

Will Rogers Middle 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	Will Rogers Middle School
Street	4110 West 154th Street
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 676-1197
Principal	Emilie Leigh
Email Address	emilie_leigh@lawndalesd.net
Website	rogers.lawndalesd.org
County-District-School (CDS) Code	19-64691-6014922

Entity	Contact Information
District Name	Lawndale Elementary School District
Phone Number	(310) 973-1300
Superintendent	Dr. Betsy Hamilton
Email Address	betsy_hamilton@lawndalesd.net
Website	www.lawndale.k12.ca.us

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

Will Rogers Middle School is one of eight schools in the Lawndale Elementary School District. Rogers became a 6th, 7th and 8th grade middle school in 2006-2007. It currently serves an ethnically diverse community of over 1,000 students many of whom are second language learners. Will Rogers Mission is to prepare students to become citizen leaders of the 21st century. Rogers 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. Rogers believes in project based learning with a focus on science, technology, engineering, and math. Will Rogers Middle School is organized into small learning communities where every student is known, valued for their contributions, and nurtured. Rogers Panthers are Responsible, Model Citizens and Scholars (RMS). Will Rogers Middle School continues to strive to improve continuously in the areas of teacher training, parent involvement, instruction, safety, attendance, discipline, and positive culture

Will Rogers Middle School is dedicated to ensuring that all students succeed. We maintain a school culture that ensures safety, builds respect and teaches personal responsibility for learning. We are a community committed to excellence and academic achievement. We serve a richly diverse student population through a focus on learning. The staff at Rogers provides rigorous instruction, develops social leadership skills and supports student's individual needs to ensure success. In support of our goals, Rogers Middle School provides on-going professional development for all our staff. Parents are partners in our commitment to student achievement. Rogers invests in the future by creating a supportive learning environment with high expectations for all our students.

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

Grade Level	Number of Students
Grade 6	299
Grade 7	353
Grade 8	305
Total Enrollment	957

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.2
Asian	6.1
Filipino	1
Hispanic or Latino	71.6
Native Hawaiian or Pacific Islander	1.3
White	2.8
Two or More Races	3.7
Socioeconomically Disadvantaged	84.5
English Learners	26.4
Students with Disabilities	12.5
Foster Youth	0.2
Homeless	0.7

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	46	48	46	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: June 2017

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	Mc Graw Hill: Study Sync; Houghton 2017	Yes	0
Mathematics	Houghton Mifflin: Go Math 2015	Yes	0
Science	Pearson-Prentice Hall	Yes	0
History-Social Science	McDougal Littell and Holt	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Will Rogers Middle School is well-maintained and provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Four full time custodians perform basic cleaning operations at our school site, and the Lawndale School District Maintenance and Grounds Department provides additional services as needed. Detailed cleaning is done during vacation periods. The district provides maintenance services on a regular schedule and the district maintenance staff ensures that the repairs necessary to keep the school in good condition and working order are completed in a timely manner. Daily reports of incidents that require repair at the school sites are processed through work orders. A work order process or request for repairs is used to track work orders prioritize emergency repairs and ensure efficient service.

The buildings are well maintained and surrounded by a grassy quad area and a large park. The campus has been renovated and the technology has been up graded. All classrooms are equipped with internet connectivity.

A thorough renovation was completed at Rogers Middle School between 2001 and 2004, as part of the District's modernization program. Throughout the entire modernization process, the students' safety was at the forefront of everyone's mind. To address some of these safety concerns, more classrooms and restrooms were added and new routes for student ingress and egress were created.

Improvements made after modernization

- Library multimedia learning center updated
- Installation of filtered drinking fountain and bottle refilling station

Measure L funded facility Improvements 2017-2019

- Painted exterior of all buildings, fences, and external metal surfaces
- 2019 new slurry coat on asphalt surfaces within campus
- 2019 New roofing installed on permanent 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

Prop 39 HVAC 2019

- Replaced all heat pumps with new units in permanent buildings

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 31: Stained Ceiling Tile Room 38: Stained Ceiling Tile Room 39: Stained Ceiling Tile Room 44: Stained Ceiling Tile Room 45: Stained Ceiling Tile Room 47: Stained Ceiling Tile Room 49: Stained Ceiling Tile Room 51: Stained Ceiling Tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 17:
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)	51	47	50	51	50	50
Mathematics (grades 3-8 and 11)	27	28	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	949	935	98.52	1.48	47.49
Male	481	474	98.54	1.46	40.93
Female	468	461	98.50	1.50	54.23
Black or African American	87	87	100.00	0.00	33.33
American Indian or Alaska Native					
Asian	60	59	98.33	1.67	72.88
Filipino	--	--	--	--	--
Hispanic or Latino	697	688	98.71	1.29	45.49
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	54.55
White	26	26	100.00	0.00	53.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	35	35	100.00	0.00	60.00
Socioeconomically Disadvantaged	803	794	98.88	1.12	45.72
English Learners	443	429	96.84	3.16	36.60
Students with Disabilities	111	111	100.00	0.00	4.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	10	76.92	23.08	40.00

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	949	948	99.89	0.11	27.85
Male	481	481	100.00	0.00	27.23
Female	468	467	99.79	0.21	28.48
Black or African American	87	87	100.00	0.00	12.64
American Indian or Alaska Native					
Asian	60	60	100.00	0.00	70.00
Filipino	--	--	--	--	--
Hispanic or Latino	697	697	100.00	0.00	24.25
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	45.45
White	26	26	100.00	0.00	42.31
Two or More Races	35	35	100.00	0.00	45.71
Socioeconomically Disadvantaged	803	802	99.88	0.12	26.93
English Learners	443	442	99.77	0.23	20.14
Students with Disabilities	111	111	100.00	0.00	2.70
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	8.33

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
7	9.9	35.2	46.3

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)

Parents and community members are very supportive of the educational program at our school and play an important role in the success of Rogers. 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:

- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- English-Language Advisory Committee (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.

Will Rogers offers access to medical and health information and screening. Along with the committees and organizations mentioned above, parents have opportunities to participate in parent education workshops and classes, conferences, school events, field trips, student activities, family nights, career days and academic competitions. Our parents are an important part of our school community and are always welcome to visit classrooms and participate in school activities.

We communicate in a variety of ways with parents. We communicate through the use of telephone, text message, email and provide notifications through the LESD app with messages about school events and academic information to help parents support student achievement. Additionally, Rogers sends out a monthly newsletter to inform parents of upcoming events and provide information on key middle school issues. The Rogers website, rogers.lawndalesd.org, also provides on-line access to assignments, activities and teacher websites that provide on-line academic support. The LESD APP, allows parents to check the grades, attendance, and missing assignments for their student. Parents can also communicate via telephone, email, and can visit our counselors and conference with all of their students' teachers.

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 and provides a series of parent workshops on topics pre-selected by 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. The Optimist Club provides us with a unique resource to continue and expand our music program. The Northrop Grumman Corporation is a strong community partner helping our Rogers students in many ways. They provide lunch time tutors, career day speakers, funding for science and math field trips and hands on activities, as well as academic awards for excellence in Math and Science. Our community partners are woven into the tapestry of the culture of Rogers.

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
Suspensions	3.7	3.2	4.5	1.8	1.4	1.4	3.6	3.5	3.5
Expulsions	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)

Rogers provides a safe and clean environment that supports student achievement. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. There is a Safe School Plan created by the School Safety Committee that meets to address ongoing issues and procedures for emergency response. There are several key elements to our safety plan. Training of all personnel occurs annually and is ongoing. In an effort to be prepared for an Emergency, procedures are reviewed with staff and students through practice drills, bulletins and emergency backpacks. Rogers has a school-wide discipline policy that is enforced consistently throughout the school. Rogers has student assemblies that review the emergency procedures, discipline guidelines, and other safety issues relating to school. Parents are sent a "Parent, Student, School Compact" and a District Booklet on "Parent and Student Rights and Responsibilities" every year. The school safety committee and district personnel evaluate the plan annually and update the plan as needed.

Rogers Middle School is a closed campus. All visitors are required to sign-in at the school's office. Before school, after school, and during lunch administrators and other campus supervisors monitor activity and ensure student safety. Rogers Middle School has two full-time campus supervisors and seven part-time campus assistants during school hours. The school is well maintained and in good repair. The school property is fenced and gates remain locked during school hours. Rogers also has two counselors and one social worker for student support. Students are also trained in conflict resolution and function as peer mediators. A Los Angeles County Deputy Sheriff, School Resource Officer, works with our students in a proactive manner to encourage good citizenship and support the rules of the school and community. Our safety plan is reviewed annually. It specifically addresses disaster procedures, discipline guidelines, reporting child abuse, and evacuation procedures. A copy of the school safety plan is in the office.

Rogers Middle School is proactive in providing internet safety. Students and parents sign an Acceptable Use Policy to help ensure best practices of all technological devices.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	22	10	6	24	13	17	6	20	23	15	5
Mathematics	23	9	9	1	25	12	13	5	25	6	19	5
Science	29	2	11	10	30	1	15	9	26	9	18	3
Social Science	29	5	6	12	27	4	16	4	31		13	8

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	531.7

*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)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.1
Other	1.0

*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	8019.27	1699.54	6319.73	87784.47
District	N/A	N/A	6319.73	\$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	-17.2	6.0

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

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

Types of Services Funded (Fiscal Year 2018-19)

Rogers has a variety of programs and supplemental services designed to help our students succeed. Before, during, and after school instructional support is provided for students with academic needs. Classroom and/or intervention teachers work with identified students in core subjects (English/Language Arts, math, social studies, and science) to assist them in reaching State standards. Funding is provided through the Local Control Accountability Plan (LCAP) and other site funds.

Intervention classes in Mathematics are offered as part of the regular day to support those students two or more grade levels behind. Rogers has a Language Academy that supports the "new to the country" students. Rogers provides ELD instruction for English Learner students. Rogers has a CPA program that serves approximately 140 students. The school provides supplemental books, and technology for student use.

Lunch time tutoring and clubs are also offered. The school provides two counselors worker to provide academic and social emotional counseling and support. The social worker also provides individual and group counseling and helps find family services outside of the school as needed. Rogers also has a partnership with Little Company of Mary Medical Center to provide health care and screening services for our students weekly. We have a health van on campus once a week that provides health services to all of our families.

In addition to intervention, Rogers offers before and after-school enrichment programs through RAP that includes homework help, music, math and science activities. Rogers also has sports and music programs after school for students. Rogers also offers after school tutoring and intervention along with academic teams such as Lego Robotics, Science Olympiad and a partnership with Northrop Grumman's Hack-a-thon program.

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%
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, 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.