approves the Site Comprehensive Safety Plan. Parents are also involved in the PTSA, MSPABA (Middle School Performing Arts Boosters Association), ExLPA (Expeditionary Learning Parent Association), ELAC (English Language Advisory Committee), and LJMS Athletic Booster Club. The PTSA organizes and sponsors various events such as parenting seminars, family nights, dances, and other events that afford avenues for parent involvement. Interested parents can contact the Office Manager, Student Services Secretary or the board parents of each parent association for more information on how to participate in LJMS events. Parents have the opportunity to sign up starting at the August Orientation Day for parent volunteer opportunities throughout the year.

PTSA meets every 3rd Thursday evening of the month.
MSPABA meets every 3rd Wednesday evening of the month.
ExLPA meets the 1st Monday of every month.
ELAC meets 10/12, 11/16/22, 2/8/23, 3/15/23, 5/17/23.

Teachers, administrators, and counselors partner with parents to support students academically, socially, and emotionally. A Student Study Team (SST) referral process is initiated and a subsequent meeting is scheduled when more than one teacher has a concern about a student's performance. Teachers communicate regularly with parents by phone and email to express praise and concerns and hold individual parent conferences. Teachers meet together at least monthly in grade-level teams to talk about and prioritize students of shared concern and follow up with parent-teacher-student pre-SST meetings at least once a month as well.

The school sends out a weekly parent letter to inform students and families about academics, extra-curricular activities, parent meetings, and school & community events. Parents can also view events through Minga, Parent Square, our student and community engagement platform. The school updates its school website page regularly and uses Facebook to keep parents apprised of important school information and events. School display cases are updated regularly. An electronic marquee was installed at the front of the school during the summer of 2019 and is frequently updated with upcoming school events. The

2022-23 Opportunities for Parental Involvement

Expeditionary Learning Program (ExL) teachers send out its own monthly newsletter to ExL families each month.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	828	816	357	43.8
Female	395	391	159	40.7
Male	432	424	198	46.7
American Indian or Alaska Native	6	6	5	83.3
Asian	23	23	4	17.4
Black or African American	6	6	3	50.0
Filipino	11	10	3	30.0
Hispanic or Latino	285	280	137	48.9
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	75	74	37	50.0
White	405	400	157	39.3
English Learners	94	94	45	47.9
Foster Youth	7	7	5	71.4
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	256	249	141	56.6
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	105	104	64	61.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.87	4.31	2.45
Expulsions	0.13	0.11	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.40	9.78	0.25	4.19	0.20	3.17
Expulsions	0.00	0.00	0.00	0.17	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.78	0.00
Female	7.85	0.00
Male	11.57	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.35	0.00
Black or African American	0.00	0.00
Filipino	9.09	0.00
Hispanic or Latino	7.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.00	0.00
White	10.12	0.00
English Learners	8.51	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	14.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.95	0.00

2022-23 School Safety Plan

Lawrence E. Jones Middle School complies with existing laws related to school safety. The Comprehensive School Safety Plan is updated, reviewed, and approved by the School Site Council and Site Leadership Team annually. It contains sections related to site emergency operation procedures, responsibilities for staff, law enforcement support, community policing visits, safety presentations, and student well-being. The Lawrence Jones campus is a closed campus and students follow expectations and Education Code requirements detailed in the student handbook. The school employs campus supervisors to help maintain a safe school environment. The administration strives to be visible throughout the day building positive relationships with all students and staff to ensure a safe, orderly, productive and kind learning environment. LJMS is well prepared to deal with emergency situations and conducts regular drills to practice different scenarios and situations. The PTSA has provided an emergency cargo container where emergency supplies are stored. Each classroom has a dedicated emergency supply backpack. LJMS Practices regular evacuation drills occur. The site and district uses the school learning management system to send messages to parents, and the school website is used to notify parents of upcoming events and if necessary, emergency information. Staff participates in mandated sexual harassment training, mandated reporter training, health/COVID training, anti-bullying education (Including Seth's Law), and PBIS training. In addition, our staff continues to address school safety on an ongoing basis by identifying and addressing issues as they occur throughout the year. The LJMS Safety plan was reviewed and approved by the School Site Council on November 29, 2022 and reviewed and approved by staff on October 5, 2022.

Opportunities to Build Positive School Climate:

- An over all LJMS philosophical focus on the "4 Cornerstones" of Integrity, Perseverance, Discovery and Service along with an emphasis on maintaining a Safe, Respectful, and Responsible school climate for learning; all to promote "The LJ Way".
- Staff, student, and parent involvement in school decision-making: ELAC, SSC, MSPABA, LJMS Middle School Athletic Boosters, PTSA, SST (Student Study Teams), SART (Student Attendance Review Team)
- Restorative Justice with a progressive discipline system including parent involvement and Positive Behavior Management Strategies are implemented schoolwide.
- 2 yearlong, daily Student Leadership/Service Classes (50+ students participate).
- Trimester Honor Assemblies & Recognition: A variety of Honor Roll Awards, Cornerstone Awards & Badges, Attendance, athletic achievements, etc. in addition to celebrating and acknowledging trimester events.
- Opportunities to participate in student-initiated/staff-sponsored lunchtime and after school clubs.
- Trimester Rallies planned by the schools 2 Leadership classes and organized by cross-grade Color Teams to celebrate School Spirit
- The school uses a multi-faceted citizenship grading (using SWIS & PowerSchool), JagPaws Awards, and Color Team School Participation and Spirit Programs
- Students that have poor citizenship grades are placed on Behavior Support Plans with a Parent meeting and letters for communication.
- Approximately 60 students and staff members participate in Safe School Ambassador training and meetings on an annual basis.
- LJMS staff is participating in a multi-year Multi-Tiered Systems of Support Grant work to implement an integrated and comprehensive instruction and intervention framework at our site.
- The school's PBIS team continues to participate in professional development and hosts monthly meetings to refine and carrying out a variety of schoolwide positive school climate initiatives.
- Two after school drama productions (Musical in the Fall, play in the Spring) are open to all students - everyone who wants to participate is included!
- Before school (0^o) Jazz Band
- Lunchtime intramural sports competitions
- Lunchtime clubs
- After School Homework Club/Staff Office Hours are offered throughout the week.
- Participation in District-wide Spelling Bee
- Participation in North Bay Science Challenge
- Competitive After School Athletics - Cross-country, soccer, boys and girls basketball, girls and boys volleyball, co-ed wrestling, track & field
- 5 school dances (each sponsored by one of the schools parent organizations or Leadership classes)
- StopIt and "No Bully" Solution Teams to deal with student conflict: We have a "stand up and speak out" against bullying event that is the culmination of all classes having a 30 minute Bully Awareness presentation in each class; student access to the StopIt App to report bullying incidents witnessed

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	8	16	
Mathematics	21	10	13	1
Science	23	7	20	
Social Science	23	7	13	

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	23	5	17	1
Mathematics	24	4	12	2
Science	24	7	18	
Social Science	25	2	14	

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	22	9	17	
Mathematics	26	4	17	
Science	25	5	20	
Social Science	29	2	12	4

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	403

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12436	5147	7289	67973
District	N/A	N/A	7186	\$68,438
Percent Difference - School Site and District	N/A	N/A	1.4	-0.7
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	10.0	-20.0

2021-22 Types of Services Funded

Special education services are provided to students with identified special needs. There are two county-office special day classes on campus. We also host a District B.E.S.T. class on campus that is a special day with ED students. There are four Ed Specialists who serve students who qualify for our Special Education program. A speech and language specialist provides service on campus a three days a week. The site has a full-time school psychologist to conduct assessments and provide educationally related mental health support and behavior support. A half-time counselor is dedicated to provide educationally related mental health support to students requiring designated instructional counseling supports. Students are "clustered" in certain "supported" classes to enable teachers to differentiate the curriculum to meet their needs and more effectively partner with the school's special education teachers. Second language learners are annually given the ELPAC assessment. Based on the results of this test, students are assigned to a daily ELD (English Language Development) class. All EL students are assigned to teachers who have the proper training, holding a CLAD, SDAIE, or a CTEL certificate. Intervention "supported" classes for mathematics and English are held during each school day.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,650	\$52,478
Mid-Range Teacher Salary	\$66,981	\$80,810
Highest Teacher Salary	\$87,526	\$101,276
Average Principal Salary (Elementary)	\$119,349	\$127,080
Average Principal Salary (Middle)	\$121,685	\$134,264
Average Principal Salary (High)	\$127,186	\$147,200
Superintendent Salary	\$229,999	\$242,351
Percent of Budget for Teacher Salaries	28%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. In addition to District provided summer options for teacher growth LJMS has:

Professional Development is offered:

- Early release time (1 hour weekly) for Professional Learning Community time
- Multi-disciplinary teams for best practice discussion
- LJMS staff is participating in a multi-year Multi-Tiered Systems of Support Grant work to implement an integrated and comprehensive instruction and intervention framework for students.
- Department team PD
- Whole group professional development topics - teacher selected interest classes/ professional discussions
- Student Data Review Teams
- School Improvement Committees divide the work and specialize our efforts, may include some but not all (Student Intervention/ Rtl Team, Diversity, School Culture- self-study, Cornerstone Committee, Jaguar Jamboree (Student recognition), Advisory Program Development, Cornerstone Committee, PBIS committee, Safe School Ambassador Mentors, Middle School High Five Literacy Committee, ELA Curriculum Pilot Committee).

+Regular teacher principal meetings

+All LJMS teachers and administrators have been trained in differentiated instruction.

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

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