

# **William Green Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2012-13 School Year**

#### **Published During 2013-14**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## **I. Data and Access**

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### **Additional Information**

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## **II. About This School**

### **Contact Information (School Year 2013-14)**

<b>School Contact Information</b>	
<b>School Name</b>	William Green Elementary School
<b>Street</b>	4520 West 168th Street
<b>City, State, Zip</b>	Lawndale, CA 90260
<b>Phone Number</b>	(310) 370-3585
<b>Principal</b>	Jenny Padilla
<b>E-mail Address</b>	<a href="mailto:jenny_padilla@lawndale.k12.ca.us">jenny_padilla@lawndale.k12.ca.us</a>
<b>CDS Code</b>	19-64691-6014930

District Contact Information	
District Name	Lawndale Elementary School District
Phone Number	(310) 973-1300
Web Site	www.lawndale.k12.ca.us
Superintendent	Dr. Ellen Dougherty
E-mail Address	Ellen_Dougherty@lawndale.k12.ca.us

### School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

#### School Description:

William Green School consolidates Federal Title I funds in a school-wide program for the instructional support of all students primarily students with needs. Green is one of nine schools in the Lawndale Elementary School District. Located in a small, low to middle socioeconomic community in the heart of the South Bay, Green School has approximately 785 K-5 students, who come from a diverse background. According to CBEDS October 2013, eighty-three percent ( 83%) of our students are Hispanic; 56% of our students are English Learners;. Eighty percent (80%) of our total students participate in the free/reduced meal program.

The skills and efforts of the staff have made Green School a place where students and adults work in an atmosphere of courtesy and positive feelings towards themselves and others. Under the school-wide program, all students benefit from Title 1 funds. Students in our Gifted and Talented Education (GATE) program, grades 4-5, are offered an on-site classroom experience in a GATE cluster format with GATE certified teachers. Students with Individual Education Plans (IEPs) receive specific instruction through the team efforts of the resource specialist, Special Day Class teacher, speech teacher, psychologist, classroom teachers, and LAS.

Green School 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. In addition to the support provided by the LAS, approximately 300 students are in after-school programs, RAP and Reading Partners, which are funded by grants, and Project Excel, funded by categorical dollars. All program staff work closely and collaboratively with the teachers to ensure that the students' needs are being met. In addition, a transitional program for pre-school students is coordinated and implemented with the kindergarten teachers.

A minimum of 10% of Title I funds are used for professional development. The professional development focuses on English-Language Arts, English Learner achievement, and mathematics, using scientifically research-based strategies. In addition, substitute release-time will be provided for grade level collaboration, observations, assessments, data analysis, and instructional planning.

The LEA will provide professional development in the following areas: Peer Assistance Review and Beginning Teachers Support and Assessment. Technical assistance will be provided by the LEA and SEA with the school budget, data analysis, and computer technology . The STAR testing is completed each spring.The CELDT is given annually, and initially for students new to a California Public school. PreLAS and LAS Primary Language Tests are administered as appropriate.

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

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

We believe William Green Elementary School is an Educational Partnership that is a collaboration of families, students, teachers, classified personnel, administrators and the community. We are dedicated to producing lifelong learners who will become positive contributors and producers in our future society.

We believe that all members of the William Green Educational Partnership will create and maintain a welcoming learning environment that is physically, emotionally and academically safe.

We believe that all students are capable of success and must have open and equal access to the highest-quality instruction and resources at all times.

We believe that all students are unique individuals, each with his/her own learning style, goals and needs that will be valued, embraced and addressed individually.

We believe that powerful learning takes place when instruction is meaningful, interesting, empowering and rigorous and delivered in an environment that maintains high academic and social expectations for all students.

We believe that all students must take responsibility for their own success in life. They must set goals, work diligently and cooperatively, seek knowledge and understanding and strive for a greater personal best each day.

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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

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

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

Finally, immediate and timely communication is important. We use the School Messenger telephone messaging system to keep families aware of important developments, key dates and special events. Every effort is made to ensure that all home/school communication goes home in the primary languages of our students.

For organized opportunities for involvement contact the William Green School office, (310) 370-3585, and ask for our Community Liaison or PTA President.

## **III. Student Performance**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	57	53	58	54	57	54	54	56	55
Mathematics	69	63	67	58	57	56	49	50	50
Science	49	39	28	63	65	63	57	60	59
History-Social Science	N/A	N/A	N/A	64	60	57	48	49	49

Note: Scores are not shown 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.

#### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	56	63	N/A
All Student at the School	58	67	28	N/A
Male	53	65	29	N/A
Female	63	68	27	N/A
Black or African American	54	58		N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	57	67	25	N/A
Native Hawaiian/Pacific Islander				N/A
White	68	65		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	57	66	25	N/A
English Learners	45	57	6	N/A
Students with Disabilities	45	58		N/A
Students Receiving Migrant Education Services				N/A

Note: Scores are not shown 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.

#### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.5	19.7	12.3

Note: Scores are not shown 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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	6	7	5
Similar Schools	9	9	6

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	21	-32	20
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	-25	18
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	25	-30	18
English Learners	13	-19	19
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	500	819	4,310	805	4,655,989	790
Black or African American	24	799	382	777	296,463	708
American Indian or Alaska Native	0		3		30,394	743
Asian	8		220	903	406,527	906
Filipino	7		56	903	121,054	867
Hispanic or Latino	424	816	3,325	797	2,438,951	744
Native Hawaiian/Pacific Islander	7		42	821	25,351	774
White	29	853	193	839	1,200,127	853
Two or More Races	1		82	859	125,025	824
Socioeconomically Disadvantaged	460	814	3,829	796	2,774,640	743
English Learners	305	810	2,439	789	1,482,316	721
Students with Disabilities	61	741	564	652	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

**Federal Intervention Program (School Year 2013-14)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	80.0

**V. School Climate****Student Enrollment by Grade Level (School Year 2012-13)**

Grade Level	Number of Students
Kindergarten	117
Grade 1	141
Grade 2	128
Grade 3	123
Grade 4	145
Grade 5	123
Total Enrollment	777

**Student Enrollment by Group (School Year 2012-13)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.5	White	8.5
American Indian or Alaska Native	0.3	Two or More Races	0.5
Asian	1.9	Socioeconomically Disadvantaged	85.3
Filipino	1.2	English Learners	54.8
Hispanic or Latino	81.0	Students with Disabilities	9.4
Native Hawaiian/Pacific Islander	1.2		

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

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.8	0	4	0	31	0	4	0	29		4	
1	23.3	0	6	0	22.5	2	4	0	24		6	
2	24.1	0	7	0	21.9	4	3	0	18	2	5	
3	19	6	1	0	24	0	6	0	21	1	5	
4	32	0	3	1	30.5	0	4	0	24	1	5	
5	33	0	1	3	33.5	0	0	4	25	1	4	
6												
Other												

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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

William Green developed a comprehensive School Safety Plan in accordance with Safe Schools: A Planning Guide for Action, 2002 Edition. The comprehensive plan was reviewed and updated by staff and the School Site Council and adopted by the council at the March 2010 SSC meeting. This plan provides for emergency procedures for all events, including fire, earthquake, disasters, terrorism and police actions. This plan also covers daily procedures such as locked gates, closed campus guidelines, visitor sign-in procedures and supervision.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.01	2.14	2.99	6.37	4.76	3.08
Expulsions	0	0	0	0.0	.02	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.



## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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At William Green, we are exceedingly proud of the quality of our school facility and its support of teaching and learning. The two-year modernization of our campus was completed in May 2002. Originally built in 1952, all permanent classrooms, offices and buildings received a comprehensive upgrading. All systems, electrical, plumbing, fire alarm, heating and air conditioning and all aspects of classroom and restroom interior and exterior structures including floors, carpets, walls, windows, roof, cabinetry were improved. The school has 46 classrooms, a multipurpose room, a library, preschool classrooms, program office, workroom and administration building. Bungalows were added each year from 2000-2003 to accommodate an expanding enrollment and Class Size Reduction. Classrooms are now fully networked with wireless airports and updated with white boards, improved heating and air conditioning units, wall-to-wall carpeting and vastly improved windows, cabinetry and wall space. All classrooms have outdoor hooks to allow backpacks to remain outside and maximize indoor space for individual and collaborative learning activities. Offices are now centrally located and more efficiently laid out. With the change in school boundaries effective Fall 2006, seven classrooms became available, allowing for a Parent Center, Computer Lab, Science/Intervention Lab, Arts and Music Space, Professional Resource Room and expansion of the Learning Center to provide additional academic support.

2005-06 saw the addition of the Green School Community Garden designed and maintained by students and teachers for the study of plant life cycles, biospheres, and native Californian shrubs, and lined by roses donated by the Student Council. A beautiful mural, "Eagles Soar High", donated by Student Council, embellishes the front of the school. Wood and glass display cabinets are distributed throughout the school, providing announcements of school activities and student accomplishments. The game and sport lines of the school playground have recently been repainted and updated and a handball court was added in the Summer 2007. For 2007-2008 school year, the south corridor was completely repainted to bring the bungalows consistent with the remodeled color scheme. In 2008-09 the students created a colorful tile mural promoting Healthy Foods in concert with our program Champions for Change for a Healthy California. The entire school is more attractive, functional and aligned with our goals.

The school playground area in combination with the park facilities, provide demarcated play and sports areas that support our standards-based physical education programs. In addition to the modernization of our classrooms, the 1.9-acre park adjacent to our school (William Green Park) was fully upgraded and improved in Fall 2002. Complete with a baseball diamond, large grassy field, basketball courts and two large play apparatuses, this facility is used by our students for recesses and P.E. and noon sports during the school day, and as a community park after school and on weekends. Future additions may include handball courts, an additional diamond and a jogging track. A chain-link fence lines the perimeter of the park and is kept locked during school hours.

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

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

**School Facility Good Repair Status (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: August 2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	In good repair – no action needed
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	In good repair – no action needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	In good repair – no action needed
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	In good repair – no action needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	In good repair – no action needed
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	In good repair – no action needed
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	In good repair – no action needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	In good repair – no action needed

**Overall Facility Rate**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

**VII. Teachers****Teacher Credentials**

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
<b>With Full Credential</b>	36	36	32	251
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.375	---
Psychologist	.6	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1.5	---
Resource Specialist	0	---
Other	1	---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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Year and month in which data were collected: September 2012

Lawndale 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 new Social Studies series was adopted for the 2007-08 school year and new Science textbooks and materials were adopted in 2008-09. A new Math series, EnVision Math was adopted for the 2009-10 school year, and are currently being implemented and evaluated. Adoptions of standards-based textbooks include Social Studies, Science, Math, and Language Arts. The grade level chart lists specific texts used in each subject area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin	Yes	0
Mathematics	Pearson/Scott Foresman	Yes	0
Science	Scott Foresman	Yes	0
History-Social Science	Scott Foresman	Yes	0

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5444.55	1578.48	3866.06	72155.62
District	---	---	3866.06	72459.72
Percent Difference: School Site and District	---	---	0.0	-0.4
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-30.2	2.8

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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Additional support services to students include: in-school interventions in reading, math and ELD, before- and after- school tutoring in ELA and math, instructional assistants in the kindergarten classes, Reading Partners, one full time Language Arts Specialist, one full time literacy aide, media clerk.

**Teacher and Administrative Salaries (Fiscal Year 2011-12)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,541	\$41,451
Mid-Range Teacher Salary	\$74,953	\$67,655
Highest Teacher Salary	\$87,970	\$85,989
Average Principal Salary (Elementary)	\$117,298	\$108,589
Average Principal Salary (Middle)	\$121,298	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$170,000	\$182,548
Percent of Budget for Teacher Salaries	41.9%	41.8%
Percent of Budget for Administrative Salaries	6.9%	5.5%

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

## **XI. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The LESD Education Services team and the Language Arts Specialists have design a minimum of 13 professional development days each school year. 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 critical background information and research and includes opportunities for teachers to collaborate with their peers and plan for instruction.

In the 2013-2014 school year, the professional development planned focuses on the instructional shifts needed to meet the rigorous demands of the Common Core State Standards and the need to support academic vocabulary development for all students, with an emphasis on English language learners. Teachers receive the 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.