

Lawrence E. Jones Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/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.

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/>.

2025-26 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

2025-26 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

2025-26 School Description and Mission Statement

Mission: Lawrence E. Jones Middle School is a diverse community of learners dedicated to equity, inclusion, and opportunity through education. We empower every student to bring their full selves, embrace discovery, think critically, and learn collaboratively. Guided by integrity, perseverance, and service, we provide a rigorous and relevant curriculum in a positive, respectful environment where every student can thrive academically, socially, and emotionally. We are committed to promoting learning, respect, and equity for all students.

Vision: At Lawrence E. Jones Middle School, we envision a community where every student is inspired to discover their strengths, uphold integrity, persevere through challenges, and serve others with purpose. Guided by The LJ Way and a

2025-26 School Description and Mission Statement

commitment to “every student, every day, no matter what,” we strive to create an inclusive, empowering environment where all students are prepared to thrive in high school, in their communities, and in a rapidly evolving world.

Motto: Every Student – Every Day – No Matter What

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	252
Grade 7	246
Grade 8	277
Total Enrollment	775

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.4
Asian	4.6
Black or African American	1.8
Filipino	1
Hispanic or Latino	38.7
Native Hawaiian or Pacific Islander	0.9
Two or More Races	8.6
White	43.2
English Learners	10.7
Homeless	0.3
Migrant	0.3
Socioeconomically Disadvantaged	39.4
Students with Disabilities	11.9

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.

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)	28.5	78.33	247.6	83.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.2	1.1	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	10	3.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.9	10.95	16.6	5.6	11953.1	4.28
Unknown/Incomplete/NA	3.9	10.67	19.5	6.58	15831.9	5.67
Total Teaching Positions	36.4	100	297.1	100	279044.8	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.

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)	28.1	74.07	240.6	80.05	231142.4	83.24
Intern Credential Holders Properly Assigned	2	5.27	7.1	2.38	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	7.46	21.8	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.2	8.67	13.8	4.6	11746.9	4.23
Unknown/Incomplete/NA	1.6	4.45	17.1	5.71	14303.8	5.15
Total Teaching Positions	37.9	100	300.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	31.8	83.95	252.9	81.19	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.3	0.44	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.64	19.8	6.36	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	1.92	11.7	3.78	12112.8	4.34
Unknown/Incomplete/NA	4.3	11.44	25.6	8.22	13705.8	4.91
Total Teaching Positions	37.9	100	311.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.8	0
Misassignments	0.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2.8	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	2.90	3.2	0.7
Total Out-of-Field Teachers	3.90	3.2	0.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.6	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in the Cotati-Rohnert Park Unified School District have sufficient instructional materials in all core subject areas.

Year and month in which the data were collected	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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.	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	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. 6th - 8th: Inspire Science by McGraw Hill	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	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.	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc	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%

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 contribute to site maintenance and care. 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. Flooring was also completed in House 3 in the summer of 2023.

The HVAC system was completely redone in 2013.

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 updated.

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

Year and month of the most recent FIT report

June 2025

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. Failed windows at the principals office. Working with contractor to remediate.
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		

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	44	41	42	47	48
Mathematics (grades 3-8 and 11)	26	33	25	29	35	37

2024-25 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	767	753	98.17	1.83	44.09
Female	353	347	98.30	1.70	53.03
Male	414	406	98.07	1.93	36.45
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100.00	0.00	61.11
Black or African American	15	15	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	295	291	98.64	1.36	35.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	71	67	94.37	5.63	50.75
White	332	326	98.19	1.81	50.31
English Learners	75	74	98.67	1.33	6.76
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	326	318	97.55	2.45	29.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	91	84	92.31	7.69	8.33

2024-25 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	767	753	98.17	1.83	33.07
Female	353	346	98.02	1.98	33.82
Male	414	407	98.31	1.69	32.43
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100.00	0.00	55.56
Black or African American	15	15	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	295	291	98.64	1.36	24.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	71	68	95.77	4.23	35.29
White	332	325	97.89	2.11	39.38
English Learners	75	74	98.67	1.33	1.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	326	319	97.85	2.15	18.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	91	85	93.41	6.59	2.35

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	24.28	27.41	26.78	28.8	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	271	98.55	1.45	27.41
Female	117	114	97.44	2.56	30.09
Male	158	157	99.37	0.63	25.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	108	107	99.07	0.93	18.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	35.71
White	120	118	98.33	1.67	32.48
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	130	128	98.46	1.54	14.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	33	94.29	5.71	9.38

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.

2024-25 California Physical Fitness Test Participation Rates

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	100.00%	100.00%	100.00%	100.00%	100.00%

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.

2025-26 Opportunities for Parental Involvement

Parents have multiple opportunities to be involved at Lawrence E. Jones Middle School. They may participate on the School Site Council (SSC), which meets four to five times throughout the school year. The SSC provides input on and approves the School Plan for Student Achievement (SPSA) and the School Safety Plan, and also offers guidance on school activities and the use of designated funds.

Parents may also engage through a variety of parent organizations, including the Parent Teacher Student Association (PTSA), Middle School Performing Arts Boosters Association (MSPABA), Expeditionary Learning Parent Association (ExLPA), and the English Learner Advisory Committee (ELAC). The PTSA organizes and sponsors a range of events such as family nights, dances, and other student activities, all of which offer meaningful opportunities for parent involvement.

Parents interested in participating are encouraged to contact the Office Manager, Student Services Secretary, or the elected board members of each parent organization for additional information. Volunteer sign-ups begin at the August Orientation Day and continue throughout the school year.

PTSA meets once a month.

MSPABA meets once a month.

ExLPA meets once a month.

ELAC meets: 4 times a year

SSC meets: 4 times a year

Lawrence E. Jones Middle School utilizes a Coordination of Services Team (COST) to ensure students are matched with appropriate supports, services, and next steps when concerns arise. Teachers, administrators, and counselors partner closely with parents to support students' academic, social, and emotional growth. When concerns are identified across multiple classes, a Student Study Team (SST) referral is initiated and a meeting is scheduled to collaborate on next steps. Teachers communicate regularly with families by phone and email to share both praise and concerns and to conduct individual parent conferences. Grade-level teams meet consistently to discuss and prioritize students of shared concern and to coordinate follow-up, including parent-teacher-student pre-SST meetings when appropriate.

The school communicates regularly with families through multiple channels. A monthly parent newsletter provides updates on school events, extracurricular activities, parent meetings, and community opportunities. Additional information is shared through ParentSquare, the school's primary student and family engagement platform, and the school website, which is updated regularly. An electronic marquee at the front of the school also highlights upcoming events. In addition, the Expeditionary Learning Program (ExL) teachers distribute a separate monthly newsletter to ExL families.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	793	789	126	16.0
Female	368	367	48	13.1
Male	425	422	78	18.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	2	5.6
Black or African American	15	15	2	13.3
Filipino	--	--	--	--
Hispanic or Latino	309	306	51	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	67	67	10	14.9
White	341	340	57	16.8
English Learners	96	95	16	16.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	347	344	78	22.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	104	38	36.5

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

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.7	8.56	9.08	5.06	4.91	3.82	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.08	0.00
Female	5.16	0.00
Male	12.47	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.56	0.00
Black or African American	20.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.97	0.00
White	7.33	0.00
English Learners	17.71	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	13.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.98	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.

2025-26 School Safety Plan

Lawrence E. Jones Middle School complies with all applicable laws related to school safety and maintains a Comprehensive School Safety Plan (CSSP) that is reviewed, updated, and approved annually. The CSSP is reviewed and updated each year by the School Site Council (SSC) and Site Leadership Team and includes input from school staff and a student representative. The plan addresses emergency operations procedures, staff roles and responsibilities, coordination with local law enforcement, community policing visits, safety presentations, and student well-being. The most recent review and update occurred during the 2025–2026 school year, and the CSSP is scheduled to be presented to staff and approved by the School Site Council in October 2025.

Lawrence E. Jones Middle School maintains a closed campus during the instructional day (8:00 a.m.–3:30 p.m.) and follows Education Code requirements outlined in the student handbook. Campus supervisors and administrators are visible throughout the school day to support student supervision and relationship-building. The school conducts regular emergency drills, including evacuation procedures, and each classroom is equipped with an emergency supply backpack. Families are notified of school events and, when necessary, emergency information through ParentSquare and the school website. All staff participate in required trainings, including mandated reporter training, sexual harassment prevention, anti-bullying education (including Seth's Law), PBIS, and health and safety training. School safety is addressed continuously as needs arise throughout the year.

A positive and safe school climate is further supported through Lawrence E. Jones Middle School's emphasis on the four Cornerstones—Integrity, Perseverance, Discovery, and Service—collectively known as “The LJ Way.” The school implements restorative practices, Positive Behavioral Interventions and Supports (PBIS), and progressive discipline with family involvement. Students have access to leadership opportunities, recognition programs, clubs, athletics, arts, and extracurricular activities that promote belonging and engagement. Additional supports include Student Study Teams (SST), Student Attendance Review Team (SART), Safe School Ambassadors, StopIt reporting, and ongoing Multi-Tiered Systems of Support (MTSS) implementation to proactively address student needs and maintain a safe, respectful, and inclusive learning environment.

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	0
Mathematics	24	8	13	2
Science	25	5	21	0
Social Science	24	6	17	0

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	10	17	
Mathematics	23	6	16	1
Science	24	6	16	
Social Science	24	5	17	

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9,851	1,362	8,489	83,119
District	N/A	N/A	8,174	\$79,755
Percent Difference - School Site and District	N/A	N/A	3.8	4.1
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-27.1	-18.5

Fiscal Year 2024-25 Types of Services Funded

Special education services are provided to students with identified disabilities and specialized learning needs. Lawrence Jones Middle School hosts one County Office Special Day Class (SDC) on campus. In addition, the school houses a District B.E.S.T. program, which is a Counseling Enriched Special Day class.

Five Education Specialists provide services to students who qualify for special education. Speech and language services are available on campus four days per week through a Speech-Language Pathologist. The site is supported by a full-time school psychologist who conducts assessments and provides educationally related mental health and behavioral support. A mental health social worker is on campus four days per week to provide designated instructional counseling services. A full-time counselor is also assigned to support students enrolled in the B.E.S.T. program.

Students are placed in instructional settings that best meet their individual needs. Some students receive full replacement coursework (RSP) with a modified curriculum, while others are enrolled in general education co-taught classes. In co-taught settings, a general education teacher and an education specialist collaborate to plan and deliver differentiated instruction aligned to student needs.

Fiscal Year 2024-25 Types of Services Funded

Second language learners are assessed annually using the ELPAC. Based on assessment results, students are placed in a daily English Language Development (ELD) course. All English Learners are assigned to teachers who hold appropriate certification, including CLAD, SDAIE, or CTEL. In addition, intervention-supported classes in mathematics and English Language Arts are offered daily to provide targeted academic support.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$51,271	\$62,145
Mid-Range Teacher Salary	\$78,674	\$97,088
Highest Teacher Salary	\$102,805	\$120,436
Average Principal Salary (Elementary)	\$142,545	\$151,343
Average Principal Salary (Middle)	\$124,811	\$159,514
Average Principal Salary (High)	\$154,513	\$177,261
Superintendent Salary	\$230,000	\$294,805
Percent of Budget for Teacher Salaries	25.97%	29.95%
Percent of Budget for Administrative Salaries	6.79%	5.4%

Professional Development

Professional development at Lawrence Jones Middle School is intentionally structured to support continuous improvement, collaboration, and high-quality instruction. Teachers participate in weekly Professional Learning Community (PLC) time, providing 50 minutes each week for collaborative planning, data analysis, and instructional refinement. Professional learning also occurs through multidisciplinary team meetings focused on best practices, department-based professional development to strengthen content-area instruction, and whole-group professional development that includes teacher-selected interest sessions and facilitated professional discussions. Student Data Review Teams regularly analyze academic, behavioral, and attendance data to inform instructional and intervention decisions. In addition, School Improvement Committees divide and specialize the work of schoolwide improvement efforts, including areas such as student intervention and RtI, diversity, school culture self-study, cornerstones, PBIS, climate and culture, and student recognition. Ongoing communication and instructional leadership are supported through regular teacher-principal meetings. All Lawrence Jones Middle School teachers and administrators have also received training in differentiated instruction and restorative practices, ensuring a shared foundation for equitable, inclusive, and student-centered learning.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3