

# Cotati-Rohnert Park USD

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### AT Lawrence E. Jones Middle School

**49 73882 6112981**  
**CDS Code**

Schoolsite Council (SSC) Approval Date

November 8, 2024

Local Board Approval Date

February 11, 2025

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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## Section 1 School Mission Statement and Description

### **School Mission Statement:**

#### **MISSION**

Lawrence E. Jones Middle School is a diverse community of learners united by the strong conviction that opportunity comes through education. We strive to be an inclusive campus that upholds equity and social justice. Individuals from all ethnic and cultural backgrounds, gender expressions, sexual orientations, abilities, and belief systems make up our community and should be able to bring their full selves. We promote learning as discovery, through independent critical thinking as well as cooperative learning. We strive to model and encourage integrity in a positive and respectful environment. We recognize the potential of every student and offer a rigorous curriculum that is relevant for today's fast changing world and equips our students for the challenges of tomorrow. We recognize and reward perseverance as students begin to take responsibility for their futures. We honor the service of both students and staff, and are committed to the physical, social, and emotional well-being of our school community. To our students and to one another, we offer support and guidance that is rooted in a profound sense of responsibility for the enormously important work we share.

#### **VISION**

At Lawrence Jones Middle School, we do things in alignment with the four cornerstones: Discovery, Integrity, Perseverance, Service. We call this The LJ Way!

### **School Description:**

Lawrence E. Jones Middle School is a comprehensive middle school that serves 785 students, grades 6 - 8. Academics, Arts, Athletics, and Expeditionary Learning are our focus. The LJMS school culture is built on or for cornerstones of integrity, perseverance, discovery, and service. Our teachers and staff work hard to provide the best educational experience for our students. Parent partnership is a high priority and is essential for student success. Lawrence E. Jones Middle School has a rich tradition of outstanding student achievement and we provide a sound, standards-based education, while promoting high moral character of all students.

LJMS follows California State and Cotati-Rohnert Park Unified District Guidelines. The school district has adopted contents standards and multiple measures assessments. These assessments allow teachers, students and parents to see where individuals are in reaching and/or Grade level standards. The measures will determine whether the student has successfully learned grade level standards. The results of these measures enable our teachers to identify and teach to your child's individual needs and strengths. Copies of the state content standards can be accessed via the district website.

### **COVID-19 Impact:**

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hotspots were provided to those students who did not have access to reliable internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year. For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

## Section 2 CSI & ATSI: Purpose and Description

### Purpose and Description

Briefly describe the purpose of this plan

- Not Title I
- 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.

The purpose of this plan is to provide a well-rounded educational program that supports the learning and growth of the whole-student through coordination of local and federal funds and in alignment with the Cotati-Rohnert Park Unified School District's Local Control Accountability Plan.

### Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Lawrence E Jones Middle School, in conjunction with Cotati-Rohnert Park Unified School District, will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the California Content Standards and California Dashboard Indicators. School goals will influence the entire educational program and are directly aligned with the goals of the LCAP, specifically in the areas of student outcomes and student and parent engagement. Goals support school improvement on state Dashboard indicators related to school climate, academic achievement, graduation rate, college and career readiness, and other locally defined indicators.

### **Section 3 Educational Partners 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 2023-24 SPSA Annual Review and Update**

The SPSA is reviewed by the Site Leadership Committee and by the whole staff during leadership and staff meetings. The updates are also reviewed by community through our ELAC, PTSA, MSPABA, ExLPA and SSC meetings. Student, parent, and staff input on the annual Youth Truth Survey is also incorporated into the plan. These composite of this input and feedback is utilized to enable Lawrence E. Jones Middle School the opportunity to continually improve.

#### **Involvement Process for the 2024-25 SPSA and Update**

The SPSA is reviewed by the Site Leadership Committee and by the staff during leadership and staff meetings. The updates are also reviewed by community through our ELAC, PTSA, MSPABA, ExLPA and SSC meetings. Student, parent, and staff input on the annual Youth Truth Survey is also incorporated into the plan. These composite of this input and feedback is utilized to enable Lawrence E. Jones Middle School the opportunity to continually improve.

## Section 4 Student Achievement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 1

#### Subject: Student Achievement

#### IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
2024 CAASPP ELA Met/Exceeded	<p>The Spring 2024 CAASPP results for English Language Arts show:</p> <p>6th grade: 49.3% of students met or exceeded the proficiency standard.</p> <p>7th grade: 50.2% of students met or exceeded the proficiency standard.</p> <p>8th grade: 35.3% of students met or exceeded the proficiency standard.</p>	<p>Based on the schoolwide ELA data, LJMS needs to...</p> <ul style="list-style-type: none"> <li>• increase achievement in ELA through targeted academic interventions/strategies including differentiated instruction (especially in 8th grade).</li> <li>• engage teachers in professional development focused on effective ELA teaching strategies, including differentiated instruction, literacy development, and engaging culturally responsive practices (ELA Middle School High Five instruction).</li> <li>• utilize/implement academic support programs</li> </ul> <p>Select essential and guaranteed standards and ensure continuity and coherence across grade levels</p>
2024 CAASPP Math Met/Exceeded	<p>The Spring 2024 SBAC results for Mathematics at Lawrence Jones Middle School:</p> <p>6th grade: 31.9% of students met or exceeded the proficiency standard.</p> <p>7th grade: 28.1% of students met or exceeded the proficiency standard.</p> <p>8th grade: 18.3% of students met or exceeded the proficiency standard.</p>	<p>Based on the schoolwide math data, LJMS needs to...</p> <ul style="list-style-type: none"> <li>• increase achievement in math through targeted, intensive academic interventions/strategies.</li> <li>• Provide additional practice and remediation to close learning gaps.</li> </ul> <p>ensure that the curriculum is aligned across grade levels.</p>

		<ul style="list-style-type: none"> <li>• Provide professional development focused on effective math instruction.</li> <li>• Establish strategic, targeted interventions for 8th grade students.</li> </ul>
STAR Winter 2024 ELA Met/Exceeded	<p>The Winter 2024 STAR assessment results for English Language Arts (ELA)</p> <p>6th grade: 45.5% of students met or exceeded the proficiency standard.</p> <p>7th grade: 46.2% of students met or exceeded the proficiency standard.</p> <p>8th grade: 42% of students met or exceeded the proficiency standard.</p>	<p>Based on the schoolwide ELA data, LJMS needs to...</p> <ul style="list-style-type: none"> <li>• Provide professional development in differentiated ELA instruction and intervention strategies.</li> <li>• provide training on teaching academic language, supporting English Learners (ELs), and integrating writing across the curriculum may also enhance the overall ELA program.</li> <li>• Continue Progress Monitoring and Data-Driven Instruction.</li> </ul>
STAR Winter 2024 Math Met/Exceeded	<p>The Winter 2024 STAR assessment results for Mathematics at Lawrence Jones Middle School :</p> <p>6th grade: 63.1% of students met or exceeded the proficiency standard.</p> <p>7th grade: 57.3% of students met or exceeded the proficiency standard.</p> <p>8th grade: 56.8% of students met or exceeded the proficiency standard.</p>	<p>Based on the schoolwide Math data, LJMS needs to...</p> <ul style="list-style-type: none"> <li>• provide additional academic support to ensure students continue to develop strong mathematical skills.</li> <li>• collaborate through professional learning communities (PLCs) to share best practices, analyze student data, and develop strategies to address specific areas of need.</li> </ul>



**Subject: Student Achievement**

**LEA/LCAP:** LCAP Goal 1: CRPUSD will improve instructional outcomes for students and reduce disparities across subgroups so that ALL students experience an excellent, diverse, equitable, and inclusive education that meets their unique needs.

**Goal #1** By the end of the 2024-2025 school year, Lawrence Jones Middle School will increase the percentage of students meeting or exceeding proficiency standards in both English Language Arts (ELA) and Mathematics by 4%, as measured by state assessments (e.g., CAASPP).

**Subject Area:** ELA

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual 44.9%	Goal 48.9%
English Learners (EL)	Actual 6.2%	Goal 10.2%
Students with Disabilities (SWD)	Actual 36.8%	Goal 40.8%
Other Student Groups	Actual	Goal

**Subject Area:** Math

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual 26.1%	Goal 30.1%
English Learners (EL)	Actual 1.3%	Goal 5.3%
Students with Disabilities (SWD)	Actual 5.8%	Goal 9.8%
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Teachers will meet in weekly PLTs to analyze formative and summative assessment data to identify areas of need and inform instructional decisions.	Meeting notes will be in a shared drive. We will monitor student progress with STAR reading/math assessment data.			
	Provide Professional Development on the new ELA and Math curriculum.	We will monitor student progress with STAR reading/math assessment data.			
	Develop writing rubrics to be used in all ELA classes that address the 3 purposes for writing (narrative, informational, persuasive).	We will monitor student progress with STAR reading/math assessment data. Rubrics will be available in a shared drive on campus.			
	Offer after-school tutoring, academic clubs or peer tutoring programs focused on ELA and Math skills.	We will monitor student progress with STAR reading/math assessment data.			
	Teachers will engage students in district adopted support programs (NRI/ALEKS) to support students in closing gaps.	We will monitor student progress with STAR reading/math assessment data.			
English Learners (EL)	All ELL students performing at the beginning, early intermediate or intermediate levels on the ELPAC shall be enrolled in a designated ELD course.	Student progress will be monitored by academic counselors & ELD service providers during each grading period via Power School grade reports.  Solution team meetings/Student			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		<p>Study Team meetings. Academic contracts will be deployed as needed.</p> <p>ELL redesignation rate will be reviewed annually and cataloged in Powerschool SIS.</p>			
	Teachers will engage in professional development that is centered on Integrated ELD to learn targeted strategies to support EL student learning.	ELPAC, SBAC, and grade level report reviews by academic counselors and EL team each trimester. We will monitor student progress with STAR reading/math assessment data.			
	Professional Learning Teams will disaggregate data in order to identify needs of EL students and develop plans for intervention.	We will monitor student progress with STAR reading/math assessment data.			
	Teacher representatives will participate in GLAD training and will be given time at staff meetings to share their learning with other teachers at staff meetings.	We will monitor attendance in these trainings and we will monitor student progress with STAR reading/math assessment data.			
	Teachers will participate in Professional Development focused on the ELPAC assessment and its requirements to inform the instructional practices that they use in the classroom each day.	We will monitor attendance in these trainings and we will monitor student progress with STAR reading/math assessment data.			
Students with Disabilities	Provide technology (hardware and software) that provides	Tech Services will assess students/staff			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(SWD)	students access to their work, the internet and school website from anywhere on campus	technology needs on a weekly basis.			
Other Student Groups Homeless/Foster Youth	School wide course schedule will prioritize sections of Co-Taught Math and Co-Taught ELA allowing special education teachers to work alongside general education teachers to provide in-class support. GE and Co-Taught teachers will have designated time each month to collaborate.	The master schedule will be evidence of this prioritization. Agendas will be kept for the planning time.  We will monitor student progress with STAR reading/math assessment data.			
	Academic counselors conduct regular check-ins to monitor academic progress, attendance, and any barriers to learning.	We will monitor progress with STAR reading assessment data.			

## Section 4 Social Emotional

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 2

#### Subject: Social Emotional

#### IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Youth Truth Data positive student responses	Engagement 38% Relationships 38% Culture 22% Academic Challenge 51% Belonging 44%	Based on the data LJMS needs to build systems that promote connection, inclusivity, and belonging. Additionally, we need to ensure that lessons and instruction are rooted in students understanding their relevance in the real world to improve engagement.
2023-2024 Suspension Data	8.4% overall suspension rate <ul style="list-style-type: none"> <li>• 68 Students Suspended out of 805</li> <li>• 111 total suspensions</li> <li>• 11 ELs Suspended</li> <li>• 23 students suspended more than once</li> <li>• 10 students – 2 or more race</li> <li>• 25 students – Hispanic</li> <li>• 56 students – White</li> <li>• 2 students – African American</li> <li>• 26 students – SPED</li> </ul>	Based on the data LJMS needs to develop more robust Restorative practices and a bank of “other means of correction” for behavior intervention.
2023-2024 Attendance Rate	94% attendance rate	Based on the data, LJMS needs to connect with families to identify the reasons students are not attending school in order to improve attendance rates.

**Subject: Social Emotional**

**LEA/LCAP:** LCAP Goal 2: CRPUSD will create a safe, inclusive and welcoming learning atmosphere that provides a conducive environment that supports social emotional learning for all student scholars and staff.

**Goal #2** By the end of the 2024-2025 school year, Lawrence Jones Middle School will enhance school climate by implementing strategies that foster a safe, inclusive, and welcoming environment for all students and staff. This will be measured by a 10% increase in positive responses on school climate surveys, a 5% decrease in behavioral referrals, a decrease in suspensions by ¼ in each subgroup, and an increase in participation in social-emotional learning (SEL) lessons.

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual 8.4%	Goal 6.3%
English Learners (EL)	Actual 1.4%	Goal 1.05%
Students with Disabilities (SWD)	Actual 3.2%	Goal 2.4%
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>Social-Emotional Learning (SEL) Integration programs implemented schoolwide (Everyday Speech) to promote self-awareness, emotional regulation, and positive relationship-building.</p> <p>Develop mentorship programs where older students or trained student leaders provide support to younger or struggling peers.</p>	<p>We will monitor usage and implementation of the SEL program.</p> <p>We will monitor this by gathering qualitative data from students who participate in these programs.</p>			
	<p>Restorative Practices - Establish a committee to support the training of adults on campus around restorative practices to address conflicts and behavioral issues, focusing on repairing relationships and fostering a community-centered approach.</p>	<p>We will monitor progress using responses from the Youth Truth Survey.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Positive Behavior Interventions and Supports (PBIS) - Re-teach and revamp the Positive Behavior Interventions and Supports (PBIS) systems on campus, with a focus on rewarding positive behavior and clearly communicating expectations aligned with the school's behavior expectations by increasing visibility and recognition of students who exhibit positive behavior using JagPaws through school wide recognition programs and increased signage.</p>	<p>Collect qualitative feedback from students and staff on the effectiveness of these programs in creating a positive school culture.</p>			



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Inclusive and Culturally Responsive Practices - Provide professional development on culturally responsive teaching to ensure lessons and school activities reflect the diversity of the student body and promote inclusivity.</p> <p>Teacher committees and student leadership groups that celebrate diversity and give staff and students a voice in shaping school culture.</p> <p>Offer professional development for staff on de-escalation practices (ProACT)</p>	<p>We will monitor this by logging the CRT professional development that is provided and monitoring attendance.</p> <p>We will monitor progress by collecting qualitative data about the work being done, and the number of students participating in clubs/activities/events.</p> <p>We will monitor this by logging the professional development that is provided and monitoring attendance.</p>			
	<p>Student Support Services – LJMS will utilize its COST (coordination of Services Team) to pair identified students with services.</p>	<p>We will monitor this by keeping a log of all students who are discussed and the interventions that are assigned and evaluating the effectiveness of those interventions.</p>			
English Learners (EL)	<p>Meetings with parents – LJMS staff will meet with parents of English learners and personally invite them to decision making meetings (ELAC) to ensure that their voices are heard.</p>	<p>We will monitor this by keeping a log of parent phone calls and meetings.</p>			
	<p>ELL assistants will work with students</p>	<p>Assistant will be assigned in alignment</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	individually and in sheltered classes and ELD classes to support student learning.	with ELPAC designation level			
	Teachers offer lunchtime and after-school workshops/tutorial to provide students additional support.	Attendance logs will be kept to monitor the frequency of student access to tutorial.			
Students with Disabilities (SWD)	Strengthen Partnerships with Education Specialists - LJMS administrators will meet monthly with Education Specialists to determine other means of correction for students who have IEPS.	We will monitor this by keeping a running agenda with the SPED team.			
Other Student Groups					

## Section 4 Educational Partner Involvement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 3

#### Subject: Educational Partner Involvement

#### IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Parent Attendance at school wide events BTSN/EXPO	No baseline data - Attendance Rates have not been kept	LJMS would like to increase the number of parents who attend school wide events.
2023-2024 Parent Square Interaction	97.6% families contactable on Parent Square 20% of parents interacted with posts	LJMS appears to make contact with most parents, but the engagement with the posts is low. We need to work to encourage parents to engage with the content.
2023-2024 Youth Truth Parent positive responses	Engagement 50% Relationships 69% Culture 49% Communication & Feedback 47% School Safety 34% Resources 52%	LJMS needs to create an intentional plan to partner with parents, involve them in discussions, and gather their input on school wide programs and initiatives.

**Subject: Educational Partner Involvement**

**LEA/LCAP:** Goal 3: CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success.

**Goal #3** By the end of the 2024-2025 school year, Lawrence Jones Middle School will strengthen family and community partnerships by increasing parent and guardian participation in school events, improving communication with families, and expanding community collaboration. This will be measured by a 10% increase in parent participation in school meetings and events, higher satisfaction with communication as reported in family surveys, and the development of at least three new community partnerships.

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual 5.6%	Goal 15.6%
English Learners (EL)	Actual 11.7%	Goal 21%
Students with Disabilities (SWD)	Actual N/A	Goal N/A
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>Improve Communication Systems- communicate with parents and families through multiple channels (newsletters, Powerschool, emails, MINGA, text messaging, social media, and a regularly updated school website.) Ensure communication is provided in multiple languages to meet the needs of all families, particularly those of English Learners.</p>	<p>We will monitor this by looking at parent engagement with the online communications, and parent attendance at events and meetings.</p>			
	<p>Offer learning opportunities - LIMS reach out to parents who are not registered in the online platforms and will offer workshops for parents on how to navigate the school's online platforms, such as the parent portal and learning management systems, to stay updated on student progress.</p>	<p>We will keep a running list of the parents who are not registered and schedule appointments with them.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Family Engagement Events – LJMS will organize a community building event (family nights, cultural celebrations, and student showcase) to strengthen relationships between the school and families.</p> <p>Parent and Family Workshops – LJMS will host parent education workshops on topics such as supporting student learning at home, social-emotional development, and navigating middle school.</p>	<p>We will monitor this by conducting Satisfaction Surveys.</p> <p>We will gather information about this event using a satisfaction survey.</p>			
	<p>Parent-Teacher Collaboration - LJMS will utilize Parent Square and Google Classroom as two-way communication between parents and teachers.</p>	<p>We will monitor this by tracking the home-school communication volume as reported by teachers.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Parent Leadership and Involvement- Engage parents in leadership roles by encouraging participation in school committees such as the School Site Council (SSC), Parent-Teacher-Student Association (PTSA), and English Learner Advisory Committee (ELAC).	We will monitor attendance of these parent groups.			
English Learners (EL)	Community Liaison – LJMS will utilize out bilingual community liaison to make contact with families who speak Spanish to invite them to events.	We will monitor this by having the community Liaison keep track of the parents who she has reached out to with these intentions.			
Students with Disabilities (SWD)	School-Home Communication tools – LJMS will utilize check in check outs and the academic planners as a tool to support the home-school communication on a more regular basis.	We will monitor this by logging which students have this as a support tool and we will check on its effectiveness at scheduled meetings.			
Other Student Groups					
Graduation Rate (GR)					

## Section 4 Multilingual Learner

### Goals, Strategies, Expenditures, & Annual Review

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**Goal 4**

**Subject: Multilingual Learner**

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
2023-2024 RFEP Rate	17.6% Reclassification Rate	Based on the Assessed data, LJMS needs to work on Reclassification of students paying special attention to the specific needs of Long-Term English Learners.
2023-2024 ELPAC Scores Overall	44% At or Above benchmark (scoring overall 3 or 4)	85 ELs so 44% is 38 students were at or above benchmark!
August 2024 Number of Long Term English Learners (LTELS)	80% (68/85) ELs are LTELS (EL for more than 6 years)	Based on the Assessed data, LJMS needs to work on Reclassification of students paying special attention to the specific needs of Long-Term English Learners.
2023-2024 STAR Data Math & ELA	<p>ELA 6th grade 11.5% 7th grade 7.1% 8th grade 0%</p> <p>Math 6th grade 3.8% 7th grade 0% 8th grade 0%</p>	Based on the analyzed data, English Learners are showing strong scores on the ELPAC but that is not transferring to their SBAC scores. LJMS needs to meet with ELs to identify necessary supports for the SBAC assessments.

**Subject: Multilingual Learner**

**LEA/LCAP:** LCAP Goal 4: CRPUSD will improve academic outcomes for Multilingual Learners.

**Goal #4** By the end of the 2024-2025 school year, Lawrence Jones Middle School will improve academic outcomes for Multilingual Learners (MLs) by increasing the percentage of MLs meeting or exceeding standards in English Language Arts (ELA) and Mathematics by 4%, as measured by state assessments (e.g., CAASPP), and advancing at least one English language proficiency level as measured by the ELPAC. RFEP Rate increase.

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
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Schoolwide (SW)	Actual N/A	Goal n/a
English Learners (EL)	Actual 3.7%	Goal 7.7%
Students with Disabilities (SWD)	Actual n/a	Goal n/a
Other Student Groups SED	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)					
English Learners (EL)	<p>Designated and Integrated English Language Development (ELD) Instruction - Embed Integrated ELD strategies across all content areas, with a focus on building academic language in both ELA and Math, ensuring that multilingual learners have the language supports needed to access the curriculum.</p> <p>Interim Assessments – The EL team will engage ELs in practice/interim ELPAC assessments to increase their exposure to the test in a low stakes environment.</p>	<p>Admin will collect qualitative data using a walk through tool.</p> <p>We will keep a list of students who participate in the practice tests, and we will track the students ELPAC scores.</p>			
	<p>Differentiated Instruction – Provide professional development for teachers on effective differentiation strategies for multilingual learners, focusing on best practices for language acquisition and content mastery.</p> <p>Use formative and</p>	<p>We will monitor using ELPAC results through the PLC process to inform instructional adjustments and provide additional language support where necessary.</p> <p>We will use ELPAC and STAR scores to monitor language proficiency progress and ensure that MLs are advancing</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	summative assessment data (e.g., benchmarks, ELPAC, and CAASPP results) to identify specific academic and language needs of MLs. Offer targeted academic interventions, such as after-school tutoring, small-group instruction, etc.	at least one level per year.			
	Professional Development for Teachers – Provide teachers professional development focused on the ELPAC assessment and its requirements so that they can integrate the practices into their classrooms.	We will monitor attendance at these learning sessions, and will track affect on teaching through PLC notes.			
	Academic and Language Progress Monitoring – Regularly monitor the academic and language development progress of MLs using STAR assessments, progress reports, and classroom data to ensure they are on track to meet proficiency goals.	We will monitor the regular formative assessments and use progress monitoring tools to track the academic growth of MLs throughout the year, ensuring timely interventions are provided.			
	Use of Technology and Instructional Resources – Train teachers and students in educational technology tools such (Rosetta Stone) and language support apps (e.g., Google Translate, Brisk, etc) to provide additional academic and language practice	We will collect qualitative data from teachers and students about the usage of tools and their implications on learning.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	opportunities for MLs both in and outside of the classroom.				
Students with Disabilities (SWD)					
Other Student Groups					

## Section 5 Staffing

### Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)

## Section 7 Funding Allocations

### Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$0
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$0
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$0

Total of State and local programs that the school is including in the schoolwide program: \$0

## Section 8 School Site Council Membership

**2024 - 2025**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Jr High and High School**  
**SCHOOL: Lawrence E. Jones Middle School**

**Committee Composition Requirements:** In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Vanessa Thomas Term: 24-25 XParent Community Member	1. Name: Merideth Keenan-Boggs <b>Principal</b>
2. Name: Jennifer Green Term: 24-25 XParent Community Member	2. Name: Stephen Thomas Term: 24-25 <b>Teacher</b>
3. Name: Ryan Henne Term: 24-25 XParent Community Member	3. Name: Tyler Rupiper Term: 24-25 <b>Teacher</b>
4. Name: Max Campos Term: 24-25 <b>Student</b>	4. Name: Kaitlyn Oser Term: 24-25 <b>Teacher</b>
5. Name: Jonathan Thomas Term: 24-25 <b>Student</b>	5. Name: Term: <b>Teacher</b>
6. Name: Term: <b>Student</b>	6. Name: Valerie Vivar Term: 24-25 <b>Other School Staff</b>

## Section 8 School Site Council Membership

**2024 - 2025**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Elementary (TK-5th)**  
**SCHOOL: Lawrence E. Jones Middle School**

**Committee Composition Requirements:** In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Vanessa Thomas Term: 24-25 XParent Community Member	1. Name: Merideth Keenan-Boggs <b>Principal</b>
2. Name: Jennifer Green Term: 24-25 XParent Community Member	2. Name: Stephen Thomas Term: 24-25 <b>Teacher</b>
3. Name: Ryan Henne Term: 24-25 XParent Community Member	3. Name: Tyler Rupiper Term: 24-25 <b>Teacher</b>
4. Name: Max Campos Term: 24-25 Parent Community Member	4. Name: Kaitlyn Oser Term: 24-25 <b>Teacher</b>
5. Name: Jonathan Thomas Term: 24-25 Parent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: Term: Parent Community Member	6. Name: Valerie Vivar Term: 24-25 <b>Other School Staff</b>