

# Jane Addams 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	Jane Addams Middle School
Street	4535 West 153rd Pl.
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 676-4806
Principal	Dennis Perry
Email Address	dennis_perry@lawndalesd.net
Website	<a href="http://addams.lawndalesd.org/">http://addams.lawndalesd.org/</a>
County-District-School (CDS) Code	19-64691-6014864

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.lawndale.k12.ca.us

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

### School Description

Jane Addams Middle School consolidates Federal Title I funds in a school-wide program for the instructional support of all students primarily students with needs. The school contains a variety of instructional programs to meet the varied needs of our students included gifted students, English Learners, and students receiving Special Education instruction. Jane Addams is one of eight schools in the Lawndale Elementary School District, and one of two middle schools serving students in grades 6-8. The district is located in a small, low to middle socio-economic community in the heart of the South Bay. Jane Addams is an ethnically diverse school of 845 students. According the CBEDS 2017 eighty-one percent (80%) of our students are Hispanic, twenty four percent (19%) are English Learners, eighty-six percent (80%) are socio-economically disadvantaged.

Jane Addams has one full-time Language Arts Specialist (LAS) for intervention, providing small-group support in the area of English-Language Arts using push-in and pull-out models. Addams also has one full time English Learner Instructional Resource Teacher (ELIRT) and a math TOSA that is split with the other middle school to provide teachers the resources to deliver best first instruction to students on a daily basis. In addition to that there is a 21 century instructional resource teacher, a social worker, computer technician and a library media teacher. The Title I funds are allocated toward interventions. In addition to having a Language Arts Specialist, there are two five hour instructional assistants. The instructional assistants support our ELIRT and LAS directly servicing struggling students. Students at Addams also receive intervention in the areas of Language Arts and Math before and 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 LEA will provide professional development in the following areas: Common Core Standards, 21st century learning environments, and English Language Development. Technical assistance will be provided by the LEA with the school budget, data analysis, and computer technology . The SBAC testing is now in full implementation and will be given in the Spring. The CELDT is given annually, and initially for students new to a California Public school.

The staff, students, and community are dedicated to ensure that a high level of expectation of academic excellence is maintained for all our students.

We have been honored as a California Distinguished School. For school year 2012-2013 the API was 825, above the state standard for a highly successful school but AYP was not met in the AMAO's. We were in year 4 of Program Improvement for the last year that API and AYP was calculated. We were recently recognized as a California Honor Roll School for 2016, 2017 and 2018 by the California Educational Results Partnership. Additionally, Jane Addams Middle School was designated a "Top Los Angeles County School" in 2019 for closing achievement gaps in English Language Arts for low-income African American and Latino students.

### School Mission Statement

To help all of our students to be prepared and equipped to fulfill their college and career dreams.

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

Grade Level	Number of Students
Grade 6	282
Grade 7	266
Grade 8	294
<b>Total Enrollment</b>	<b>842</b>

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

Student Group	Percent of Total Enrollment
Black or African American	8.1
Asian	2.5
Filipino	0.6
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	0.2
White	6.2
Two or More Races	1.8
Socioeconomically Disadvantaged	82.1
English Learners	18.3
Students with Disabilities	10.6
Foster Youth	0.1
Homeless	0.1

**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	43	42	38	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. This school year the History/Social Science Department is piloting several new textbooks and there will be a new textbook adoption in the 2020-2021 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync-McGraw Hill	Yes	0
Mathematics	Go Math-Houghton Mifflin	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)

Addams Middle School provides a safe and clean environment for learning. The school has 32 classrooms, a Media Center containing a computer lab and library, and a gymnasium. Space is available for students to have adequate playground opportunities. Space is also provided for teachers to use in their lesson preparation. Three full time custodians perform basic cleaning operations in each classroom daily at our school site following district-adopted standards for cleanliness. All bathrooms are cleaned at least daily and all toilets are in working condition. The Lawndale School District maintenance and grounds departments provide additional services as needed. Needed repairs are handled through a district-adopted work order system.

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

Improvements made after modernization

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

Measure L funded facility Improvements 2017-2018

- 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

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

**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: 6/11/2019**

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 11: Stained Ceiling tile Room 32: Stained Ceiling tile Room 37: Missing Ceiling tile, paint inside of door Room 39: 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	Room 27: Drinking fountain low pressure
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 15:
<b>Overall Rating</b>	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)	53	56	50	51	50	50
Mathematics (grades 3-8 and 11)	37	43	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	837	821	98.09	1.91	56.15
Male	413	405	98.06	1.94	45.68
Female	424	416	98.11	1.89	66.35
Black or African American	66	66	100.00	0.00	46.97
American Indian or Alaska Native					
Asian	20	20	100.00	0.00	90.00
Filipino	--	--	--	--	--
Hispanic or Latino	675	663	98.22	1.78	55.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	47	94.00	6.00	59.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	56.25
Socioeconomically Disadvantaged	686	675	98.40	1.60	55.26
English Learners	323	311	96.28	3.72	44.37
Students with Disabilities	83	83	100.00	0.00	14.46
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	836	831	99.40	0.60	43.08
Male	413	411	99.52	0.48	39.42
Female	423	420	99.29	0.71	46.67
Black or African American	66	66	100.00	0.00	28.79
American Indian or Alaska Native					
Asian	20	20	100.00	0.00	80.00
Filipino	--	--	--	--	--
Hispanic or Latino	674	672	99.70	0.30	42.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	47	94.00	6.00	51.06
Two or More Races	16	16	100.00	0.00	50.00
Socioeconomically Disadvantaged	685	681	99.42	0.58	42.58
English Learners	322	321	99.69	0.31	32.09
Students with Disabilities	83	83	100.00	0.00	13.25
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
7	16.2	19.2	43.2

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 can be involved at many levels in the school. Parents are crucial to the school's success. We have an active School Site Council, and English Learners Advisory Council. Parent-teacher conferences, Back-to-School Night, Parent Nights, Department Nights, and Open House are offered as ways for parents to be informed of their child's program. The ongoing dialogue between parents and teachers is essential for the students' academic success.

Parents can also participate in the School Site Council which meets the first Friday of every month and discusses school-wide goals and budget. The assistant principal also meets once a month with the English Learners Advisory Committee (ELAC) which consists of parents who discuss school issues and concerns. Parents can also join our family university which offers an array of courses for parents that help to improve healthy living and educational awareness.

Parents are invited to attend the two parent conferences that occur in the fall and spring. In addition we offer a fall Back-to-School and Spring Open House for parents. We visit the elementary feeder school in the Spring of students' 5th grade year to meet with the students coming to our school in the Fall. We arrange a parent meeting at the school in the Spring for parents of 5th graders.

Communication home occurs through newsletters, e-mail, blackboard connect, twitter, facebook, instagram, and phone calls through our connect-ed phone system. Homework is posted by each teacher weekly on our website: [jams.lawndale.k12.ca.us](http://jams.lawndale.k12.ca.us). Student grades can also be seen at our parent portal on the website. User name and password are required to access these grades. Parents are always encouraged to contact the school staff when questions or problems arise. In partnership parents and staff work for the best education of children.

We have a very active and robust parent volunteer program and parenting group that meets twice per week. Our website address is: <http://addams.lawndalesd.net/>

Our community liaison directly responsible for parent engagement and her name is Jennifer Marquez and she may be contacted via email at: [jennifer\\_marquez@lawndalesd.net](mailto:jennifer_marquez@lawndalesd.net)

### 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>	4.1	1.7	0.9	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)

A Comprehensive Safety Plan is in place for every school in the District. Addams School's plan was reviewed by School Site Council in February 2019 and is available in the school office. There are also disaster/safety plans that each teacher maintains in their emergency disaster preparedness backpack. The Safety Plan addresses ongoing safety concerns as well as what to do in the event of an emergency. More specifically it covers Disaster procedures, Discipline Guidelines, reporting child abuse guidelines, anti-bullying, safety routes to and from school, and other safety concerns for the school. Emergency drills are routinely held for earthquake, fire preparedness, and lock-downs/lockouts.

Addams Middle School's playgrounds are supervised by campus assistants and two campus security during school hours. The school is fenced and closed during the day to all visitors unless the visitor comes to the school office. Adult supervision is provided in front of the school both before and after school. A schoolwide discipline program is enforced consistently throughout the school. We have also consulted with a new company to do site safety audits and walks to further strengthen our plan.

## 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	24	8	18	3	22	19	16	2	23	11	16	2
Mathematics	26	5	11	1	22	17	12		23	16	12	4
Science	31	1	8	11	30		18	5	28	1	18	3
Social Science	31	1	9	10	28	3	18	4	27	2	17	6

\*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*	421.0

\*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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
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	8168.21	1439.74	6728.47	85568.50
District	N/A	N/A	6728.47	\$88,914.00
Percent Difference - School Site and District	N/A	N/A	0.0	-3.8
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-10.9	3.5

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)

The school provides after school enrichment programs, arts, music, PBIS, STEM. 1:1 Chromebook program, Garden, awards and recognition ceremonies, field trips, social emotional learning, and sports teams. It also has tutoring and homework assistance. The school provides counselors and counseling support through the counseling office team. The school is continuing to provide current technology for staff and student use. The school is continually purchasing books both for the main school library and the classroom libraries. The school supports the Physical Education department with materials and training. It also supports the music and art department through materials, musical instruments, and training. The school also supports content area teachers with training and materials.

The school has a classified librarian, a health assistant. The school also offers tutoring services through Supplemental Educational Services. We also provide before and after school intervention for our ELD students. There are also instructional assistants that are bilingual and they assist students in need of intervention with learning in ELD, Math, and English Language Arts.

These positions are funded through a combination of District and categorical funding.

## 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	13	13	13

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.