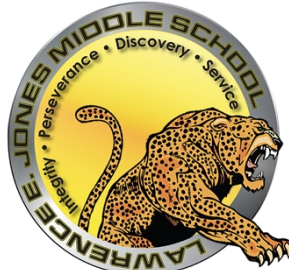# Lawrence E. Jones Middle School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	707-588-5600
Principal	Merideth Keenan Boggs
Email Address	m_keenanboggs@crpusd.org
School Website	https://ljms.crpusd.org/
Grade Span	6-8
County-District-School (CDS) Code	49 73882 6112981

2024-25 District Contact Information

District Name	Cotati-Rohnert Park Unified School District
Phone Number	707-792-4722
Superintendent	Maité Iturri
Email Address	maite_iturri@crpusd.org
District Website	www.crpusd.org

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

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:
At Lawrence Jones Middle School, we do things in alignment with the four cornerstones: Discovery, Integrity, Perseverance, Service. We call this The LJ Way!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	239
Grade 7	272
Grade 8	285
Total Enrollment	796

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.4
Asian	3.9
Black or African American	1.1
Filipino	1.1
Hispanic or Latino	35.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	8.9
White	48.2
English Learners	8.9
Foster Youth	0.6
Homeless	0.3
Socioeconomically Disadvantaged	29.3
Students with Disabilities	11.6

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/Incomplete/NA	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)	28.50	78.33	247.60	83.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.20	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.00	3.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.90	10.95	16.60	5.60	11953.10	4.28
Unknown/Incomplete/NA	3.90	10.67	19.50	6.58	15831.90	5.67
Total Teaching Positions	36.40	100.00	297.10	100.00	279044.80	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.

2022-23 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)	28.10	74.07	240.60	80.05	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	5.27	7.10	2.38	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	7.46	21.80	7.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.20	8.67	13.80	4.60	11746.90	4.23
Unknown/Incomplete/NA	1.60	4.45	17.10	5.71	14303.80	5.15
Total Teaching Positions	37.90	100.00	300.50	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1.8
Misassignments	1.80	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.80	0.00	2.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	1.80	2.90	3.2
Total Out-of-Field Teachers	1.80	3.90	3.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.00	0	2.4
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	2.6	0

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

2024-25 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 2024

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.	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: Illustrative Mathematics and ALEKS	Yes	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. 6th - 8th: McGraw Hill	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.	Yes	0%

	Contact Instructional Services Department (707) 792-4708.		
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)	N/A	N/A	0%

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

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 2024

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		Admin Building: Water intrusion into building.
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			Failed windows at the principals office.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	43	44	41	41	46	47
Mathematics (grades 3-8 and 11)	25	26	26	25	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	786	773	98.35	1.65	44.37
Female	370	365	98.65	1.35	49.59
Male	416	408	98.08	1.92	39.71
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	68.97
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	282	278	98.58	1.42	37.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	71	70	98.59	1.41	44.29
White	381	374	98.16	1.84	47.33
English Learners	67	66	98.51	1.49	13.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	243	235	96.71	3.29	32.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	90	89.11	10.89	11.11

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	786	771	98.09	1.91	25.68
Female	370	363	98.11	1.89	24.24
Male	416	408	98.08	1.92	26.96
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	65.52
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	282	278	98.58	1.42	18.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	71	70	98.59	1.41	24.29
White	381	371	97.38	2.62	28.57
English Learners	67	66	98.51	1.49	3.03
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	243	234	96.30	3.70	18.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	88	87.13	12.87	4.55

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	26.03	24.28	26.54	26.78	30.29	30.73

2023-24 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	280	276	98.57	1.43	24.28
Female	142	140	98.59	1.41	20.00
Male	138	136	98.55	1.45	28.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	90	88	97.78	2.22	6.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	30.43
White	150	148	98.67	1.33	30.41
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	75	98.68	1.32	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	34	89.47	10.53	0.00

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results 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	100	100	98.9	100	98.9

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.

2024-25 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), the School Safety Plan, and provides insight on many budgets. Parents are also involved in the PTSA, MSPABA (Middle School Performing Arts Boosters Association), ExLPA (Expeditionary Learning Parent Association), and ELAC (English Language Advisory Committee). The PTSA organizes and sponsors a variety of events including but not limited to: parenting seminars, family nights, dances, and student events all of which afford avenues for parent involvement. Interested parents can contact the Office Manager, Student Services Secretary or the elected board members 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 9/26/24, 10/24/24, 12/5/24, 2/6/25, 4/17/25, 5/14/25

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 regularly in grade-level teams to talk about and prioritize students of shared concern and follow up with parent-teacher-student pre-SST meetings.

The school sends out a bi-monthly parent newsletter to inform students and families about academics, extra-curricular activities, parent meetings, and school & community events. Parents can view additional event information through Parent Square, our student and community engagement platform, as well as on the school website. The school updates its school website page regularly and uses Facebook to keep parents apprised of important school information and events. 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 Expeditionary Learning Program (ExL) teachers send out its own monthly newsletter to ExL families each month.

2024-25 Opportunities for Parental Involvement

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	806	799	132	16.5
Female	381	377	59	15.6
Male	425	422	73	17.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	31	3	9.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	290	287	50	17.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	71	71	13	18.3
White	390	386	61	15.8
English Learners	72	71	12	16.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	256	253	62	24.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	107	106	32	30.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
9.78	9.7	8.56	4.19	5.06	4.91	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.17	0.07	0.1	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.56	0.00
Female	7.09	0.00
Male	9.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.27	0.00
White	8.46	0.00
English Learners	15.28	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 during the school day (8a-3:30p) 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. Each classroom has a dedicated emergency supply backpack. LJMS practices regular evacuation drills. The site and district use Parent Square 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 will be presented and subsequently approved by the School Site Council and staff in December 2024.

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.
Yearlong, daily Student Leadership class.
Trimester Honor Assemblies & Recognition: A variety of Honor Roll Awards, Cornerstone Awards & Badges, Attendance, athletics, PBIS character traits, 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 Leadership class 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 are demonstrating poor behavior are placed on Behavior Support Plans with a Parent meeting and letters for communication.
Approximately 60 students and 6 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 holds bi-monthly meetings to refine and carry out a variety of schoolwide positive school climate initiatives.
Two after school drama productions (Musical in the Fall, Comedy in the Spring) are open to all students - everyone who wants to participate is included!
Before school (0°) Jazz Band is offered
Lunchtime intramural sports competitions
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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	9	13	
Mathematics	24	8	13	2
Science	25	5	21	
Social Science	24	6	17	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	7	12	
Science	28	2	20	2
Social Science	23	7	17	

2023-24 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	265.33

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9352	1312	8041	78749
District	N/A	N/A	7683	$74,708
Percent Difference - School Site and District	N/A	N/A	4.6	5.3
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-29.0	-18.4

Fiscal Year 2023-24 Types of Services Funded

Special education services are provided to students with identified special needs. There is one county-office special day class on campus. LJMS also hosts a District B.E.S.T. class on campus that is a special day class for students who need additional behavioral support (many have an ED diagnosis). There are five Ed Specialists who serve students who qualify for our Special Education program. A speech and language specialist provides service on campus four days a week. The site has a full-time

Fiscal Year 2023-24 Types of Services Funded

school psychologist to conduct assessments and provide educationally related mental health support and behavior support. A mental health social worker is dedicated to provide educationally related mental health support to students requiring designated instructional counseling support on campus 4 days a week. A full time counselor is on campus to support students who are enrolled in the BEST program. Students are placed in classes that are best suited to meet their needs. Some students are enrolled in full replacement courses, which have modified curriculum, if that matches their level of need and others are placed in GE Co-Taught classes where a GE teacher and Education Specialist co-plan and co-teach in order to differentiate instruction, if that is a better fit for the students needs. Second language learners are given the ELPAC assessment annually. 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$48,653	$58,855
Mid-Range Teacher Salary	$74,657	$92,519
Highest Teacher Salary	$97,556	$114,665
Average Principal Salary (Elementary)	$123,726	$142,791
Average Principal Salary (Middle)	$141,271	$151,078
Average Principal Salary (High)	$145,119	$167,094
Superintendent Salary	$241,638	$281,086
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

Professional Development is offered:
Early release time (50 minutes weekly) for Professional Learning Community time
Multi-disciplinary teams for best practice discussion
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/ RtI Team, Diversity, School Culture- self-study, Cornerstone Committee, Cornerstone Committee, PBIS committee, Climate and Culture, Student Recognition).
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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3