

# Jane Addams Middle School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

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

### 2024-25 School Contact Information

<b>School Name</b>	Jane Addams Middle School
<b>Street</b>	4535 West 153rd Pl.
<b>City, State, Zip</b>	Lawndale, CA 90260
<b>Phone Number</b>	(310) 676-4806
<b>Principal</b>	Jami Valentine
<b>Email Address</b>	jami_valentine@lawndalesd.net
<b>School Website</b>	<a href="https://addams.lawndalesd.net/">https://addams.lawndalesd.net/</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	19-64691-6014864

### 2024-25 District Contact Information

<b>District Name</b>	Lawndale Elementary School District
<b>Phone Number</b>	(310) 973-1300
<b>Superintendent</b>	Ms. Virginia Castro
<b>Email Address</b>	virginia_castro@lawndalesd.net
<b>District Website</b>	www.lawndale.k12.ca.us

### 2024-25 School Description and Mission Statement

**School Description**

Jane Addams Middle School consolidates Federal Title I funds in a school-wide program for the instructional support of all students, primarily students with needs. The school contains a variety of instructional programs to meet the varied needs of our students including gifted students, English Learners, and students receiving Special Education instruction. Jane Addams is one of eight schools in the Lawndale Elementary School District, and one of two middle schools serving students in grades 6-8. The district is located in a small, low to middle socio-economic community in the heart of the South Bay. Jane Addams is an

## 2024-25 School Description and Mission Statement

ethnically diverse school of 700 students. Our student population is made up of approximately seventy-seven percent (77%) Hispanic/Latino, nineteen percent (19%) English Learners, and eighty-six percent (86%) socio-economically disadvantaged.

Jane Addams expects academic excellence from every student. We enable each student to maximize their potential through an outstanding educational program. Students are engaged in critical thinking, problem solving, collaboration and communication in a standards based curriculum. Jane Addams Middle School is organized into small learning communities where every student is known, valued for their contributions, and nurtured. Jane Addams Bengals show CARE - Civility, Achievement, Resilience, and Empathy. Jane Addams Middle School continues to strive to improve continuously in the areas of teacher training, parent involvement, instruction, safety, attendance, discipline, and positive culture. The staff, students, and community are dedicated to ensure that a high level of expectation of academic excellence is maintained for all our students.

Jane Addams has one full-time Language Arts Specialist (LAS) for intervention, providing instructional support in the area of English-Language Arts with the use of Instructional Assistants. Jane Addams also has one full time English Learner Instructional Resource Teacher (ELIRT) and a full time Math TOSA to provide teachers resources to deliver best first instruction to students on a daily basis. In addition to that there is a 21 century instructional technology resource teacher, a social worker, 2 counselors, a computer technician and a district library media specialist that supports our library each week. The Title I funds are allocated toward interventions. In addition to having a Language Arts Specialist, there are two 5 hour and three 3 hour instructional assistants. Most of the instructional assistants are bilingual. Additionally, the instructional assistants support the ELIRT, LAS, and Math TOSA directly by servicing struggling students. Students are selected using grade level universal screenings so we can ensure that the students with the most need are being serviced.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	234
Grade 7	229
Grade 8	241
<b>Total Enrollment</b>	<b>704</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
Asian	1.7
Black or African American	6
Filipino	0.6
Hispanic or Latino	83.8
Native Hawaiian or Pacific Islander	1
Two or More Races	2.8
White	3
English Learners	14.8
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	81.4
Students with Disabilities	13.8

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.80	85.20	224.80	94.07	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.42	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	8.57	9.50	3.97	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.10	6.20	3.60	1.54	18854.30	6.86
<b>Total Teaching Positions</b>	35.00	100.00	239.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33.60	88.58	234.70	94.27	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.63	3.00	1.20	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	3.05	4.10	1.67	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.00	0.40	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.10	5.68	6.00	2.45	15831.90	5.67
<b>Total Teaching Positions</b>	38.00	100.00	249.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.80	95.68	228.00	93.35	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.50	1.43	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.60	3.14	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.50	4.32	5.00	2.08	14303.80	5.15
<b>Total Teaching Positions</b>	36.30	100.00	244.20	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	3.00	1.10	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	3.00	1.10	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.20	2.7	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lawndale Elementary School District reviews and updates its textbooks and instructional materials according to California Department of Education Regulations. All Williams Legislation reports have found student access to textbooks to meet all requirements. Science textbooks and materials were adopted in 2021/22 and Language Arts textbooks and materials were adopted for the 2017-18 school year. Go Math from McGraw Hill was adopted for the 2015-16 school year from the most recent list of Common Core Standards materials by the California Department of Education. The History/Social Science Department was adopted in the 2020-2021 school year.

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Study Sync-McGraw Hill/2017	Yes	0
<b>Mathematics</b>	EnVision Math 2024 - Savvas - 2024	Yes	0
<b>Science</b>	Amplify/2022	Yes	0
<b>History-Social Science</b>	National Geographic and Teachers Curriculum Institute Adopted 2020	Yes	0
<b>Foreign Language</b>	N/A		NA
<b>Health</b>	N/A		NA
<b>Visual and Performing Arts</b>	N/A		NA
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

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

## School Facility Conditions and Planned Improvements

Addams Middle School provides a safe and clean environment for learning. The school has 32 classrooms, a Media Center containing a computer lab and library, and a gymnasium. Space is available for students to have adequate playground opportunities. Space is also provided for teachers to use in their lesson preparation. Three full time custodians perform basic

## School Facility Conditions and Planned Improvements

cleaning operations in each classroom daily at our school site following district-adopted standards for cleanliness. All bathrooms are cleaned at least daily and all toilets are in working condition. The Lawndale School District maintenance and grounds departments provide additional services as needed. Needed repairs are handled through a district-adopted work order system.

Addams School was first built in 1952. The school was modernized beginning in 2001 and alterations were made in 2005-06 to transform it into a middle school, which opened for the 2006- 07 school year. A new gymnasium and a new two-level block of classrooms were added at this point. All classrooms are air-conditioned and provide an excellent learning environment.

Improvements made after modernization

- Combined library and adjacent classroom to create a new multimedia learning center
- Installation of filtered drinking fountain and bottle refilling station

Measure L funded facility Improvements 2017-2021

- Installation of new roof and gutters on permanent buildings and protective roof coating on portable buildings
- Painted exterior of all buildings, fences, and external metal surfaces
- Deck recoated on 2nd story
- Replaced all HVAC heat pumps with new units throughout campus

Measure L and ESSER funded facility Improvements 2021-2022

- Replaced roof mounted package air HVAC units on two story building and gymnasium

Measure CL funded facility Improvements 2013-2018

- Interactive Projectors in all classrooms
- Wireless Access throughout entire campus
- High speed fiber backbone and new switch gear provide fast reliable internet access

Prop 39 HVAC 2019

- Replaced all heat pumps with new units

Measure L- Deck recoated on two story building 19-20

Asphalt removal and repair in blacktop and parking lots 23-24

Installation of new perimeter fence and gates May 2024

Replacement of fire alarm panels Dec. 2024

Installation of two bottle filler stations May 2024

Year and month of the most recent FIT report

September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Replaced the floor in the kitchen serving line.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b>	X			



## School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	54	54	48	49	46	47
<b>Mathematics</b> (grades 3-8 and 11)	35	40	33	35	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	697	690	99.00	1.00	54.89
<b>Female</b>	349	345	98.85	1.15	60.12
<b>Male</b>	348	345	99.14	0.86	49.71
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	66.67
<b>Black or African American</b>	39	39	100.00	0.00	42.11
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	585	578	98.80	1.20	54.96
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	29	100.00	0.00	48.28

<b>White</b>	21	21	100.00	0.00	80.00
<b>English Learners</b>	78	73	93.59	6.41	6.94
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	578	573	99.13	0.87	53.35
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	97	97	100.00	0.00	16.49

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	697	693	99.43	0.57	39.83
<b>Female</b>	349	346	99.14	0.86	37.57
<b>Male</b>	348	347	99.71	0.29	42.07
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	58.33
<b>Black or African American</b>	39	37	94.87	5.13	29.73
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	585	583	99.66	0.34	39.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	29	100.00	0.00	44.83
<b>White</b>	21	21	100.00	0.00	52.38
<b>English Learners</b>	78	78	100.00	0.00	5.13
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	578	575	99.48	0.52	39.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	97	97	100.00	0.00	7.22

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	34.96	33.05	27.88	30.17	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	240	240	100.00	0.00	32.92
<b>Female</b>	117	117	100.00	0.00	33.33
<b>Male</b>	123	123	100.00	0.00	32.52
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	15	15	100.00	0.00	20.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	197	197	100.00	0.00	31.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	15	15	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	199	199	100.00	0.00	33.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	34	100.00	0.00	23.53

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98%	100%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at our school and play an important role in the success of Jane Addams. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs. Parents are encouraged to participate on one or more of the following committees or organizations:

School Site Council (SSC)

English Learners Advisory Council (ELAC)

The SSC, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of programs relative to the goals of the school, and to act as a communication liaison between the community and school.

The ELIRT also meets once a month with the English Learners Advisory Committee (ELAC), which consists of parents who discuss school issues and concerns. Parents can also join our Family University which offers an array of courses for parents that help to improve healthy living and educational awareness.

We also encourage parents to attend and participate in parent-teacher conferences, Back-to-School Night, Parent Nights, Department Nights, and Open House as ways for parents to be informed of their child's program. The ongoing dialogue between parents and teachers is essential for the students' academic success.

Communication home occurs through weekly newsletters, e-mail, ParentSquare, Facebook, instagram, and phone calls. Teachers use Google Classroom to post classwork and homework assignments.

We also have an on-site social worker and a team of interns to support the social and emotional needs of our students. Our school social worker works with the school/district to provide a series of parent workshops on topics relevant to middle school parents. Additionally, the Los Angeles County Sheriff's Department provides a SRO (School Resource Officer). This officer helps with our safe school programs and supports our conflict resolution/peer mediation program.

We have a very active and robust parent volunteer program and parenting group that meets twice per week. Our community

## 2024-25 Opportunities for Parental Involvement

liaison is directly responsible for parent engagement and her name is Belem Mancillas and she may be contacted via email at: belem\_mancillas@lawndalesd.net

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	730	716	141	19.7
Female	366	361	81	22.4
Male	363	355	60	16.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	0	0.0
Black or African American	43	43	10	23.3
Filipino	--	--	--	--
Hispanic or Latino	610	599	118	19.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	22	3	13.6
White	22	21	6	28.6
English Learners	117	111	27	24.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	608	597	121	20.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	104	103	24	23.3

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

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.21	4.38	3.29	1.39	1.99	1.22	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.26	0	0.02	0.06	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.29	0.00
Female	0.27	0.00
Male	6.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.98	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.35	0.00
White	4.55	0.00
English Learners	5.98	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	0.00

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

## 2024-25 School Safety Plan

A Comprehensive Safety Plan is in place for every school in the District. There are also disaster/safety plans that each teacher maintains in their emergency disaster preparedness backpack. The Safety Plan addresses ongoing safety concerns as well as what to do in the event of an emergency. More specifically it covers Disaster procedures, Discipline Guidelines, reporting child



## 2024-25 School Safety Plan

abuse guidelines, anti-bullying, safety routes to and from school, and other safety concerns for the school. Emergency drills are routinely held for earthquake, fire preparedness, and lock-downs/lockouts.

Addams Middle School is also maintained by the district's Ready Together plan which contains a comprehensive array of policies and procedures that governs our school safety plan.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	12	5
Mathematics	23	9	14	2
Science	28	5	8	6
Social Science	26	6	12	2

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	4	13	5
Mathematics	23	11	10	3
Science	26	4	15	
Social Science	26	4	14	1

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	11	11	2
Mathematics	21	13	9	2
Science	25	3	15	
Social Science	23	11	9	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	352

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	1
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3.5

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	11692.01	2621.87	9070.14	102204.29
<b>District</b>	N/A	N/A	9070.14	\$108,163
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	-5.7
<b>State</b>	N/A	N/A	\$10,771	\$94,129
<b>Percent Difference - School Site and State</b>	N/A	N/A	-17.1	8.2

## Fiscal Year 2023-24 Types of Services Funded

The school provides after school enrichment programs, arts, music, PBIS, STEM, 1:1 Chromebook program, Garden, awards and recognition ceremonies, field trips, social emotional learning, and sports teams. It also has tutoring and homework assistance. The school provides counselors and counseling support through the counseling office team. The school is

## Fiscal Year 2023-24 Types of Services Funded

continuing to provide current technology for staff and student use. The school is continually purchasing books both for the main school library and the classroom libraries. The school supports the Physical Education department with materials and training. It also supports the music and art department through materials, musical instruments, and training. The school also supports content area teachers with training and materials. The school has a classified librarian and a health assistant. There are also instructional assistants that are bilingual and they assist students in need of intervention with learning in ELD, Math, and English Language Arts. Additionally, we have a community liaison whose sole job is to work with our parents and support them to stay engaged and involved with the school. These positions are funded through a combination of District and categorical funding.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$66,538	\$57,839
<b>Mid-Range Teacher Salary</b>	\$99,758	\$90,040
<b>Highest Teacher Salary</b>	\$123,124	\$118,647
<b>Average Principal Salary (Elementary)</b>	\$162,397	\$144,639
<b>Average Principal Salary (Middle)</b>	\$167,866	\$148,270
<b>Average Principal Salary (High)</b>	\$0	\$161,275
<b>Superintendent Salary</b>	\$258,000	\$229,986
<b>Percent of Budget for Teacher Salaries</b>	27.88	30.79
<b>Percent of Budget for Administrative Salaries</b>	5.45	5.71

## Professional Development

The LESD Education Services team in collaboration with the Language Arts Specialists, English Language Instructional Resource Teachers, and Principals have designed a comprehensive system for monthly professional development. All district professional development occurs on Thursdays after school following an early release day. Topics are selected based on expressed teacher need and identified student deficiencies. All professional development in the LESD focuses on meaningful collaboration, developing teacher capacity and the implementation of research based practices to support student achievement. The most prominent initiative we are focused on for professional development is deepening student learning and critical thinking with purposeful questioning and academic discourse. This school year we have added Social Emotional Learning as our Professional Development focus to improve outcomes for students that have experienced trauma and how the staff can create, facilitate, cultivate, and maintain positive relationships with students.

Teachers receive professional development in structured cycles that afford them the opportunity to learn about a new concept, plan for implementation with their colleagues, practice their learning with students, and then come back with their colleagues to discuss the strengths and weaknesses of their instructional implementation of the new skill.

Feedback about the effectiveness of the professional development is regularly collected to assess the effectiveness of the program and make changes as needed. Additionally, site staff members and Educational Services team members regularly visit classrooms to determine the level of implementation of the professional development focus.

This school year has had an extensive focus on professional development that supports social emotional learning and support.

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

**Professional Development**

<b>Subject</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	13	13	13