

Will Rogers Middle School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Will Rogers Middle School
Street	4110 West 154th Street
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 676-1197
Principal	Emilie Leigh
Email Address	emilie_leigh@lawndalesd.net
School Website	https://wrmd-lesd-ca.schoolloop.com/
County-District-School (CDS) Code	19-64691-6014922

2021-22 District Contact Information

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

2021-22 School Overview

Will Rogers Middle School is one of eight schools in the Lawndale Elementary School District. Rogers became a 6th, 7th and 8th grade middle school in 2006-2007. It currently serves an ethnically diverse school of 849 students many of whom are second language learners. Will Rogers Mission is to prepare students to become citizen leaders of the 21st century. Rogers expects academic excellence from every student. We enable each student to maximize their potential through an outstanding educational program. Students are engaged in critical thinking, problem solving, collaboration and communication in a standards based curriculum. Will Rogers Middle School is organized into small learning communities where every student is known, valued for their contributions, and nurtured. Rogers Panthers show their Panther PAW -Practice Safety, Act Respectfully, Work toward success. Will Rogers Middle School continues to strive to improve continuously in the areas of teacher training, parent involvement, instruction, safety, attendance, discipline, and positive culture.

Rogers has one full-time Language Arts Specialist (LAS) for intervention, providing small-group support in the area of English-Language Arts with the use of Instructional Assistants. Rogers 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 technology resource teacher, a social worker, computer technician and a library media specialist split between 2 school sites. The Title I funds are allocated toward interventions. In addition to having a Language Arts Specialist, there are two 5 hour and two 3 hour instructional assistants. Most of the instructional assistants are bilingual. Additionally, The instructional assistants support the ELIRT and LAS directly by servicing struggling students.

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	303
Grade 7	303
Grade 8	311
Total Enrollment	917

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	6.8
Black or African American	12.1
Filipino	1.3
Hispanic or Latino	72.5
Native Hawaiian or Pacific Islander	1.5
Two or More Races	1.3
White	2.7
English Learners	19.6
Homeless	1.1
Socioeconomically Disadvantaged	90
Students with Disabilities	11

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.9	89.6	224.8	94.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	6.6	9.5	4.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	1.5	3.8	3.6	1.5	18854.3	6.9
Total Teaching Positions	39.0	100.0	239.0	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	2.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. Science textbooks and materials were adopted in 2008-09 and is piloting during 2021-22 school year and Language Arts textbooks and materials were adopted for the 2017-18 school year. Go 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. The History/Social Science Department was adopted in the 2020-2021 school year.

Year and month in which the data were collected

December 2021

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/2017	Yes	0
Mathematics	Go Math-Houghton Mifflin/2015	Yes	0
Science	Pearson-Prentice Hall/2008	Yes	0
History-Social Science	National Geographic and Teachers Curriculum Institute Adopted 2020	Yes	0
Foreign Language	N/A		NA
Health	N/A		NA
Visual and Performing Arts	N/A		NA
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

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

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

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

Improvements made after modernization

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

School Facility Conditions and Planned Improvements

Measure L funded facility Improvements 2017-2019

- Painted exterior of all buildings, fences, and external metal surfaces
- 2019 new slurry coat on asphalt surfaces within campus
- 2019 New roofing installed on permanent buildings
- New flooring in Lobby, Hallway and 3 Classrooms in Bollinger gymnasium

Measure CL funded facility Improvements 2013-2018

- Interactive Projectors in all classrooms
- Wireless Access throughout entire campus
- High speed fiber backbone and new switch gear provide fast reliable internet access

Prop 39 HVAC 2019

- Replaced all heat pumps with new units in permanent buildings

Year and month of the most recent FIT report

20-21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Gym: Lobby floor needs replacing Room 25: Hole in tile floor Room 47: Carpet needs replacing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room 39: Stained Ceiling Tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	915	5	0.55	99.45	--
Female	431	2	0.46	99.54	--
Male	484	3	0.62	99.38	--
American Indian or Alaska Native	0	0	0	0	0
Asian	62	0	0	100	--
Black or African American	113	3	2.65	97.35	--
Filipino	12	0	0	100	--
Hispanic or Latino	663	2	0.3	99.7	--
Native Hawaiian or Pacific Islander	12	0	0	100	--
Two or More Races	28	0	0	100	--
White	25	0	0	100	--
English Learners	148	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	822	5	0.61	99.39	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	5	4.55	95.45	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	915	5	0.55	99.45	--
Female	431	2	0.46	99.54	--
Male	484	3	0.62	99.38	--
American Indian or Alaska Native	0	0	0	0	0
Asian	62	0	0.00	100.00	--
Black or African American	113	3	2.65	97.35	--
Filipino	12	0	0.00	100.00	--
Hispanic or Latino	663	2	0.30	99.70	--
Native Hawaiian or Pacific Islander	12	0	0.00	100.00	--
Two or More Races	28	0	0.00	100.00	--
White	25	0	0.00	100.00	--
English Learners	148	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	822	5	0.61	99.39	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	5	4.55	95.45	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	915	830	90.71%	9.29%	35.42%
Female	431	400	92.81%	7.19%	39.00%
Male	484	430	88.84%	11.16%	32.09%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	62	61	98.39%	1.61%	59.02%

Black or African American	113	99	87.61%	12.39%	28.28%
Filipino	12	11	91.67%	8.33%	72.73%
Hispanic or Latino	663	597	90.05%	9.95%	33.17%
Native Hawaiian or Pacific Islander	12	12	100.00%	0.00%	33.33%
Two or More Races	12	11	91.67%	8.33%	45.45%
White	25	23	92.00%	8.00%	34.78%
English Learners	147	130	88.44%	11.56%	3.08%
Foster Youth	2	2	100.00%	0.00%	50.00%
Homeless	13	11	84.62%	15.38%	36.36%
Military	5	5	100.00%	0.00%	80.00%
Socioeconomically Disadvantaged	822	740	90.02%	9.98%	33.51%
Students Receiving Migrant Education Services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	114	76	66.67%	33.33%	13.16%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	915	834	91.15%	8.85%	53.00%
Female	431	398	92.34%	7.66%	55.28%
Male	484	436	90.08%	9.92%	50.92%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	62	61	98.39%	1.61%	80.33%
Black or African American	113	101	89.38%	10.62%	41.58%
Filipino	12	12	100.00%	0.00%	75.00%
Hispanic or Latino	663	600	90.50%	9.50%	4.59%
Native Hawaiian or Pacific Islander	12	12	100.00%	0.00%	58.33%
Two or More Races	12	11	91.67%	8.33%	90.91%
White	25	23	92.00%	8.00%	60.87%
English Learners	147	129	87.76%	12.24%	18.60%
Foster Youth	2	2	100.00%	0.00%	0.00%
Homeless	13	11	84.62%	15.38%	38.46%
Military	5	5	100.00%	0.00%	40.00%
Socioeconomically Disadvantaged	822	744	90.51%	9.49%	50.94%
Students Receiving Migrant Education Services	0	0	0.00%	0.00%	0.00%

Students with Disabilities	114	81	71.05%	28.95%	14.81%
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	305	NT	NT	NT	NT
Female	143	NT	NT	NT	NT
Male	162	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	19	NT	NT	NT	NT
Black or African American	29	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	230	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	53	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	274	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at our school and play an important role in the success of Rogers. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs. Parents are encouraged to participate on one or more of the following committees or organizations:

- English-Language Advisory Committee (ELAC)
- School Site Council (SSC)

The SSC, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of programs relative to the goals of the school, and to act as a communication liaison between the community and school.

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

We communicate in a variety of ways with parents. We communicate through the use of telephone, text message, email, website, Parent Newsletter, and Instagram. Parents can also communicate via telephone, email, and can visit counselors and conference with all of their students' teachers.

We also have an on-site social worker and a team of interns to support the social and emotional needs of our students. Our school social worker works with the school and provides a series of parent workshops on topics pre-selected by parents. Additionally, the Los Angeles County Sheriff's Department provides a SRO (School Resource Officer). This officer helps with our safe school programs and supports our conflict resolution/peer mediation program.

2021-22 Opportunities for Parental Involvement

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	928	926	62	6.7
Female	433	433	27	6.2
Male	495	493	35	7.1
American Indian or Alaska Native	0	0	0	0.0
Asian	62	62	2	3.2
Black or African American	115	115	18	15.7
Filipino	12	12	0	0.0
Hispanic or Latino	670	670	38	5.7
Native Hawaiian or Pacific Islander	14	14	3	21.4
Two or More Races	12	12	0	0.0
White	27	25	1	4.0
English Learners	210	208	15	7.2
Foster Youth	1	1	0	0.0
Homeless	13	13	4	30.8
Socioeconomically Disadvantaged	833	831	58	7.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	114	114	15	13.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.49	0.00	1.40	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.34	0.93	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

A Comprehensive Safety Plan is in place for every school in the District. Rogers School's plan was reviewed by School Site Council. 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.

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

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	23	15	5
Mathematics	25	6	19	5
Science	26	9	18	3
Social Science	31		13	8

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	19	5
Mathematics	24	12	18	4
Science	27	8	10	7
Social Science	30	1	14	8

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	14	16	3
Mathematics	24	12	14	3
Science	30	1	14	5
Social Science	30	1	14	5

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	509.4

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9359.51	2335.53	7023.97	88274.52
District	N/A	N/A	7023.97	\$96,020
Percent Difference - School Site and District	N/A	N/A	0.0	-8.4
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-18.4	6.8

2020-21 Types of Services Funded

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

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

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

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,949	\$51,450
Mid-Range Teacher Salary	\$92,939	\$80,263
Highest Teacher Salary	\$109,080	\$101,012
Average Principal Salary (Elementary)	\$143,873	\$128,082
Average Principal Salary (Middle)	\$148,718	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$229,950	\$197,968
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			13

Lawndale Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3398	18	0.53	99.47	5.56
Female	1652	3	0.18	99.82	--
Male	1746	15	0.86	99.14	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	147	0	0.00	100.00	--
Black or African American	368	3	0.82	99.18	--
Filipino	21	0	0.00	100.00	--
Hispanic or Latino	2595	12	0.46	99.54	0.00
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	113	2	1.77	98.23	--
White	127	1	0.79	99.21	--
English Learners	798	4	0.50	99.50	--
Foster Youth	14	0	0.00	100.00	--
Homeless	64	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3034	15	0.49	99.51	6.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	430	18	4.19	95.81	5.56

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3398	18	0.53	99.47	5.56
Female	1652	3	0.18	99.82	--
Male	1746	15	0.86	99.14	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	147	0	0.00	100.00	--
Black or African American	368	3	0.82	99.18	--
Filipino	21	0	0.00	100.00	--
Hispanic or Latino	2595	11	0.42	99.58	9.09
Native Hawaiian or Pacific Islander	27	0	0.00	100.00	--
Two or More Races	113	2	1.77	98.23	--
White	127	2	1.57		--
English Learners	798	4	0.50	99.50	--
Foster Youth	14	0	0.00	100.00	--
Homeless	64	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3034	15	0.49	99.51	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	430	18	4.19	95.81	5.56

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	3405	3207	94.19%	5.81%	39.2%
Female	1651	1520	92.07%	7.93%	44.21%
Male	1754	1623	92.53%	7.47%	36.04%
American Indian or Alaska Native	0	0	0	0	0
Asian	148	144	97.3%	2.7%	59.72%
Black or African American	370	343	92.7%	7.3%	32.7%
Filipino	21	20	95.24%	4.76%	75%
Hispanic or Latino	2598	2448	94.23%	5.77%	36.89%
Native Hawaiian or Pacific Islander	27	26	96.3%		30.77%
Two or More Races	68	60	88.24%	11.76%	55.88%
White	128	122	95.31%	4.69%	52.46%
English Learners	796	744	93.47%	6.53%	16.80%
Foster Youth	18	17	94.44%	5.56%	16.67%
Homeless	58	51	87.93%	12.07%	29.41%
Military	15	14	93.33%	6.67%	78.57%
Socioeconomically Disadvantaged	3041	2862	94.11%	5.89%	35.51%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	465	359	77.2%	22.8%	13.09%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	3405	3179	93.36%	6.64%	49.48%
Female	1651	1564	94.73	5.27%	48.79%
Male	1754	1615	92.08%	7.92%	50.15%
American Indian or Alaska Native	0	0	0	0	0
Asian	148	141	95.27%	4.73%	77.3%
Black or African American	370	340	91.89%	8.11%	35%
Filipino	21	21	100%	0	80.95%
Hispanic or Latino	2598	2420	93.15%	6.85%	48.26%
Native Hawaiian or Pacific Islander	27	25	92.59%	7.41%	60%
Two or More Races	68	62	91.18%	8.82%	74.19%
White	128	118	92.19%	7.81%	66.1%
English Learners	796	731	91.83%	8.17%	27.63%
Foster Youth	18	17	94.44%	5.56%	23.53%
Homeless	58	51	87.93%	12.07%	33.33%
Military	15	14	93.33%	6.67%	50.0%
Socioeconomically Disadvantaged	3041	2838	93.32%	6.68%	48.1%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	465	356	76.56%	23.44%	17.98%

*At or above the grade-level standard in the context of the local assessment administered.