



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jane Addams Middle School	19-64691-6014864	September 20, 2023	October 19, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

LESD is deeply committed to raising the bar and closing learning gaps for all students. As a result, the board made a resolution that translated the eight state priorities into the following 4 goals that drive our LCAP: (1) increasing academic achievement, (2) ensuring access and equity, (3) improving parent and student engagement, and (4) providing 21st century learning environments. Our SPSA is organized around these four district goals. It includes action items funded by both supplemental and concentration as well as Title I funds, enabling us to utilize these funds to provide supplemental services to each targeted population. By organizing all of the district's initiatives and spending into the four LCAP goals, the district is able to ensure that these activities funded from various state and federal sources are not duplicative and support common outcomes. This also serves as a means for providing our students with a high quality education that narrows and closes achievement gaps.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We utilize the California Healthy Kids Survey as well as a Tiered Fidelity Inventory survey from PBIS. Both surveys gather input from all stakeholders: parents, students, and staff. The survey indicates needs around social emotional learning, bullying and cyberbullying prevention, monitoring online behavior while students are using school issued technology, PBIS, parent and student engagement and instructional intervention support for students that are not meeting grade level standards. Additionally, there is a need for ensuring intervention for students that are experiencing issues that impact their attendance to school.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ed Services walkthroughs: Growth and improvement in the district's instructional focus area - intentional questioning to support academic discourse and student critical thinking across all content areas - are measured through the classroom walkthrough protocol data that is utilized twice monthly at each school by the principal and members of the Educational Services team. The data collected with this instrument is analyzed bi-monthly to measure impact and implementation of the instructional focus. Data from over 1,000 classroom observations in 2018-19 indicated that in the area of multiple exchanges and building up an idea, most conversations fell in the "attempting" range, or "2" on a 4-point scale, and so we dug deeper into how to help students build up ideas through multiple exchanges.

Administrator walkthroughs: The principal and assistant principal conducts classroom walkthroughs on a daily basis when possible and on a weekly basis at a minimum. The observations are both formal and informal.

Evaluation process: Classroom walkthroughs have shown that we have a high number of teachers that are highly skilled in delivering effective and innovative instructional strategies that engages students at high levels. For the past two school years we have been focused on academic discourse as a strategy to get students to engage in critical thinking with the use of higher order thinking skills (Evaluation, Synthesis, and Analysis) and to routinely engage in academic discussions. This has required extensive and intentional planning to help teachers utilize this strategy and the more classroom walkthroughs that have been done the more we have seen this strategy at work and developing. We have also been focused on helping our English Learners to improve their proficiency and have found that through our classroom walkthroughs that teachers are increasingly conscientious in ensuring that our students are being provided with as many opportunities as possible to engage in active listening and speaking activities in the classroom. Additionally, we look for evidence of social emotional learning and PBIS strategies in classroom walkthroughs and it has been evident that teachers are using these strategies by having systems that reward, recognize, and reinforce positive behavior. Lastly, classroom observations have been utilized for instructional improvement goal setting, instructional coaching, and incorporated into the formal evaluation process for teachers.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The ELPAC is administered annually to help determine the English language proficiency of all students who are English Learners, measure their growth over time, and to determine eligibility for reclassification as fluent English proficient (RFEP). It is also used to evaluate the effectiveness of designated and integrated ELD.

The district administers iReady diagnostic tests in both reading and math 3 times per year to all students to assess reading and math proficiency and modify instruction as appropriate. Curriculum-embedded English Language Arts assessments are used in 6-8 to assess student progress, and design appropriate language arts intervention, small groups, and differentiation within the classroom. IABs are administered in math classes for the same purpose. The SBAC assessment is another measure for growth, to identify school wide focus, and serves as a reclassification criterion for English Learners.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers are provided with many opportunities throughout the year to analyze the results of these tests collaboratively. Each trimester each 6th grade teacher and 7th and 8th grade language arts teacher meets with the LAS, Math TOSA and/or ELIRT to analyze assessment results and historical data for students on their roster. The LAS works with each teacher to weigh their needs against that of the entire grade level to ensure that those students who need the most intervention receive it and a shared accountability on behalf of all teachers as to how we are doing as a school. The Math TOSA works with all math teachers to analyze data and plan instruction based on student needs.

Summative and formative assessments will be used to determine professional development, interventions, purchase of materials, and lesson planning. Professional learning communities of teachers will use the data to develop, design, and implement instruction.

Throughout the year, all teachers will be looking at iReady data at staff meeting and site professional developments in order to determine the best ways to meet students instructional needs through iReady MyPath and classroom instructional groupings.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers and 100% of the instructional aides at Addams are NCLB Highly Qualified.

Staff development continues at the district-level and at the site level. Teachers are trained in the most current techniques that align with district adopted curricular programs and assessment tools. Teachers are encouraged to work together in planning and developing the competencies needed to be successful at each grade level. Teachers work in teams to plan together and look at data about content and best instructional practices. Data is used to assist in teaching and planning. There are district PD Thursdays in place and regularly scheduled district walkthroughs to monitor and implement professional development. Teachers also meet in teams to collaborate on best instructional practices.

Each school has a Language Arts Specialist who supports professional development for all staff, in particular the Language Arts' teachers. Additionally we have a full time English Learner Instructional Resource Teacher to support teachers implementing the best strategies for all English Learners at all CELDT levels. We also have a Math TOSA to support instructional strategies addressing the standards for mathematical practice as well as the Common Core instructional standards.

Teachers work in interdisciplinary teams in order to focus on the needs of individual students behaviorally, academically, and social-emotionally. Teachers also plan by content areas. Teams of teachers meet regularly to collaborate and plan curriculum as well as interventions and strategies for students. They meet to discuss student progress and to find ways to help students increase achievement and performance in the classroom by addressing skills gaps.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and receive on-going professional development through the school year based on Board adopted curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff professional development is aligned to district and site goals related to the implementation of the standards-based curriculum. Staff development time is also dedicated to assessing student data and work in order to make informed instructional decisions.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A Language Arts Specialist, Math TOSA, Instructional Technology Resource Teacher and English Learner Instructional Resource Teacher are all available on-site to provide ongoing instructional assistance and support for teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have collaboration time twice per month and receive 13 minimum day professional development sessions by department. Teachers are also provided time to do additional collaboration such as lesson study by department and/or grade level with the assistance of the Math TOSA, ELIRT, and/or LAS.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Jane Addams Middle School currently uses key standards in each classroom which have been adopted by the Lawndale Elementary School District and align with the California State Standards in all content areas. The core curriculum is supported through district-adopted textbooks and supplemented with additional materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school adheres to recommended instructional minutes for reading/language arts, ELD, P.E., and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Trimester maps are used in all core curricular areas.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The core curriculum is in alignment with the California State adopted textbook list and follows standards-based instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted and standards-aligned instructional materials, including intervention materials, are used in all curricular areas.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Jane Addams Middle School provides services in many ways to underperforming students: 1. Interventions before, during, and after school programs that target literacy and math support, as determined by individual teachers. 2. Pull out small group instruction for students reading far below grade level by trained instructional aides. 3. Tutoring: Jane Addams teachers provide many hours of before and after school tutoring to its students. It provides tutoring by staff. 4. The after school RAP program provides academic assistance and enrichment opportunities to students. 5. Small group instruction inside the classroom to address gaps in learning and pre-teach/re-teach concepts from the lessons. 6. Student Mentoring Program 7. Newcomer support program.

Many practices are used to raise student achievement including collaborative learning communities, California Common Core State Standards, Response to Intervention and other intervention support.

### Evidence-based educational practices to raise student achievement

The district's instructional focus on intentional questioning to support academic discourse and student critical thinking across all content areas pushes teachers to utilize grade level appropriate assignments, allows students to express their thinking, and engages students in what they are learning. Video and transcripts of student discussions are used as learning tools for teachers and school leaders to measure the impact of instruction for all students and to make adjustments as necessary (i.e. sentence frames for students with low levels of English proficiency). The instructional focus and monitoring tools have remained consistent for three years to enable teachers and school leaders to acquire, implement, and assess improved practices. This sustained focus on academic discourse has enabled teachers and school leaders to develop shared vocabulary and strategies across the district, and data analysis allows all stakeholders to share in the celebration of improved student achievement (in ELA), and to share accountability for continued struggles (in math) and planning for reducing the number of students working below grade level.



## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Family University (or simply FamilyU) is LESD's parent engagement program created to empower parents to get involved in their child's education and at their schools. FamilyU recognizes our parents for their volunteering efforts, attending workshops, and participating in school and district committee meetings across the district!

We strive to ensure all families feel welcome at our school. Through FamilyU we aim to create a genuine connection with our families by building capacity in our parents to share their voice and become advocates for their child's education. Additionally, we maintain an ELAC (English Learner Advisory Committee) led by parents and focused on assisting our English Learners to achieve grade level standards. Parents also participate on school site council to provide input regarding recommendation to help under-achieving students.

The community liaison plays a vital role in bridging the relationship between home and school, as she works to involve families in school activities. She helps to connect families with a variety of service providers within the District and the community. We also host parent training sessions throughout the year on topics such as cyber safety and vaping/drugs. Additional family, school, district and community resources available to assist students include:

School Counselors

Little Company of Mary Hospital Medical Van

Annual Eye and Hearing Exams

Annual Dental Screenings

Referrals available for Counseling to the Masada Counseling Program

Realizing Amazing Potential (RAP) after-school program

Language Arts Support teacher

JAMS After School program and sports activities

Health Aide on-site

School Psychologist (.6 FTE)

Adaptive P.E. Specialist

College Prep Academy

Walk with Sally Mentoring Program

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Each year, the Lawndale Elementary School District community is surveyed to assess family needs and review any parent suggestions for the instructional program. From this data, educational opportunities are designed to assist families in helping their children be successful at school. Parent involvement activities are scheduled to increase parent knowledge of strategies that can be used at home to improve student achievement.

Parents and community members are encouraged to participate in school support and governance bodies such as the PTA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Parent Advisory Committee and other district and site based committees in order to have a voice in the planning, implementation, and evaluation of ConApp programs (Title I, II, III, and IV).

Through staff participation in SSC//ELAC, leadership team meetings, collaborative grade level teams, and staff meetings, teachers are included in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All Lawndale schools operate schoolwide Title I programs, and use those funds to provide the following services to improve instruction and outcomes for students who are working below grade level:

Extended learning

Interventions

Instructional assistants to implement targeted interventions

Instructional materials and resources to assist underperforming students

Sub release time for planning and refining integrated and designated ELD

Sub release time for lesson study/lab days with the goal of improving instructional practices through collaborative planning, lesson observation, and debriefing.

Before- and/or afterschool newcomer ELD interventions to develop basic English with extensive oral practice

Technology to increase access to differentiation and intervention materials

Conferences for teachers to learn how to better differentiate instruction for underperforming students

Additional hours to co-plan differentiated instruction and support for underperforming students

## Fiscal support (EPC)

The district provides ongoing communication and support in fiscal management.

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The School Site Council (SSC) consists of the following stakeholders: parents, community members, the principal, and certificated teachers. SSC meets on a bi-monthly basis (approximately 5-6 times a year) to review, discuss, and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendations based on the data provided during the reviews. Additionally, our ELAC advises the principal and staff on programs and services for English learners and the SSC on the development of the School Plan for Student Achievement (SPSA).

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	8.8%	7.04%	6.22%	74	56	46
Asian	3.4%	2.52%	2.57%	29	20	19
Filipino	0.4%	0.25%	0.41%	3	2	3
Hispanic/Latino	80.3%	83.40%	84.32%	679	663	624
Pacific Islander	0.5%	1.26%	0.95%	4	10	7
White	3.9%	3.52%	2.43%	33	28	18
Multiple/No Response	2.6%	1.26%	2.3%	22	10	17
	<b>Total Enrollment</b>			846	795	740

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 5		1	
Grade 6	254	247	237
Grade 7	301	253	246
Grade 8	291	294	257
<b>Total Enrollment</b>	846	795	740

### Conclusions based on this data:

1. We continue to be in declining enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	141	134	120	16.70%	16.9%	16.2%
Fluent English Proficient (FEP)	315	316	300	37.20%	39.7%	40.5%
Reclassified Fluent English Proficient (RFEP)	74			52.5%		

### Conclusions based on this data:

1. Reclassification rates are continuing to improve.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	252	238	234	0	235	227	0	235	227	0.0	98.7	97.0
Grade 7	296	258	240	0	251	236	0	250	236	0.0	97.3	98.3
Grade 8	282	292	246	0	286	242	0	286	241	0.0	97.9	98.4
All Grades	830	788	720	0	772	705	0	771	704	0.0	98.0	97.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2540.	2542.		18.30	20.70		37.45	34.36		25.96	29.96		18.30	14.98
Grade 7		2557.	2565.		11.60	19.07		46.40	39.41		26.80	24.15		15.20	17.37
Grade 8		2547.	2572.		7.69	14.52		36.01	36.51		31.82	31.12		24.48	17.84
All Grades	N/A	N/A	N/A		12.19	18.04		39.82	36.79		28.40	28.41		19.58	16.76

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 6		19.15	19.38		61.70	57.27		19.15	23.35		
Grade 7		19.60	19.92		64.00	65.25		16.40	14.83		
Grade 8		13.64	14.94		57.69	67.22		28.67	17.84		
All Grades		17.25	18.04		60.96	63.35		21.79	18.61		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		19.57	26.43		60.85	55.07		19.57	18.50
Grade 7		23.60	23.83		61.60	56.17		14.80	20.00
Grade 8		12.59	15.77		56.99	65.56		30.42	18.67
All Grades		18.29	21.91		59.66	59.03		22.05	19.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		15.32	15.86		75.32	73.13		9.36	11.01
Grade 7		9.20	13.14		80.80	77.12		10.00	9.75
Grade 8		10.84	13.28		76.57	77.18		12.59	9.54
All Grades		11.67	14.06		77.56	75.85		10.77	10.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		23.40	19.82		66.81	68.28		9.79	11.89
Grade 7		20.00	19.49		65.60	69.92		14.40	10.59
Grade 8		18.18	24.90		66.78	64.73		15.03	10.37
All Grades		20.36	21.45		66.41	67.61		13.23	10.94

**Conclusions based on this data:**

1. Analysis of the above information for student achievement on CAASPP for ELA overall is as follows:

21-22 22-23 26% of our students moved up one more levels for SBAC. 52% maintained their current level of proficiency. 20% moved down one more levels.

Prior to the Covid Pandemic LESD had noted a positive upward trend of increasing scores for SWD (students with disabilities) performance on SBAC in both ELA and Math proficiency.

SWD: percent proficient by grade level

2014-15 2015-16 2016-17 2017-18 2018-19 2021-22 2022-23

6th	15%	24%	5%	12%	8%	12%
7th	10%	5%	18%	21%	17%	17%
8th	0%	7%	0%	11%	18%	6%

OVERALL:

7%	13%	10%	14%	14%	10%
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For LESD SWD numerous areas of curricular assistance are provided to support student deficits in the area of language arts and math. Students receive their prescribed Specialized Academic Instruction (SAI) minutes from their Individualized Education Plan (IEP). These SAI minutes target individual and specific goals in a small group setting that include targeted reading and math goals based on their individual needs. Interventions may include special education teacher utilization of Benchmark Phonics Skill Bags for our students who need pre teach, reteach or intervention on Phonemic Awareness, Phonics and Reading Fluency. LESD is in the 5th year of utilization of iReady for our SWD. iReady is a web-based adaptive diagnostic assessment that assesses students' reading and math skills to the sub-domain level, prescribing differentiated Common Core instruction and intervention so learners of all abilities can achieve success. Students have access to iReady daily. Students' progress is regularly monitored through diagnostic measurements and growth monitoring probes.

LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Sonday System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24 school year.

Sonday System:

The Sonday System is a research and evidence based reading intervention program using structured, systematic, multisensory approaches to remediate reading. The Sonday System utilizes Orton-Gillingham instructional principles that are considered part of a structured literacy program, including simultaneous multisensory approach using explicit phonics instruction. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students.

All LESD Learning Center Special Education teachers will complete the Sonday System 1 and System 2 implementation training during the course of the 2022/23 school year. Sonday System incorporates intensive, small group instruction with weekly progress monitoring and assessments. The Sonday system utilizes pre and post tests as well as progress monitoring. Reading Intervention Lessons are direct and explicit focusing on phonemic awareness, phonics, fluency and vocabulary. Sonday meets the CA Guidelines for Reading Intervention that are multisensory, evidence based, structured (systematic, cumulative, explicit, diagnostic), Sequential (organized, logical order, cumulative); Explicit (Deliberate teaching, stated objectives) and Direct (explicit teaching of a skill set through lectures and demonstration). Students with disabilities, who are exhibiting limited growth in reading skills through District and Special Education Assessments, will be identified to participate in targeted and intensive reading intervention within the Learning Center environment. Small Group Sonday System Intervention will occur multiple times per week in small groups targeting phonological awareness, phonics, fluency, vocabulary and reading comprehension through multi sensory hands on lessons. Small groups are designed based on student skill level, rather than age or grade level. The small, homogenous, groups are designed to provide students with targeted skills to address their deficits in learning. Students are assessed by the pre reading level of assessments, and after the unit completion, a post reading level assessment is conducted. The reassessment checks for mastery of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill.

#### TouchMath

TouchMath is a multi-sensory math curriculum that presents math in a way where students use seeing, hearing, and touching numerals. The program uses a numeral as a direct manipulative, making an abstract concept into real and concrete action. It is also a multi-sensory curriculum approach that allows students to engage in mathematics visually, tactically, and kinesthetically. Research supports the effectiveness of TouchMath as positively impacting students' performance in cardinality, operational algorithms, conceptual understanding, application, fluency, automaticity, and modeling. The multi-sensory approach of using touchpoints to an abstract item such as a number, helps students conceptualize the total quantity of digits. Eventually, students' progress their mathematical knowledge of the number of dots, or touchpoints, on a digit that corresponds with the quantity of a number. This progression from concrete to pre-representation allows students to gain access to deeper levels of mathematical understanding. TouchMath supports the Next Generation Mathematics Standards, Universal Design for Learning, Standards of Mathematical Practice, Response-to-Intervention, Research- Based Best Practices, Mathematical Progressions, Visualizations in Mathematics, CRA-Continuum, and the Mathematical Mindset.

Starting in the 2023/2024 school year full implementation of TouchMath will occur at the Elementary School Site Level Learning Center programs and for students in Special Day Class programs, where appropriate, at the Elementary and Middle School Levels. In addition, Middle School Level Learning Center programs will utilize Touch Math Intervention to support student needs. Teachers will receive training for the 2023/24 school year.

Materials are organized by topic allowing teachers to choose specific skills that need to be retaught. Teachers will support small group instruction using TouchMath as it engages students physically as they touch the numbers - they see it, say it, hear it and touch it, and it takes the guessing out of math. Each number from 1 through 9 has Touch Points corresponding to the digit's quantity:

\*Numerals 1 through 5 use single Touch Points

\*Numerals 6 through 9 use double TouchPoints

\*Students touch single TouchPoints once and double TouchPoints twice.

By touching the TouchPoints and counting aloud, Touch Math uses the multi-modality approach and focuses on the visual learner, the auditory learner and the kinesthetic learner. Learners make connections between the numeral and the quantity it represents in order to successfully add and subtract.

Regular assessment of specific skills is essential to ensure student success. Formal assessments combined with ongoing classroom teacher observations measure what has been taught. These assessments occur upon completion of work on a particular skill, and the results are used for re-teaching and remediation. Teachers are able to incorporate objective guides and/or implementation strategies into lesson plans and/or IEPs.

#### SWD Participation in CAASPP



The district and site has identified three approaches to ensure that 95% of students in each student group are tested. First, school staff have discussed the importance of all students, especially students with disabilities, to participate in the testing process as a way to support home/school communication about student progress. Second, the district and site notification letters are worded to ensure participation in state testing. Third, the district has created internal tracking measures to ensure that all site and district testing coordinators are aware of which student groups students who may not be tested belong to and can determine if the site will meet the 95% tested target.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	252	238	234	0	235	232	0	235	232	0.0	98.7	99.1
Grade 7	296	258	240	0	254	237	0	254	236	0.0	98.4	98.8
Grade 8	282	292	246	0	289	244	0	287	244	0.0	99.0	99.2
All Grades	830	788	720	0	778	713	0	776	712	0.0	98.7	99.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2515.	2509.		12.34	15.52		24.26	18.97		34.04	33.19		29.36	32.33
Grade 7		2520.	2526.		9.45	12.29		21.26	24.15		38.98	29.66		30.31	33.90
Grade 8		2517.	2551.		12.89	16.39		16.38	18.44		26.48	32.38		44.25	32.79
All Grades	N/A	N/A	N/A		11.60	14.75		20.36	20.51		32.86	31.74		35.18	33.01

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		12.77	15.52		50.21	44.40		37.02	40.09	
Grade 7		14.17	17.37		52.76	49.58		33.07	33.05	
Grade 8		17.77	22.95		46.69	51.64		35.54	25.41	
All Grades		15.08	18.68		49.74	48.60		35.18	32.72	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.62	12.07		62.13	57.76		24.26	30.17
Grade 7		7.87	11.86		63.39	60.59		28.74	27.54
Grade 8		11.50	12.30		49.83	55.33		38.68	32.38
All Grades		10.95	12.08		57.99	57.87		31.06	30.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		11.49	18.10		66.81	55.60		21.70	26.29
Grade 7		10.24	15.68		71.26	65.25		18.50	19.07
Grade 8		9.76	11.89		62.02	63.93		28.22	24.18
All Grades		10.44	15.17		66.49	61.66		23.07	23.17

**Conclusions based on this data:**

1. Write about overall, write about grade levels and write about significant sub groups.

21-22/22-23 26% of students moved up one or more levels. 55% remained at their current level. 18% of students declined one more levels.

Prior to the Covid Pandemic LESD had noted a positive upward trend of increasing scores for SWD performance on SBAC in both ELA and Math proficiency.

SWD: percent proficient by grade level

2014-15 2015-16 2016-17 2017-18 2018-19 2021-22

6th 15% 24% 5% 12% 8% 12%  
 7th 10% 5% 18% 21% 17% 17%  
 8th 0% 7% 0% 11% 18% 6%

OVERALL:

7% 13% 10% 14% 14% 10%

For LESD SWD numerous areas of curricular assistance are provided to support student deficits in the area of language arts and math. Students receive their prescribed Specialized Academic Instruction (SAI) minutes from their Individualized Education Plan (IEP). These SAI minutes target individual and specific goals in a small group setting that include targeted reading and math goals based on their individual needs. Interventions may include special education teacher utilization of Benchmark Phonics Skill Bags for our students who need pre teach, reteach or intervention on Phonemic Awareness, Phonics and Reading Fluency. LESD is in the 5th year of utilization of iReady for our SWD. iReady is a web-based adaptive diagnostic assessment that assesses students' reading and math skills to the sub-domain level, prescribing differentiated Common Core instruction and intervention so learners of all abilities can achieve success. Students have access to iReady daily. Students' progress is regularly monitored through diagnostic measurements and growth monitoring probes.

LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Soday System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24 school year.

**Soday System:**

The Soday System is a research and evidence based reading intervention program using structured, systematic, multisensory approaches to remediate reading. The Soday System utilizes Orton-Gillingham instructional principles that are considered part of a structured literacy program, including simultaneous multisensory approach using explicit phonics instruction. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students.

All LESD Learning Center Special Education teachers will complete the Soday System 1 and System 2 implementation training during the course of the 2022/23 school year. Soday System incorporates intensive, small group instruction with weekly progress monitoring and assessments. The Soday system utilizes pre and post tests as well as progress monitoring. Reading Intervention Lessons are direct and explicit focusing on phonemic awareness, phonics, fluency and vocabulary. Soday meets the CA Guidelines for Reading Intervention that are multisensory, evidence based, structured (systematic, cumulative, explicit, diagnostic), Sequential (organized, logical order, cumulative); Explicit (Deliberate teaching, stated objectives) and Direct (explicit teaching of a skill set through lectures and demonstration). Students with disabilities, who are exhibiting limited growth in reading skills

through District and Special Education Assessments, will be identified to participate in targeted and intensive reading intervention within the Learning Center environment. Small Group Sounding System Intervention will occur multiple times per week in small groups targeting phonological awareness, phonics, fluency, vocabulary and reading comprehension through multi sensory hands on lessons. Small groups are designed based on student skill level, rather than age or grade level. The small, homogenous, groups are designed to provide students with targeted skills to address their deficits in learning. Students are assessed by the pre reading level of assessments, and after the unit completion, a post reading level assessment is conducted. The reassessment checks for mastery of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill.

#### TouchMath

TouchMath is a multi-sensory math curriculum that presents math in a way where students use seeing, hearing, and touching numerals. The program uses a numeral as a direct manipulative, making an abstract concept into real and concrete action. It is also a multi-sensory curriculum approach that allows students to engage in mathematics visually, tactically, and kinesthetically. Research supports the effectiveness of TouchMath as positively impacting students' performance in cardinality, operational algorithms, conceptual understanding, application, fluency, automaticity, and modeling. The multi-sensory approach of using touchpoints to an abstract item such as a number, helps students conceptualize the total quantity of digits. Eventually, students progress their mathematical knowledge of the number of dots, or touchpoints, on a digit that corresponds with the quantity of a number. This progression from concrete to pre-representation allows students to gain access to deeper levels of mathematical understanding. TouchMath supports the Next Generation Mathematics Standards, Universal Design for Learning, Standards of Mathematical Practice, Response-to-Intervention, Research-Based Best Practices, Mathematical Progressions, Visualizations in Mathematics, CRA-Continuum, and the Mathematical Mindset.

Starting in the 2023/2024 school year full implementation of TouchMath will occur at the Elementary School Site Level Learning Center programs and for students in Special Day Class programs, where appropriate, at the Elementary and Middle School Levels. In addition, Middle School Level Learning Center programs will utilize Touch Math Intervention to support student needs. Teachers will receive training for the 2023/24 school year.

Materials are organized by topic allowing teachers to choose specific skills that need to be retaught. Teachers will support small group instruction using TouchMath as it engages students physically as they touch the numbers - they see it, say it, hear it and touch it, and it takes the guessing out of math. Each number from 1 through 9 has Touch Points corresponding to the digit's quantity:

\*Numerals 1 through 5 use single Touch Points

\*Numerals 6 through 9 use double TouchPoints

\*Students touch single TouchPoints once and double TouchPoints twice.

By touching the TouchPoints and counting aloud, Touch Math uses the multi-modality approach and focuses on the visual learner, the auditory learner and the kinesthetic learner. Learners make connections between the numeral and the quantity it represents in order to successfully add and subtract.

Regular assessment of specific skills is essential to ensure student success. Formal assessments combined with ongoing classroom teacher observations measure what has been taught. These assessments occur upon completion of work on a particular skill, and the results are used for re-teaching and remediation. Teachers are able to incorporate objective guides and/or implementation strategies into lesson plans and/or IEPs.

#### SWD Participation in CAASPP

The district and site has identified three approaches to ensure that 95% of students in each student group are tested. First, school staff have discussed the importance of all students, especially students with disabilities, to participate in the testing process as a way to support home/school communication about student progress. Second, the district and site notification letters are worded to ensure participation in state testing. Third, the district has created internal tracking measures to ensure that all site and district testing coordinators are aware of which student groups students who may not be tested belong to and can determine if the site will meet the 95% tested target.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1530.5	1551.8	1532.5	1541.1	1561.3	1525.2	1519.4	1541.9	1539.2	45	45	56
7	1535.9	1551.6	1557.8	1539.6	1547.6	1560.0	1531.6	1555.2	1555.3	51	33	32
8	1519.3	1550.3	1561.2	1523.5	1545.9	1568.6	1514.6	1554.3	1553.3	26	44	24
All Grades										122	122	112

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	22.22	40.00	32.14	37.78	37.78	35.71	33.33	15.56	17.86	6.67	6.67	14.29	45	45	56
7	25.49	27.27	43.75	41.18	54.55	34.38	19.61	12.12	9.38	13.73	6.06	12.50	51	33	32
8	15.38	25.00	33.33	38.46	45.45	45.83	19.23	11.36	8.33	26.92	18.18	12.50	26	44	24
All Grades	22.13	31.15	35.71	39.34	45.08	37.50	24.59	13.11	13.39	13.93	10.66	13.39	122	122	112

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	33.33	57.78	50.00	48.89	31.11	25.00	13.33	4.44	10.71	4.44	6.67	14.29	45	45	56
7	37.25	45.45	65.63	45.10	42.42	15.63	5.88	3.03	6.25	11.76	9.09	12.50	51	33	32
8	42.31	31.82	45.83	26.92	45.45	37.50	11.54	6.82	8.33	19.23	15.91	8.33	26	44	24
All Grades	36.89	45.08	53.57	42.62	39.34	25.00	9.84	4.92	8.93	10.66	10.66	12.50	122	122	112

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.44	4.44	12.50	33.33	35.56	37.50	33.33	42.22	28.57	28.89	17.78	21.43	45	45	56
7	9.80	18.18	15.63	25.49	33.33	40.63	39.22	39.39	28.13	25.49	9.09	15.63	51	33	32
8	3.85	18.18	20.83	23.08	31.82	41.67	30.77	29.55	29.17	42.31	20.45	8.33	26	44	24
All Grades	6.56	13.11	15.18	27.87	33.61	39.29	35.25	36.89	28.57	30.33	16.39	16.96	122	122	112

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	22.22	22.22	26.79	51.11	66.67	55.36	26.67	11.11	17.86	45	45	56
7	9.80	18.18	18.75	72.55	69.70	68.75	17.65	12.12	12.50	51	33	32
8	3.85	15.91	25.00	69.23	65.91	58.33	26.92	18.18	16.67	26	44	24
All Grades	13.11	18.85	24.11	63.93	67.21	59.82	22.95	13.93	16.07	122	122	112

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	82.22	77.78	64.29	13.33	17.78	21.43	4.44	4.44	14.29	45	45	56
7	78.43	72.73	81.25	13.73	18.18	6.25	7.84	9.09	12.50	51	33	32
8	65.38	56.82	70.83	19.23	29.55	20.83	15.38	13.64	8.33	26	44	24
All Grades	77.05	68.85	70.54	14.75	22.13	16.96	8.20	9.02	12.50	122	122	112

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.44	13.33	8.93	40.00	57.78	50.00	55.56	28.89	41.07	45	45	56
7	11.76	27.27	18.75	39.22	36.36	46.88	49.02	36.36	34.38	51	33	32
8	15.38	31.82	20.83	19.23	29.55	50.00	65.38	38.64	29.17	26	44	24
All Grades	9.84	23.77	14.29	35.25	41.80	49.11	54.92	34.43	36.61	122	122	112

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	17.78	11.11	42.86	77.78	84.44	44.64	4.44	4.44	12.50	45	45	56
7	7.84	24.24	37.50	84.31	69.70	50.00	7.84	6.06	12.50	51	33	32
8	11.54	0.00	8.33	65.38	88.64	83.33	23.08	11.36	8.33	26	44	24
All Grades	12.30	10.66	33.93	77.87	81.97	54.46	9.84	7.38	11.61	122	122	112

**Conclusions based on this data:**

1. The ELPAC is a rigorous and challenging test and there are some promising data that shows progress for our English Learners based on the ELPAC results.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
740	80.5	16.2	0.4
Total Number of Students enrolled in Jane Addams Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	16.2
Foster Youth	3	0.4
Homeless	5	0.7
Socioeconomically Disadvantaged	596	80.5
Students with Disabilities	84	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	46	6.2
Asian	19	2.6
Filipino	3	0.4
Hispanic	624	84.3
Two or More Races	17	2.3
Pacific Islander	7	0.9
White	18	2.4

### Conclusions based on this data:

1. The majority of our students are classified as socio-economically disadvantaged which means that they are need of advocacy for equitable resources to ensure their success.

2. Our students with disabilities population is a little over 10% which merits on-going monitoring and support to ensure they have the resources they need.



# School and Student Performance Data

## Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Yellow		

### Conclusions based on this data:

- Suspensions have increased 3.2% in the last year.
- English Learner Progress has declined 4% in the last year. However, 64.7% of EL students are making progress towards english proficiency.

3. Chronic Absenteeism has increased 6.4% which is 35.5% of our students in the last year. However, our students with disabilities has declined 4.6%.

# School and Student Performance Data

## Academic Performance English Language Arts

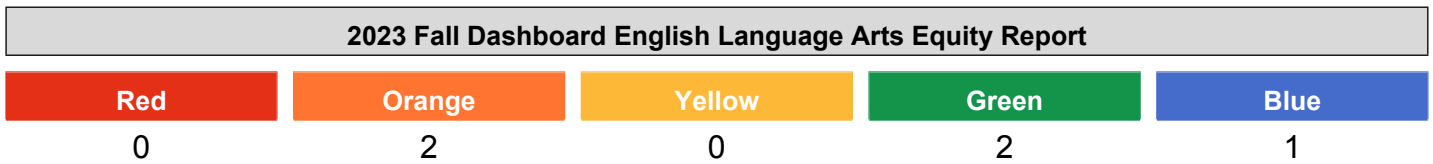
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 9.6 points above standard Increased +11.4 points 700 Students	<b>English Learners</b>  Orange 24.1 points below standard Decreased -6.4 points 279 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Green 5 points above standard Increased +10.4 points 569 Students	<b>Students with Disabilities</b>  Orange 75.6 points below standard Increased +14.3 points 84 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 11.4 points above standard Increased Significantly +21.7 points 40 Students	 No Performance Color 0 Students	61.9 points above standard Increased Significantly +25.5 points 18 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.3 points above standard Increased +9.5 points 594 Students	47.6 points above standard 15 Students	Less than 11 Students 7 Students	84.5 points above standard Increased Significantly +52.1 points 17 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
88.1 points below standard Decreased -12.8 points 58 Students	7.3 points below standard Decreased Significantly -15.7 points 221 Students	19.3 points above standard Increased Significantly +17.3 points 294 Students

**Conclusions based on this data:**

- Our English Learners are 24.1 points below standard. Students with Disabilities are 75.6 points below standard, however they increased 14.3 points. African American students are now, and Socioeconomically Disadvantaged students are sub groups that significantly underperform from that of the overall population in ELA. Differentiated support and the utilization of iReady is needed to raise the test scores in these subgroups.
- African American students increased significantly 21.7 points and are in the blue with 11.4 points above standard.

# School and Student Performance Data

## Academic Performance Mathematics

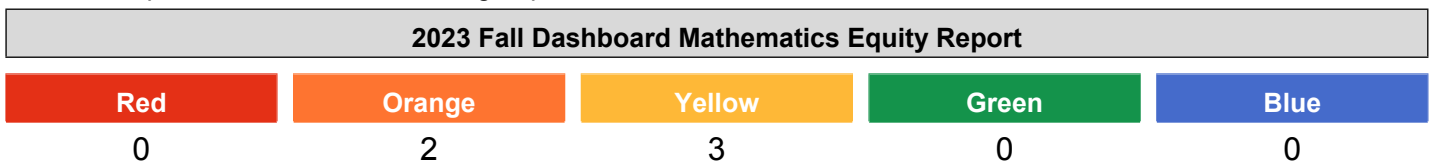
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 37.3 points below standard Increased +11.8 points 700 Students	<b>English Learners</b>  Orange 68.9 points below standard Decreased -9.7 points 279 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 40.2 points below standard Increased +13.4 points 569 Students	<b>Students with Disabilities</b>  Orange 128.7 points below standard Increased +11.5 points 84 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 39.3 points below standard Increased Significantly +36.5 points 40 Students	 No Performance Color 0 Students	37.9 points above standard Increased Significantly +15.1 points 18 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.7 points below standard Increased +8.2 points 594 Students	6.1 points above standard 15 Students	Less than 11 Students 7 Students	24.6 points above standard Increased Significantly +49.4 points 17 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.4 points below standard Decreased -9.5 points 58 Students	52.8 points below standard Decreased Significantly -21.5 points 221 Students	32.3 points below standard Increased Significantly +19.3 points 294 Students

**Conclusions based on this data:**

1. Our English Learners, Students with Disabilities, African American students, and Socioeconomically Disadvantaged students are sub groups that significantly underperform from that of the overall population in math. Differentiated support and the utilization of iReady is needed to raise the test scores in these subgroups.

# School and Student Performance Data

## Academic Performance English Learner Progress

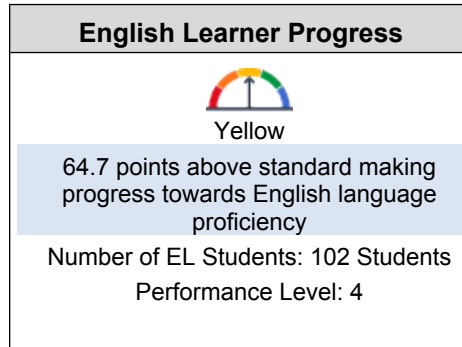
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	29	3	61

#### Conclusions based on this data:

1. With most English Learners (68.8%) are making progress towards English proficiency, there is a need for more strategic focus and instructional support for students who are not making the needed progress and are scoring a 1 or 2 on ELPAC.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

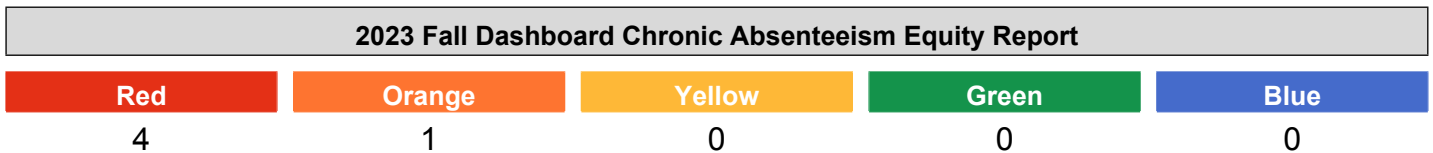
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.






This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>35.5% Chronically Absent</p> <p>Increased Significantly 6.4</p> <p>766 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>35% Chronically Absent</p> <p>Increased 0.9</p> <p>157 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>36.3% Chronically Absent</p> <p>Increased Significantly 6.1</p> <p>620 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>36% Chronically Absent</p> <p>Declined -4.6</p> <p>89 Students</p>



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 42.6% Chronically Absent Increased 5.3 47 Students	 No Performance Color 0 Students	10.5% Chronically Absent Declined -7.7 19 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 35.4% Chronically Absent Increased Significantly 6.3 647 Students	40% Chronically Absent Increased 15 25 Students	Less than 11 Students 7 Students	27.8% Chronically Absent Increased 9.9 18 Students

**Conclusions based on this data:**

- LESD has identified students who need to attend school regularly. Chronic absenteeism is defined as students who miss at least 10% of instructional days in an academic year. To address these concerns at Jane Addams, the following steps are in place to address our students' needs, including those students with disabilities.:

School sites are contacting parents consistently and regularly to address daily absences. Attendance clerks will work closely with Social Workers, Counselors, and site Administrators to continue to support students and parents to offer supportive services to mitigate school attendance issues- medical, social, and or emotional support. Extended learning opportunities through Saturday School (Academy) where indicated students will be identified and invited to attend Saturday School based on their overall academic performance, chronic absenteeism, and staff recommendations. In addition, targeted support is provided for students with attendance concerns through a yearly cycle of the Student Attendance Review Team (SART) held at the sites before making a referral to the Student Attendance Review Board (SARB). School sites will continue to promote positive attendance via Positive Behavior Intervention Supports.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

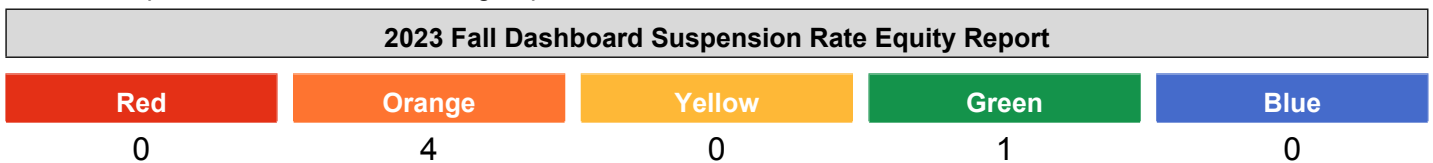
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>4.4% suspended at least one day</p> <p>Increased 3.2 777 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>5.6% suspended at least one day</p> <p>Increased 3.3 160 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 3 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 3.1 628 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>4.4% suspended at least one day</p> <p>Increased 3.5 90 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 2.1% suspended at least one day Declined -1.1 48 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 19 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.7% suspended at least one day Increased 3.7 654 Students	7.4% suspended at least one day Increased 2.1 27 Students	Less than 11 Students 7 Students	0% suspended at least one day Maintained 0 19 Students

**Conclusions based on this data:**

1. We continue to utilize other means of correction to address student behavior and use suspension only when necessary to maintain school site safety.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Increase Academic Achievement: ELA, ELD, Math, Science, History/Social Studies, P.E, Art, Music, Computer Programming

## LEA/LCAP Goal

In the area of English Language Arts, Mathematics and English Language Development, the LESD will increase the number of students scoring in the range of proficient/Early Advanced or above by 5% over the next three years, resulting in a total growth of 15% at the conclusion of the 2025-2026 school year. The progress of the following student subgroups will also be monitored to ensure a 5% growth; African-American, Hispanic or Latino, Socioeconomically Disadvantaged, and English Learners.

## Goal 1

SBAC data is being used in determining site academic goals in ELA and Mathematics.

### ENGLISH LANGUAGE ARTS

By the conclusion of the 2023-24 school year, the percentage of Meet/Exceed standard on the ELA SBAC assessment for of all students will increase 5% from 54% to 59%.

### MATH:

By the conclusion of the 2023-24 school year, the percentage of Meet/Exceed standard on the Math SBAC assessment for all students will increase by 5% from 33% to 38%.

### ELD

By the conclusion of the 2023-24 school year, the percentage of students making adequate annual progress on the ELPAC and iReady to reclassify will increase by 5% at each grade level.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities.

Strategy/Activity

Release time for Learning Center and Gen Ed Teachers to support student accommodations.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
735	Supp & Con 1 1000-1999: Certificated Personnel Salaries Release time for Learning Center teachers to assess, plan, and prepare for IEP meetings to support student academic needs.
6859	Supp & Con 1 1000-1999: Certificated Personnel Salaries Release time for Collaborative Class partnerships (gen ed/LC teachers) to plan and analyze data.

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in needs of intervention-English Learners, Socio-economically disadvantaged students, and students with disabilities

**Strategy/Activity**

Purchase supplemental digital and print reading materials to support the language arts, Math, Science, and ELD curriculum and provide deeper access to reading strategies for struggling readers. (Scholastic Digital Subscription Periodicals)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1375	Title I 4000-4999: Books And Supplies Provide for the purchase of both written and digital materials to support academic growth and achievement.

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide funding for professional development conferences to improve academic achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7365

Supp & Con 1  
5000-5999: Services And Other Operating Expenditures  
Conference fees for teachers

1225

Supp & Con 1  
1000-1999: Certificated Personnel Salaries  
Release time for teachers to attend conferences

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide funding for teachers to collaboratively plan to increase academic achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8819

Supp & Con 1  
1000-1999: Certificated Personnel Salaries  
Provide release time for teachers to collaboratively plan together to develop instruction and strategies to increase student achievement.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide funding to support the Art and Music programs that will contribute to increase academic achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3140	Local Control Funding Formula 4000-4999: Books And Supplies Purchase of non-instructional materials in art and music
2000	Local Control Funding Formula 4000-4999: Books And Supplies Art teacher planning to purchase a new laptop, and laptop pen
8860	Local Control Funding Formula 4000-4999: Books And Supplies Provide funding to purchase art and music supplies.
1000	Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Provide funding for art and music equipment repairs.

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide funding to support the Science program that will contribute to increase academic achievement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8250	Local Control Funding Formula 4000-4999: Books And Supplies Provide funding to purchase science materials to support curriculum and labs.
1750	Local Control Funding Formula 4000-4999: Books And Supplies Instructional Software

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide funding to support the PE program that will contribute to increase academic achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3750

Source(s)

Local Control Funding Formula  
4000-4999: Books And Supplies  
Provide funding to purchase PE equipment and/or instructional materials to support curriculum.

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in needs of intervention-English Learners, Socio-economically disadvantaged students, and students with disabilities

Strategy/Activity

Improving teacher instruction.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

980

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Release time for teachers to observe instruction in the classroom to improve their practice

2450

Title I  
1000-1999: Certificated Personnel Salaries  
Additional Hours - PLC Book Club collaboration and planning hours - up to 5 teachers; 40 collective hours

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in needs of intervention-English Learners, Socio-economically disadvantaged students, and students with disabilities



Strategy/Activity

Direct purchase of non-instructional and instructional supplies to provide technical support for students that are struggling.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4119

Title I  
4000-4999: Books And Supplies  
Provide non-instructional supplies for students with intervention needs, including postermaker supplies and materials.

3190

Title I  
4000-4999: Books And Supplies  
Provide instructional materials for students with intervention needs.

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Funding for certificated staff to attend beginning of the year professional development to support instructional practices to increase academic achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide funds to purchase additional supplementary instructional materials and classroom supplies in all subject areas to support student achievement in distance learning and in-person instruction.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Supp & Con 1  
4000-4999: Books And Supplies  
Provide for purchase of instructional resources and materials for all subject areas.

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide teachers with the annual \$350 classroom supplies budgets to ensure that all students have access to basic school supplies.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14350

Source(s)

Supp & Con 1  
4000-4999: Books And Supplies  
Provide a classroom supply budget to each teacher to purchase supplies for their classroom.

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Release time for long term-site substitute teacher to collaborate and plan instruction with a teacher going on leave.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 14

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase library books for students and Supplemental Reading Materials for teachers and staff members.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8500

Source(s)

Supp & Con 1  
4000-4999: Books And Supplies  
Provide books to professionally develop teachers and school leaders and to purchase library books for students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Ensure Access & Equity: SpEd, Other Interventions

## LEA/LCAP Goal

In the area of English Language Arts, Mathematics and English Language Development, the LESD will increase the number of students scoring in the range of proficient/Early Advanced or above by 5% over the next three years, resulting in a total growth of 15% at the conclusion of the 2025-2026 school year. The progress of the following student subgroups will also be monitored to ensure a 5% growth; African-American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners and reclassified English Learners.

## Goal 2

### Special Education

By the conclusion of the 2023-24 school year, the percentage of Meet/Exceeds standard on the ELA SBAC assessment for students with disabilities will increase by 5%.

By the conclusion of the 2023-24 school year, the percentage of Meet/Exceeds standard on the Math SBAC assessment for students with disabilities will increase by 5%.

### General Education

#### ENGLISH LANGUAGE ARTS

By the conclusion of the 2023-24 school year, the percentage of Meet/Exceed standard on the ELA SBAC assessment for of all students will increase 5% from 54% to 59%.

#### MATH:

By the conclusion of the 2023-24 school year, the percentage of Meet/Exceed standard on the Math SBAC assessment for all students will increase by 5% from 33% to 38%.

#### ELD

By the conclusion of the 2023-24 school year, the percentage of students making adequate annual progress on the ELPAC and iReady to reclassify will increase by 5% at each grade level.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in need of intervention-English Learners, Socio-economically disadvantaged students

### Strategy/Activity

Provide additional hours to the instructional technology resource teacher, language arts specialist, and English Language Instructional Resource Teacher to support with analyzing data and planning instruction to meet the needs of struggling students and English Learners.

Provide additional hours for the instructional assistants to meet with classroom teachers for the purposes of instructional planning and intervention for students that are below grade level in their ELA/ELD and math proficiency in distance learning as well as in-person instruction.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

3062

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Provide additional hours for teacher leaders (LAS, ELIRT, ITRT) to support with analyzing data and planning instruction.

13535

Title I  
1000-1999: Certificated Personnel Salaries  
Provide additional hours for teacher to provide after-school interventions for struggling students.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide access to off-campus learning experiences and opportunities for all students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

6636

#### Source(s)

Supp & Con 2

5800: Professional/Consulting Services And Operating Expenditures  
Provide bus transportation for field trips.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in need of intervention-English Learners, Socio-economically disadvantaged students

#### Strategy/Activity

Provide additional hours and fringes to teachers to collaboratively plan instruction in order to meet the needs of struggling students and English learners.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

17148

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Provide additional hours and fringes for teachers to plan in order to meet the needs of struggling students.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in needs of intervention-English Learners, Socio-economically disadvantaged students, and students with disabilities

#### Strategy/Activity

Purchase instructional software that targets skills and standards mastery for students that are not meeting grade level standards. (IXL Learning, WeVideo, Gizmos, Storyboard That, Edpuzzle, iReady, Smart Notebook, Quizlet, Padlet)

Purchase chromebooks for students in need of intervention

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

13765

#### Source(s)

Title I  
4000-4999: Books And Supplies  
To provide instructional software for students in order to provide equity and access to the

curriculum to help them reach proficiency and achieve grade level standards.

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in needs of intervention-English Learners, Socio-economically disadvantaged students

#### **Strategy/Activity**

Employment of one bilingual instructional assistant for 5 hours per day and one instructional assistant for 3 hours per day to assist with instructional differentiation, parent conferences, instruction and conduct small group intervention for students new to the country

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

51726

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
To pay for 2 Bilingual Instructional Assistants to provide scaffolded instructional support to students that are struggling to meet grade level standards.

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in needs of intervention-English Learners, Socio-economically disadvantaged students

#### **Strategy/Activity**

Employment of two instructional aides for 3 hours per day and one for 5 hours per day to support the Language Arts Specialist and Math TOSA to work with small groups of students to conduct pull out and push in support for students reading and comprehending below grade level in ELA and Math

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

44812

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Provide funding for 3 Instructional Assistants to provide scaffolded instructional support to students that are struggling to meet grade level standards.





# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Improve Parent and Student Engagement

## LEA/LCAP Goal

In the area of Parent and Student Engagement, the LESD will see a 2% improvement over the next three years in the CA Healthy Kids Surveys as well as suspension, expulsion, attendance, absenteeism, and drop out rates resulting in a 6% improvement.

## Goal 3

We will have at least 1 parent meeting every 1-2 months with attendance of 30 or more.

Each month attendance will be above at least 96% and we will have an ADA average of 97.1% for the school year.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

To develop school-wide student interventions and student engagement activities to allow for equal access and engagement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3062

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

	Provide additional hours for teachers to develop positive interventions to support student success.
3675	Supp & Con 3 1000-1999: Certificated Personnel Salaries Provide additional hours for Leadership teacher to plan and prepare for student engagement activities.
735	Supp & Con 3 1000-1999: Certificated Personnel Salaries Teacher release days to plan school wide PBIS events
735	Supp & Con 3 1000-1999: Certificated Personnel Salaries Teacher release days to attend PBIS trainings provided by LACOE
1225	Supp & Con 3 1000-1999: Certificated Personnel Salaries Teacher release days to plan and prepare student leadership/ASB activities
1837	Title I 1000-1999: Certificated Personnel Salaries Provided certificated additional hours for teachers to plan, coordinate & participate in parent nights.
1960	Supp & Con 3 1000-1999: Certificated Personnel Salaries Provide certificated release days for teachers to prepare for the school musical
490	Supp & Con 3 1000-1999: Certificated Personnel Salaries Provide certificated release days for roving subs to come and support teachers during school wide PBIS Bengal Bowl event
2500	Local Control Funding Formula 2000-2999: Classified Personnel Salaries Provide additional hours for Campus Supervisors to support student events after school (both additional hours and OT)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in needs of intervention-English Learners, Socio-economically disadvantaged students, and students with disabilities

Strategy/Activity

Provide additional hours for classified staff to assist with parent outreach, communication, and coordination of parent meetings and counseling sessions.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2784	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Provide compensation to classified staff for providing outreach services and communication with parents.
1002	Supp & Con 3 2000-2999: Classified Personnel Salaries Provide compensation to classified staff to provide translation services for parent meetings and conferences.
818	Title I 2000-2999: Classified Personnel Salaries Provide compensation to classified staff for providing outreach services and communication with parents.

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide for salaries for student engagement involving art, music, and yearbook.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3062	Supp & Con 3 1000-1999: Certificated Personnel Salaries Additional hours for the music teacher to support and attend band performances and practices.
1225	Supp & Con 3 1000-1999: Certificated Personnel Salaries Additional hours for the art teacher to support with school and district art events.

675

Supp & Con 3  
2000-2999: Classified Personnel Salaries  
Additional hours to develop, design, and support the school yearbook.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide for the direct purchase of non-instructional materials and supplies (rewards & incentives and supplies for the 8th grade promotion ceremony).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6450

Supp & Con 3  
4000-4999: Books And Supplies  
To pay for student recognition incentives and printing.

2200

Supp & Con 3  
5000-5999: Services And Other Operating Expenditures  
To pay for chair rentals for promotion ceremony

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

To provide for field trip experiences and transportation to increase student engagement and involvement with the curriculum.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1225

Supp & Con 3  
1000-1999: Certificated Personnel Salaries

Provide funding for release days to be used for teachers to accompany students on field trips

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

### Strategy/Activity

Provide books and other resources to support student SEL needs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

28

Source(s)

Supp & Con 3  
4000-4999: Books And Supplies  
Book for counseling team to support with grief groups

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

21st Century Learning: Technology, School and Teacher Supplies

## LEA/LCAP Goal

The LESD will continue to provide instructional technology professional learning opportunities, hire fully credentialed teachers, and provide the necessary textbooks and material.

## Goal 4

Decrease the percentage of students scoring in the Below Standard on SBAC ELA and Math by at least 5% in the 2023-24 school year.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Direct Purchase of instructional materials and equipment for 21 century learning including non-capitalized equipment (chromebooks, iPads, elmos, headphones, keyboards, technical hardware, chargers, bulbs needed to maintain current technology usage) in order to support instruction.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4166

Source(s)

Supp & Con 4  
4000-4999: Books And Supplies

To provide technology equipment and non-instructional materials for the purposes of classroom instruction and technology infrastructure needs and non-capitalized equipment

## **Strategy/Activity 2**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide repairs for student equipment for 21st century learning, including non-capitalized equipment.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Strategy/Activity 3**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide funding for the purchase of non-instructional materials.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Strategy/Activity 4**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide repairs, purchases and provide supplies including non-capitalized equipment.

Provide for additional hours and to support beginning and end of year distribution and collection of materials.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7200	Supp & Con 4 4000-4999: Books And Supplies To provide for needed supplies including non-capitalized equipment.
1089	Supp & Con 4 2000-2999: Classified Personnel Salaries Provide additional hours to library clerk for distribution and collection of materials.
2919	Supp & Con 4 2000-2999: Classified Personnel Salaries Provide additional hours to 5 SSAs for distribution and collection of materials and support supervision for end of the year events.
2053	Supp & Con 4 2000-2999: Classified Personnel Salaries Provide overtime additional hours for Campus Supervisors to support after school events and trainings.
587	Supp & Con 4 2000-2999: Classified Personnel Salaries Provide additional hours for Campus Supervisors to support after school events and trainings.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$296,103.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$161,879.00
Title I Parent Involvement	\$2,784.00

Subtotal of additional federal funds included for this school: \$164,663.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Local Control Funding Formula	\$31,250.00
Supp & Con 1	\$50,853.00
Supp & Con 2	\$6,636.00
Supp & Con 3	\$24,687.00
Supp & Con 4	\$18,014.00

Subtotal of state or local funds included for this school: \$131,440.00

Total of federal, state, and/or local funds for this school: \$296,103.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Parent Involvement		
Local Control Funding Formula		
District Funded		
Supp & Con 1		
Supp & Con 2		
Supp & Con 3		
Supp & Con 4		

## Expenditures by Funding Source

Funding Source	Amount
Local Control Funding Formula	31,250.00
Supp & Con 1	50,853.00
Supp & Con 2	6,636.00
Supp & Con 3	24,687.00
Supp & Con 4	18,014.00
Title I	161,879.00
Title I Parent Involvement	2,784.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	74,044.00
2000-2999: Classified Personnel Salaries	110,965.00
4000-4999: Books And Supplies	93,893.00
5000-5999: Services And Other Operating Expenditures	10,565.00

5800: Professional/Consulting Services And Operating Expenditures

6,636.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Local Control Funding Formula	2,500.00
4000-4999: Books And Supplies	Local Control Funding Formula	27,750.00
5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula	1,000.00
1000-1999: Certificated Personnel Salaries	Supp & Con 1	17,638.00
4000-4999: Books And Supplies	Supp & Con 1	25,850.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 1	7,365.00
5800: Professional/Consulting Services And Operating Expenditures	Supp & Con 2	6,636.00
1000-1999: Certificated Personnel Salaries	Supp & Con 3	14,332.00
2000-2999: Classified Personnel Salaries	Supp & Con 3	1,677.00
4000-4999: Books And Supplies	Supp & Con 3	6,478.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 3	2,200.00
2000-2999: Classified Personnel Salaries	Supp & Con 4	6,648.00
4000-4999: Books And Supplies	Supp & Con 4	11,366.00
1000-1999: Certificated Personnel Salaries	Title I	42,074.00
2000-2999: Classified Personnel Salaries	Title I	97,356.00
4000-4999: Books And Supplies	Title I	22,449.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	2,784.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,717.00
Goal 2	150,684.00

Goal 3

35,688.00

Goal 4

18,014.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jami Valentine	Principal
Jessica Chumentowski	Other School Staff
Jeff Chen	Classroom Teacher
Ashley Matyn	Classroom Teacher
Susan Nichols	Classroom Teacher
Shera Barrera Johnson	Parent or Community Member
Rosana Padilla	Parent or Community Member
Melanie Lucas	Parent or Community Member
Carrie Dye Sedmak	Parent or Community Member
Michelle King	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/20/2023.

Attested:



Principal, Jami Valentine on 9/20/2023



SSC Chairperson, Rosana Padilla on 9/20/2023