# F. D. Roosevelt 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** | F. D. Roosevelt Elementary School |
| **Street** | 3533 West Marine Ave. |
| **City, State, Zip** | Lawndale, CA 90260 |
| **Phone Number** | (310) 675-1121 |
| **Principal** | Denise Appell |
| **Email Address** | denise_appell@lawndalesd.net |
| **Website** | www.lawndalesd.net |
| **County-District-School (CDS) Code** | 19-64691-6014914 |

| 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)

**Vision Statement**
Learning today to become Leaders of tomorrow.

**Mission Statement**

Our mission at F.D. Roosevelt is to empower our culturally diverse TK -5 students to collaborate and be creative, conscientious and critical thinkers. Through purposeful, engaging, and reflective instruction, the staff will continually refine our practice to support the unique academic, social, and emotional needs of our students. We cultivate an environment in which a person's character is as equally important as their academic success.

**School wide behavior expectations:**
At F.D.R., we are a community of safe, respectful, responsible citizens. Together we create a positive learning environment. Together we ROAR!

**F.D.R. School Motto:**
Responsible learners
Own your actions
Act with kindness
Remember to be a friend

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

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 115 |
| Grade 1 | 100 |
| Grade 2 | 95 |
| Grade 3 | 101 |
| Grade 4 | 99 |
| Grade 5 | 96 |
| Total Enrollment | 606 |

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 23.6 |
| Asian | 2.1 |
| Filipino | 0.7 |
| Hispanic or Latino | 69 |
| Native Hawaiian or Pacific Islander | 0.8 |
| White | 2 |
| Two or More Races | 1 |
| Socioeconomically Disadvantaged | 92.1 |
| English Learners | 46.4 |
| Students with Disabilities | 12.2 |
| Foster Youth | 0.5 |
| Homeless | 0.5 |

# 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 | 30.7 | 30 | 29 | 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** | McGraw Hill | Yes | 0 |
| **Science** | Scott Foresman | Yes | 0 |
| **History-Social Science** | Scott Foresman | Yes | 0 |

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

There are 23 classrooms, 11 relocatable classrooms, a multipurpose room, a library, and an administration building at the FDR campus. The FDR campus was built in 1945 originally, and was renovated in 2001. FDR completed modernization by the end of 2001.

Additional improvements after modernization
- Installation of new sound wall and fencing along Marine Ave.
- Complete Kitchen renovation completed in 2014
- Installation of filtered drinking fountain and bottle refilling station

Measure L funded facility Improvements 2017-2018
- Installation of new roof and gutters on permanent buildings and protective roof coating on portable buildings
- Painted exterior of all buildings, fences, and external metal surfaces
- Replaced existing asphalt play area back parking lot with new asphalt and striping

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

Classrooms are adequate for student needs, and the playground includes an entire park. Staff is provided two parking lots and visitors still have adequate space to park and go in to the office. In addition, there are six bathrooms for adult use only and 100% of adult and student toilets are working. The playground at FDR is the largest in the school district and extends well over 5 acres, including Bodger Park. The District and County collectively work on maintaining the park area and keeping it in good condition.

**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:**

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | Classroom 21: Paint/plaster damage, Unsecured items stored too high |
| **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 | |
| **Overall Rating** | **Exemplary** | |

# 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) | 39 | 39 | 50 | 51 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 36 | 36 | 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 | 287 | 281 | 97.91 | 2.09 | 39.15 |
| Male | 166 | 163 | 98.19 | 1.81 | 37.42 |
| Female | 121 | 118 | 97.52 | 2.48 | 41.53 |
| Black or African American | 68 | 68 | 100.00 | 0.00 | 30.88 |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 205 | 199 | 97.07 | 2.93 | 42.21 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 272 | 267 | 98.16 | 1.84 | 38.95 |
| English Learners | 152 | 147 | 96.71 | 3.29 | 39.46 |
| Students with Disabilities | 30 | 30 | 100.00 | 0.00 | 6.67 |
| 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 | 287 | 285 | 99.30 | 0.70 | 35.79 |
| Male | 166 | 166 | 100.00 | 0.00 | 35.54 |
| Female | 121 | 119 | 98.35 | 1.65 | 36.13 |
| Black or African American | 68 | 68 | 100.00 | 0.00 | 23.53 |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 205 | 203 | 99.02 | 0.98 | 38.92 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 272 | 271 | 99.63 | 0.37 | 33.95 |
| English Learners | 152 | 150 | 98.68 | 1.32 | 38.00 |
| Students with Disabilities | 30 | 30 | 100.00 | 0.00 | 10.00 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | 36.4 | 27.3 | 11.1 |

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)

Roosevelt Elementary School

Parent Involvement Policy 2019-2020

School-Level Parent Involvement Policy

Roosevelt Elementary School recognizes that parent and community involvement is a critical part in students achieving success in their academics and in life. We, at Roosevelt believe that the school and home need to work collaboratively in order for each student to reach his/her potential.

Parent Involvement Opportunities
- Enlist as a member in our PTA.
- Participate in School Site Council and/or the English Learner's Advisory Committee.
- Attend school wide events: Jog-a-thon, fundraisers, Turkey Trot, and family nights.
- Attend parent workshops.
- Monitor homework closely and make sure their child is reading nightly 30 – 45 minutes.
- Participate in the three way pledge in collaboration with the school/parents.
- Volunteer to work in the classroom and perform duties such as supervision during recess, ROAR cart assistant, office and garden helper, drop off & pick up gates. (Per District Guidelines).

Home & School Communications

Home (Parents):
- Email/call teacher with any questions or concerns about their child.
- Attend School Site Council/ELAC, Title I, CELDT Meeting, PTA meetings, parent conferences, Family Nights, Parent Workshops, and DPAC/DELAC .
- Attend Parent Conferences and schedule meetings with teachers.

School:
- Hold series of meetings (with translation) for parents to provide information and receive their input (including interpretation of student assessments both in large group meetings and through parent conferences).
- Inform parents through District Handbooks, Parent newsletters, LESD App, classroom communications to parents, phone calls, class newsletters, e-mails, agendas for homework.
- Provide parent letters regarding additional support services being provided to students who are struggling in school.
- Provide Title 1 progress reports. (copy of test results mailed)
- Provide information and support for 5th grade students and their families transitioning to middle school next year.

Through the opportunities that are provided at our school for parents and the ongoing communication between the school and the families, we hope that it ensures that we are a Family Friendly School and parents feel welcome and part of the team at Roosevelt School.

Contact Person

Gricell Rodriguez Diaz ; Community Liaison: (310) 675-1121 ext. 57206

## 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 | 0.5 | 1.1 | 0.2 | 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)

To keep students safe on school grounds before, during, and after the school day, we have instituted several safety programs. The first is to ensure that the adults on duty during recess carry the necessary emergency equipment with them so that it is possible to administer first aid quickly. Secondly, we have varied the entry and exit routes, which are known and practiced daily.

We have adults posted at each entrance to ensure that students are safe. All personnel wear badges and students know and report any adult on campus who is not wearing a badge. To get on the campus during the day, adults must check in at the office and are given a badge to wear, so the students know that this person has gone through the proper channels. The FDR Leadership Team and School Site Council finalized the procedure for the emergency drills, in the event of a disaster.

Our discipline policy focuses on consistency, clear expectations and follow through within the classroom and ongoing communication with our families. We are implementing PBIS - Positive Behavior Intervention Support - this is a more positive school-wide discipline plan in order to create a friendlier environment for our students and families. In order to meet the needs of our students, FDR offers programs to help students feel connected by providing Before or After School Activities, Monthly Award Assemblies and Fun Fitness Activities. FDR school honors students for high achievement, citizenship and improvement. Each teacher is expected to have a plan for the classroom environment and we have a full time School Social Worker and interns available to counsel students.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Maintenance Department responds to our needs in a timely manner. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The custodial staff cleans restrooms and classrooms daily as inspected by the site administration on a weekly basis.

A Comprehensive School Safety Plan was adopted in February, 2000. We have reviewed it every year since with the School's Leadership Committee and School Site Council to sure that it is still viable. The Safety Plan was last discussed with all staff in October 2019. The key components of the plan include three different drills and the chain of command in the case of an emergency. In addition, the plan details what chemical and poisons are prohibited at school. It also lists the various safe practices for students inside and out of the classroom. Universal bell schedules were implemented in 2004 so that emergency bell signals are the same at all schools. Each classroom has a safety backpack which stays with the teacher during emergencies. Emergency drills for fire, earthquake, and other emergencies are held on a regular basis.

# 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 | 19 | 3 | 4 | | 20 | 2 | 5 | | 19 | 2 | 5 | |
| 1 | 24 | | 4 | | 24 | | 4 | | 24 | | 4 | |
| 2 | 24 | | 4 | | 25 | | 4 | | 24 | | 4 | |
| 3 | 17 | 2 | 4 | | 24 | | 4 | | 25 | | 4 | |
| 4 | 32 | | 3 | | 26 | 1 | 3 | | 32 | | 3 | |
| 5 | 26 | | 4 | | 30 | | 3 | | 22 | 2 | 3 | |
| Other** | | | | | | | | | | | | |

*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) | |
| Psychologist | |
| Social Worker | 1.0 |
| Speech/Language/Hearing Specialist | 3.4 |
| Resource Specialist (non-teaching) | 4.0 |
| Other | 3.0 |

*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 | 11028.08 | 4164.91 | 6863.17 | 87822.45 |
| District | N/A | N/A | 6863.17 | $88,914.00 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -1.2 |
| State | N/A | N/A | $7,506.64 | $82,663.00 |
| Percent Difference - School Site and State | N/A | N/A | -9.0 | 6.1 |

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)

Categorical funds provided the following programs and supplemental services:
- Professional Development
- Technology hardware and software
- Interventions before and after school
- Bilingual Instructional Assistants
- Instructional Assistants
- Materials and supplies
- Books and Periodicals
- Parent Workshops and babysitting
- Reading Partners
- Release time for teachers to analyze data, create action plans, look at student work, plan lessons for targeted students.

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## 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, 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 social-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.