



# James Monroe Middle School

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

John Cosner, Principal

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<http://monroe.ssusd.org/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Sierra Sands Unified School District

113 Felspar

Ridgecrest CA, 93555

(760) 499-1600

[ssusd.org](http://ssusd.org)

#### District Governing Board

Michael Scott, President

William Farris, Vice President

Amy Castillo Covert, Member

Timothy Johnson, Member

Kurt Rockwell, Member

#### District Administration

Dr. Dave Ostash

**Superintendent**

Bryan Auld

**Assistant Superintendent, Human  
Resources**

Pamela Smith

**Assistant Superintendent, Business  
Services**

Michelle Savko

**Assistant Superintendent,  
Curriculum and Instruction**

Elaine Littleton

**Executive Director of SELPA**

### School Description

#### Principal's Message

James Monroe Middle School (JMMS) has proudly served the communities of Ridgecrest, Johannesburg, and Randsburg since 1950. The mission of James Monroe is to guide students to become lifelong learners with skills, knowledge, attitudes, and virtues to benefit themselves and society in an ever-changing world. We provide sixth through eighth grade students with a dynamic, interactive curriculum based on the California Common Core Standards. This year, as part of our commitment to continuous school-wide improvement, we have established three areas of focus:

- 1) Positive Behavior Intervention Support (PBIS) implementation.
- 2) Reflecting on physical safety and refining protocols and procedures.
- 3) Supporting students academically, behaviorally, and emotionally.

We believe that educating students is the shared responsibility of students, staff, parents/guardians, and community members. James Monroe has a supportive PTSSO, which promotes extracurricular activities as well as a yearlong literacy program. Our staff welcomes parent input and communicates with parents regularly via telephone calls, e-mails, student agenda planners, school approved social media, Aeries, Parent Square, and our website.

We believe that each student is a valued individual with unique needs, and that a student's self-worth is enhanced by positive relationships and mutual respect among all school stakeholders. Our counselors work with students by providing Second Step lessons, small groups, and one-on-one support. which encourage self advocacy and resilience. Staff uses Other Means of Correction strategies and has been trained in implementing restorative practices with the students of James Monroe.

John Frederic Cosner, Principal

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	170
Grade 7	155
Grade 8	151
Grade 9	4
Grade 10	2
Grade 11	2
Grade 12	1
<b>Total Enrollment</b>	<b>485</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	1.2
Asian	1
Filipino	2.5
Hispanic or Latino	31.8
Native Hawaiian or Pacific Islander	1
White	53
Two or More Races	3.9
Socioeconomically Disadvantaged	73.8
English Learners	6
Students with Disabilities	14.8
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for James Monroe Middle	17-18	18-19	19-20
With Full Credential	22	20	25
Without Full Credential	3	5	4
Teaching Outside Subject Area of Competence	2	2	4

Teacher Credentials for Sierra Sands Unified	17-18	18-19	19-20
With Full Credential	◆	◆	216
Without Full Credential	◆	◆	47
Teaching Outside Subject Area of Competence	◆	◆	20

### Teacher Misassignments and Vacant Teacher Positions at James Monroe Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>My Perspectives, Pearson Adopted in 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Go Math! Houghton Mifflin (2015) California Alg. 1: Concepts, Skills, &amp; Problem Solving (2008) Adopted in 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Concepts and Challenges/Science (2003) Adopted in 2007</p> <p>Holt California Science (2007) Adopted in 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>History Alive! The Ancient World (2018) Adopted in 2019</p> <p>History Alive! The Medieval World and Beyond (2018) Adopted in 2019</p> <p>History Alive! The United States Through Industrialism (2018) Adopted in 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>Ven conmigo! Level 1 Adopted in 2004</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>Health &amp; Wellness Adopted in 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Visual and Performing Arts</b>	<p>Glencoe Middle School Art Adopted in 2007</p> <p>Silver Burdette Making Music Adopted in 2007</p> <p>Standard of Excellence Enhanced Band Method Artistry in Strings Adopted in 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

### Buildings

James Monroe was opened in 1950, and our facilities, while aging, are regularly maintained. We pride ourselves on keeping a safe, clean, and frequently improved campus. The School Site Council, in conjunction with school staff, helps prioritize facilities needs. Fencing was installed in the front of the school to help monitor entry into and out of the school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

### Library

Many classes use the library media center for research projects. The center is staffed by a full-time library clerk and is open to students before the first-period class, during both lunch periods, and after school. Supplemental funding is traditionally approved through our School Site Council to make further enhancements. Our library catalog system is computerized, which allows students to conduct research and check out books easily. Our library clerk also holds several Scholastic Book Fairs throughout the year to raise funds for library/media supplies.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2019

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

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Grounds (Back Campus) Parking lot needs work. Cracks in concrete and lots of drop offs.
<b>Overall Rating</b>	<b>Fair</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	33	38	48	51	50	50
Math	20	20	32	36	38	39

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

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	21.9	21.2	13.7

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	461	455	98.70	37.97
Male	224	221	98.66	28.05
Female	237	234	98.73	47.41
Black or African American	26	25	96.15	20.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	41.67
Hispanic or Latino	147	146	99.32	28.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	240	238	99.17	43.64
Two or More Races	19	18	94.74	44.44
Socioeconomically Disadvantaged	337	333	98.81	30.51
English Learners	48	46	95.83	15.22
Students with Disabilities	57	57	100.00	10.53
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

**DataQuest**

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

**Internet Access**

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	462	456	98.70	20.39
Male	224	220	98.21	20.00
Female	238	236	99.16	20.76
Black or African American	26	25	96.15	4.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	25.00
Hispanic or Latino	147	146	99.32	15.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	241	238	98.76	23.95
Two or More Races	19	18	94.74	27.78
Socioeconomically Disadvantaged	338	334	98.82	16.17
English Learners	48	47	97.92	17.02
Students with Disabilities	57	56	98.25	5.36
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

James Monroe Middle School has a group of very involved and supportive parents. Parents and students make up half of our School Site Council, which helps improve student achievement and monitors school goals and activities. Many nearby businesses donate to our school by providing passes, coupons, and tickets to reward student achievement and positive behavior. Parents also volunteer as tutors, readers, coaches, drivers, and field-trip chaperons. Our active PTO meets monthly and organizes our Tiger Reading Program, a Fall Carnival, the Valentine's Dance, purchases PBIS prizes, and helps with campus beautification projects. Parents are also involved through the process of School Site Council, Superintendent's Council, ELAC, and DELAC.

#### State Priority: School Climate

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

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

#### School Safety Plan

We have a closed campus and require all visitors to check-in at the office. The James Monroe staff supervise students before school, after school, and during lunch. A new district-wide volunteer policy is also being implemented, which includes fingerprinting and a TB test.

We hold fire, disaster, earthquake, and lockdown drills several times a year including the Great American Shakeout. Annually we review our comprehensive School Safety Plan, which is submitted and reviewed at the board meeting at the beginning of each calendar year. Prior to the end of the semester, the plan is also approved by the School Site Council. Our Safety/Discipline Committee meets monthly; it develops the School Safety Plan and responds to short-term and long-term safety and discipline needs. We use a myriad of interventions including academic support in the Student Support Center (SSC), Restorative practices, Student Assistance Team (SAT), progressive discipline, and PBIS-driven reinforcement to shape student behaviors. Each semester, our assistant principal reviews student expectations and safety rules in our PE classes. The entire staff is sent a copy, and at the initial staff meeting, some of the major components are reviewed, like evacuation procedures.



Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	13.3	15.6	17.4
Expulsions Rate	0.0	0.0	1.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	6.6	7.1
Expulsions Rate	0.2	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	485.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
6	23	12	19	2	24	8	22	3	25	9	22	3
Other**												

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

\*\* "Other" category is for multi-grade level classes.

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

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	11	10	1	19	10	7		20	5	9	1
Mathematics	15	3	1		24	2	10	1	20	6	5	4
Science	27	2	11		23	4	10		25	3	9	
Social Science	29	2	4	6	26	3	4	5	23	5	6	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2017-18, 2018-19, and 2019-20 school years. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,301	\$46,208
Mid-Range Teacher Salary	\$64,078	\$72,218
Highest Teacher Salary	\$89,299	\$92,742
Average Principal Salary (ES)	\$98,718	\$134,864
Average Principal Salary (MS)	\$106,825	\$118,220
Average Principal Salary (HS)	\$117,016	\$127,356
Superintendent Salary	\$160,000	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
Administrative Salaries	5%	6%

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

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7214.72	1227.72	5987.01	60918.08
District	N/A	N/A	\$5,478.68	\$63,270.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	8.9	-3.8
School Site/ State	-22.5	-18.0

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

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

### Types of Services Funded

The PTSO strives to raise between \$4,000 to \$6,000 annually to support school curriculum, student planners, facilities improvements, student activities, and staff recognition. Our DoDea Grant counselor offers social skills groups, Second Step lessons, and Tiers II and III intervention to students. LCAP funding provides homework and classwork assistance after school for students who are struggling to complete assignments or who need access to technology to complete their assignments. LCAP funding also supports our full time counselor.