

Lawrence E. Jones Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Lawrence E. Jones Middle School
Street	5154 Snyder Ln.
City, State, Zip	Rohnert Park, CA 94928
Phone Number	(707) 558-5600
Principal	Michelle Smith
E-mail Address	m_cherrysmith@crpusd.org
Web Site	ljms.crpused.org
CDS Code	49738826112981

District Contact Information	
District Name	Cotati-Rohnert Park Unified School District
Phone Number	707.792.4722
Superintendent	Dr. Tony Roehrick
E-mail Address	tony_roehrick@crpusd.org
Web Site	www.crpusd.org

School Description and Mission Statement (School Year 2018-19)

Lawrence E. Jones Middle School is a diverse community of learners united by the strong conviction that opportunity comes through education. We promote learning as discovery, through independent thinking as well as cooperative learning. We strive to model and encourage integrity in a positive and respectful environment. We recognize the potential of every student and offer a rigorous curriculum that is relevant for today's fast changing world and equips our students for the challenges of tomorrow. We recognize and reward perseverance as students begin to take responsibility for their futures. We honor the service of both students and staff, and are committed to the physical, social, and emotional well-being of our school community. To our students and to one another, we offer support and guidance that is rooted in a profound sense of responsibility for the enormously important work we share.

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

Vision: The LJ Way
 Discovery
 Integrity
 Perseverance
 Service

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	264
Grade 7	270
Grade 8	257
Total Enrollment	791

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	1.0
Asian	2.7
Filipino	1.3
Hispanic or Latino	33.4
Native Hawaiian or Pacific Islander	0.3
White	52.2
Socioeconomically Disadvantaged	36.0
English Learners	8.0
Students with Disabilities	9.2
Foster Youth	0.4

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential				297
Without Full Credential	0	0		47
Teaching Outside Subject Area of Competence (with full credential)	0	5		0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 2018-19)

Year and month in which data were collected: September 1, 2013

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 Instructional Services Department.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc	Yes	
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708		
Science Laboratory Equipment (grades 9-12)	Contact Instructional Services Department (707) 792-4708		

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1995, Lawrence Jones Middle School is the newest school in the District. As such, asbestos inspections have confirmed that ACBM were not used as a building material. 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 rooves, 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. Construction began on the new performing arts classroom which will be built adjacent to our theater.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: July 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	House 1 flooring needs to be replaced. Tritium exit signs need to be replaced. Signs were replaced in October/November 2018. The flooring will be scheduled for replacement.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	At the time of inspection, the fire alarm in the administrative building was in the process of being replaced. The work was completed before the first day of school.
Structural: Structural Damage, Roofs	Fair	A roof leak was discovered in a bathroom. This repair is in progress.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2018	
Overall Rating	Fair

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	45.0	51.0	45.0	49.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	32.0	31.0	32.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	775	762	98.32	51.05
Male	386	378	97.93	40.48
Female	389	384	98.71	61.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.00	42.86
Filipino	--	--	--	--
Hispanic or Latino	256	252	98.44	40.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	407	398	97.79	58.04
Two or More Races	61	61	100.00	50.82
Socioeconomically Disadvantaged	295	286	96.95	38.81
English Learners	149	148	99.33	31.76
Students with Disabilities	70	66	94.29	21.21
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	775	763	98.45	31.85
Male	386	379	98.19	30.34
Female	389	384	98.71	33.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	42.86
Filipino	--	--	--	--
Hispanic or Latino	256	253	98.83	23.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	407	398	97.79	37.19
Two or More Races	61	61	100	32.79
Socioeconomically Disadvantaged	295	287	97.29	23
English Learners	149	149	100	19.46
Students with Disabilities	70	67	95.71	13.43
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	25.4	25.8	16.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents have several opportunities for involvement. First, they may participate on the School Site Council (SSC) which meets throughout the school year. This council develops and approves the single school improvement plan and approves many budgets. It also monitors school programs. Many parents are involved in the PTSA, MSPABA (Middle School Performing Arts Boosters Association), ExLPA (Expeditionary Learning Parent Association), ELAC and Middle School Athletic Booster Club (MSABC) and their activities. We hold frequent "Second Cup of Coffee" meetings to provide an open forum with school administration. PTSA offers various events such as parenting seminars, family nights, dances, and other events that afford avenues for parent involvement. Interested parents can contact our school office manager, Mary Schaffer for more information on how to participate in LJMS events. Parents also have an opportunity to sign up in August for parent volunteer opportunities throughout the year.

Teachers, administrators, and counselors work with parents to support students academically, socially, and emotionally. Student Study Teams are scheduled when more than one teacher have a concern about a student's performance. Teachers frequently hold individual parent conferences and contact parents via telephone and email. During the school year we offer Student Led Conference with Parents organized by the teachers or the school counselor.

The Principal uses a bi-weekly newsletter to parents, twitter, facebook and Remind! apps as well as a up-to-date website to keep parents apprised of events.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	10.1	9.2	7.2	5.2	5.5	5.9	3.7	3.7	3.5
Expulsions	0.3	0.0	0.5	0.2	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Current School Safety Plan with Law enforcement support, community policing visits and presentations. Campus is closed, zero tolerance for drugs and weapons, administrative panel review of serious discipline referrals, campus supervisors during non-instruction time (administrators, teachers, and campus supervisors). LJMS has developed a school safety plan in the event of emergency. The PTSA has provided an emergency cargo container where emergency supplies are stored. Regular evacuation drills occur. We use robocalls, REMIND, and our school website to notify parents of upcoming events and is set up to contact parents in an emergency.

Opportunities to Build Positive School Climate:

LJMS Cornerstones of Integrity, Perseverance, Discovery and Service along with a Safe, Respectful, and Responsible climate for learning.

Trimester Honor Assemblies Students: Honor Roll Awards, Cornerstone Awards & badges,

Trimester Rallies with recognition for academic achievement, participation in clubs, sports and other school activities and achievements

Implemented a Citizenship program called Jaguar Merits: JagPaws, and LiveSchool for the Merits - Students that have a low number of Merits are placed on Behavioral Probation with a Parent meeting and letters for communication.

Staff, student, and parent involvement in school decision-making: ELAC, SSC, MSPABA, MSABC, PTSA, SST (Student Study Teams), SARB (Student Attendance Review Board)

Student Leadership Class and Service Club (LJMS puts on a District-Wide Middle School Career Fair in partnership with our RP Community Center)

Teachers offer: After-school and lunch time tutorials, Clubs to provide students additional enrichment (Interact, Robotics, Chess, Drawing, Math Counts, Anime, Intramural, Interact, Speech and Debate, etc)

Academic competition--Speech and Debate, Robotics, Math Counts, Spelling Bee

Athletic Program - after school sports supported by the MSABC booster to fund raise.

Performing Arts Program - after school drama club, and before school jazz band class sponsored by the MSPABA booster to fund raise.

Social Opportunities: School Dances, Assemblies, Rallies, Clubs, Community counseling opportunities (CPI, SAY, KKIS), and Restorative Justice with a progressive discipline system with parent involvement.

"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 StopIt App to report bullying incidents witnessed

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	21.0	12	15		21.0	11	13	1	23.0	6	15	2		
Mathematics	25.0	4	14	2	26.0	4	14	2	26.0	3	12	5		
Science	23.0	7	18	1	23.0	8	15	4	25.0	5	18	3		
Social Science	25.0	3	14		28.0	3	11	4	24.0	5	15	1		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	400
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	.20	N/A
Nurse	.8	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,834	\$40	\$5,794	\$62,817
District	N/A	N/A	\$5,766	\$61,145
Percent Difference: School Site and District	N/A	N/A	0.5	5.8
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	2.0	-13.0

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 (Fiscal Year 2017-18)

Special education services are provided to students with identified special needs. There are two county-office special day classes on campus. We also host a District B.E.S.T. class on campus that is a special day with ED students. There are four Ed Specialists who serve students who qualify for our Special Education program. An itinerant speech and language pathologist visits the campus a few days a week to provide speech services. Students are “clustered” in certain classes to enable teachers to differentiate the curriculum to meet their needs. Second language learners are annually given the ELPAC. Based on the results of this test, some students are assigned to an ELD (English Language Development) class. All EL students are assigned to teachers who have the proper training, holding a CLAD, SDAIE, or CTEL certificate. Intervention class for mathematics is held during the school day.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,747	\$47,547
Mid-Range Teacher Salary	\$60,992	\$74,775
Highest Teacher Salary	\$79,700	\$93,651
Average Principal Salary (Elementary)	\$109,366	\$116,377
Average Principal Salary (Middle)	\$105,290	\$122,978
Average Principal Salary (High)	\$117,652	\$135,565
Superintendent Salary	\$191,702	\$222,853
Percent of Budget for Teacher Salaries	31.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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

Professional Development is offered:

- Late start hour long PD every Wednesday morning
- 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, Jaguar Jamboree (Student recognition), Advisory Program Development).
- Regular teacher principal meetings
- All LJMS teachers and administrators have been trained in Direct Interactive Instruction (DII) by Action Learning Systems.