

# William Green Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	William Green Elementary School
Street	4520 West 168th Street
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 370-3585
Principal	Jenny Padilla
Email Address	jenny_padilla@lawndalesd.net
Website	<a href="http://green.lawndalesd.org/">http://green.lawndalesd.org/</a>
County-District-School (CDS) Code	19-64691-6014930

Entity	Contact Information
<b>District Name</b>	Lawndale Elementary School District
<b>Phone Number</b>	(310) 973-1300
<b>Superintendent</b>	Dr. Betsy Hamilton
<b>Email Address</b>	Betsy_Hamilton@lawndalesd.net
<b>Website</b>	www.lawndalesd.net

## School Description and Mission Statement (School Year 2019-20)

### School Description:

William Green School consolidates Federal Title I funds in a school-wide program for the instructional support of all students primarily students with needs. Green is one of eight schools in the Lawndale Elementary School District. Located in a small, low to middle socioeconomic community in the heart of the South Bay, Green School has approximately 627 TK-5 students, who come from a diverse background. Eighty-four percent (79%) of our students are Hispanic; approximately (37%) of our students are English Learners;. Approximately eighty percent (80%) of our total students participate in the free/reduced meal program.

The skills and efforts of the staff have made Green School a place where students and adults work in an atmosphere of courtesy and positive feelings towards themselves and others. Under the school-wide program, all students benefit from Title 1 funds. Students in our Gifted and Talented Education (GATE) program, in grade 5, are offered an on-site classroom experience in a GATE cluster format with opportunities for differentiation as well as the option to participate in an afterschool coding club.. Students with Individual Education Plans (IEPs) receive specific instruction through the team efforts of the Learning Center teachers, speech and language pathologist, psychologist, classroom teachers, and Language Arts Specialist.

Green School has one full-time Language Arts Specialist (LAS) for intervention monitoring and instructional coaching, Instructional aides provide small-group support in the area of English-Language Arts using push-in and pull-out models. In addition to the support provided by the LAS, approximately 200 students are in after-school programs, RAP and Reading Partners, which are funded by grants. All program staff work closely and collaboratively with the teachers to ensure that the students' needs are being met. We also have a full-time Math Teacher on Special Assignment and an English Learner Instructional Resource Teacher (ELIRT) that provide our staff with instructional support in the areas of Math and ELD. Students socio-emotional needs are met by our full time Social Worker and the interns that work with her. The Title I funds are allocated toward intervention support in and out of the classroom. In addition to having a Language Arts Specialist, there are two 5.4 hour assistants. Both instructional assistants work directly with the Language Arts Specialist and service students. Students at Green also receive intervention in the areas of Language Arts, Math, and ELD after school. Students are selected using grade level universal screenings so we can ensure that the students with the most need are being serviced.

The staff, students, and community are dedicated to ensure that a high level of expectation of academic excellence is maintained for all our students. The vision and mission of the William Green Elementary School is to provide a learning environment where all students will be given many opportunities to maximize their potential. We are a school where staff, students and community work collaboratively to promote academic, social, emotional and physical growth to enable all students to become responsible, capable and contributing members of society. To put this mission into an operational framework, we have established our the motto "Eagles, SOAR, high." The letters in the word soar are the areas of focus based on our beliefs below. At William Green Elementary students Stay Safe, Own their Actions, Act with kindness, so we are ready to learn. Our school mission statement is William Green Elementary is a community of life-long learners. Together we are safe, kind, and responsible. This mission is consistent with State and District Guidelines. We believe William Green Elementary School is an Educational Partnership that is a collaboration of families, students, teachers, classified personnel, administrators and the community. We are dedicated to producing lifelong learners who will become positive contributors and producers in our future society.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	110
Grade 1	107
Grade 2	117
Grade 3	114
Grade 4	102
Grade 5	134
Total Enrollment	684

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.1
Asian	0.7
Filipino	0.1
Hispanic or Latino	82.6
Native Hawaiian or Pacific Islander	0.4
White	7
Two or More Races	3.5
Socioeconomically Disadvantaged	86.8
English Learners	45.5
Students with Disabilities	9.6
Foster Youth	0.1
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33.8	30	30	248
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: November 2016

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. A Social Studies series was adopted for the 2007-08 school year, Science textbooks and materials were adopted in 2008-09 and Language Arts textbooks and materials were adopted for the 2017-18 school year. Everyday 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0
Mathematics	Everyday Math	Yes	0
Science	Scott Foresman	Yes	0
History-Social Science	Scott Foresman	Yes	0

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

At William Green, we are exceedingly proud of the quality of our school facility and its support of teaching and learning. The two-year modernization of our campus was completed in May 2002. Originally built in 1952, all permanent classrooms, offices and buildings received a comprehensive upgrading. The school has 46 classrooms, a multipurpose room, a library, preschool classrooms, program office, workroom and administration building. Bungalows were added each year from 2000-2003 to accommodate an expanding enrollment and Class Size Reduction.

The school playground area in combination with the park facilities, provide demarcated play and sports areas that support our standards-based physical education programs. In addition to the modernization of our classrooms, the 1.9-acre park adjacent to our school (William Green Park) was fully upgraded and improved in Fall 2014. Complete with a baseball diamond, large grassy field, basketball courts and two large play apparatuses, this facility is used by our students for recesses and P.E. and noon sports during the school day, and as a community park after school and on weekends. A chain-link fence lines the perimeter of the park and is kept locked during school hours.

Improvements made after modernization

- Installation of filtered drinking fountain and bottle refilling station
- A complete Kitchen renovation was completed in 2015.

#### Measure L funded facility Improvements 2017-2018

- Painted exterior of all buildings, fences, and external metal surfaces
- Installation of new roof and gutters on permanent buildings and protective roof coating on portable buildings

#### 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

William Green School takes great efforts to ensure that its campus and student learning environments are clean, safe and functional consistent with the Williams Act. Uniform Complaint Procedure notifications are posted in all classrooms and offices. The district governing board has adopted cleaning standards for all schools in the district. Restrooms have been upgraded and are monitored at regular intervals throughout the day by the custodial and administrative staff. 100% of toilets, faucets and hand dryers are functional. The principal and assistant principal work daily with the custodial team to develop cleaning schedules and target areas to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An electronic work order process is currently used to facilitate efficient service, provide regular status reports and ensure that emergency repairs are given the highest priority.

#### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** 6/7/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Room 24: Patche wall and carpet Room 38: Peeling Paint inside on beams Room 4: Soffit paint peeling Room 9: Stained Ceiling Tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Room 12:
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	44	50	51	50	50
Mathematics (grades 3-8 and 11)	27	39	36	39	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	349	343	98.28	1.72	43.73
Male	184	180	97.83	2.17	41.11
Female	165	163	98.79	1.21	46.63
Black or African American	13	11	84.62	15.38	27.27
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	302	299	99.01	0.99	42.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	12	100.00	0.00	66.67
Two or More Races	11	11	100.00	0.00	72.73
Socioeconomically Disadvantaged	299	298	99.67	0.33	42.28
English Learners	188	184	97.87	2.13	44.02
Students with Disabilities	36	36	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	349	346	99.14	0.86	39.31
Male	184	182	98.91	1.09	42.86
Female	165	164	99.39	0.61	35.37
Black or African American	13	11	84.62	15.38	9.09
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	302	301	99.67	0.33	37.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	12	100.00	0.00	66.67
Two or More Races	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	299	298	99.67	0.33	37.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	188	187	99.47	0.53	38.50
Students with Disabilities	36	36	100.00	0.00	11.11
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.1	21.1	6.0

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



## C. Engagement

### State Priority: Parental Involvement

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

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

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

Increasing the number of organized opportunities for parents to be involved in William Green School continues to be a priority. To increase meaningful parent and family involvement in the education and daily life of the school and establish a strong productive family school partnership as an integral part of the school's infrastructure, parents are highly encouraged to:

- 1) volunteer their time preparing materials for the classroom, volunteering on field trips, and helping in the parent center;
- 2) become a part of our Parent-Teacher Association (PTA), a committee that meets monthly to plan enrichment activities and fundraisers for the benefit of our students;
- 3) participate on our School Site Council (SSC) and English Learner Advisory Committee (ELAC), a group that discusses school-wide program goals and budget;
- 4) attend family events such as Back-To-School Night, Open House, monthly parent workshops, and Family Nights (covering such topics as literacy, health and fitness, technology, arts, science, and/or mathematics);
- 5) attend Parent Conferences to discuss the academic progress of their child(ren).

Other special topic workshops for parents such as Parent Empowerment, Reading Strategies and the Parent Principal Coffees are hosted at William Green.

Finally, immediate and timely communication is important. We use the Blackboard telephone messaging system and social media to keep families aware of important developments, key dates and special events and maintain a school website as well as social media pages. Parents with email addresses receive weekly correspondence electronically. Every effort is made to ensure that all home/school communication goes home in the primary languages of our students. For organized opportunities for involvement contact the William Green School office, (310) 370-3585, and ask for our Community Liaison.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.5	0.1	0.3	1.8	1.4	1.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

We have made it a top priority at William Green to plan and implement procedures that ensure the safety of all students. During the school day, all gates are locked and all visitors must enter through the administrative offices and follow a sign-in procedure. All parents, guardians or older siblings of students in grades TK-3 must make direct contact with their primary child's classroom teacher before that child is released. Before school, children on school grounds remain in designated areas and are under the supervision of personnel hired by the school and District. Children participating in school sponsored after-school activities are either under the supervision of credentialed teachers or after school program personnel hired by the District for that purpose.

William Green developed a comprehensive School Safety Plan. The comprehensive plan was reviewed and updated by staff in October of 2019. This plan provides for emergency procedures for all events, including fire, earthquake, disasters, lockdown, terrorism and police actions. This plan also covers daily procedures such as locked gates, closed campus guidelines, visitor sign-in procedures and supervision. As a school we participate also in safety drills such as earthquake, fire, and lockdown drills to practice procedures and routines.

## D. Other SARC Information

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

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		5		24		6		22	1	4	
1	21		5		23		4		21	1	4	
2	21	3	2		23		5		23		5	
3	24		6		26		4		23		5	
4	29		4		26		5		34			3
5	28		5		29		4		34			4
Other**	3	1										

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

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

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

Title	Ratio
Academic Counselors*	.0

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

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	2.0
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	2.0

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

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8439.39	1467.34	6972.05	90118.39
District	N/A	N/A	6972.05	\$88,914.00
Percent Difference - School Site and District	N/A	N/A	0.0	1.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-7.4	8.6

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

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

#### Types of Services Funded (Fiscal Year 2018-19)

Additional support services to students include: in-school intervention support in reading, math and ELD, before- and after- school tutoring in ELA and math, Reading Partners, one full time Language Arts Specialist, Math TOSA, ELIRT, Social Worker, 2 literacy aides, and a library media clerk. Support is provided through instructional coaching, in-class intervention, and out of class intervention. Our school provides Response to Intervention and uses a tiered approach to supporting students. As a staff we use staff meetings, grade level meetings, and early release site meetings to improve our tier 1 best first instruction. We also regularly review class data profiles and school-wide data to determine other tiers of support.

#### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,383	\$45,741
Mid-Range Teacher Salary	\$88,894	\$81,840
Highest Teacher Salary	\$104,333	\$102,065
Average Principal Salary (Elementary)	\$137,612	\$129,221
Average Principal Salary (Middle)	\$142,246	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$223,253	\$224,581
Percent of Budget for Teacher Salaries	36%	36%

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

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

### Professional Development (Most Recent Three Years)

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

The LESD Education Services team in collaboration with the Language Arts Specialists, Math TOSAs, 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.

Professional development focuses on the instructional shifts needed to meet the rigorous demands of the Common Core State Standards and the need to support development of academic discourse for all students, with an emphasis on English language learners. All TK-5th grade teachers receive professional development support in the areas of Socio emotional learning, Math warm-ups, and integrated ELD. Collaboration time is spent on data analysis and planning in the areas of English Language Arts, Math, and ELD. 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.