

Lucille J. Smith Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 School Contact Information

School Name	Lucille J. Smith Elementary School
Street	4521 West 147th St.
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 970-2915
Principal	Cristal Moore
Email Address	Cristal_Moore@lawndalesd.net
School Website	https://smith.lawndalesd.net/
County-District-School (CDS) Code	19-64691-6014898

2022-23 District Contact Information

District Name	Lawndale Elementary School District
Phone Number	(310) 973-1300
Superintendent	Ms. Virginia Castro
Email Address	virginia_castro@lawndalesd.net
District Website Address	www.lawndale.k12.ca.us

2022-23 School Overview

School Description:

Lucille J. Smith Elementary School is one of eight schools of the Lawndale Elementary School District. Smith serves approximately 330 students. We take a growth mindset approach to teaching and learning, focusing on the needs of the whole child. We are committed to providing all students with rigorous and rich educational experiences which include health and wellness, safety, academic rigor, before and after school enrichment and intervention, as well as art and music experiences. We are proud to include and engage parents and our community in learning and teaching. Our social worker and community liaison provide a number of parent workshops focused on attendance, growth mindset, math, Language Arts, ELD, parenting, gardening, and health and wellness. Our parent workshops and family engagement nights are well received by our Smith families.

We believe in...

Valuing diversity and listening to all members of our school community

Empowering students through enrichment opportunities to build on their unique gifts and through intervention opportunities to move them forward

Collaborating to build consistency and developing relationships to increase student achievement

Communicating effectively among staff, students, and the Lawndale community

Welcoming and encouraging parent engagement

Holding high expectations for every member of the Smith Family

Promoting a comprehensive integration of technology to support students, staff and parents

2022-23 School Overview

Mission Statement:

Lucille Smith Elementary is a learning community that supports innovation and is committed to continuous improvement, working as a team to prepare students to become productive, knowledgeable, and responsible citizens. We promote positive relationships, high academic achievement, and a passion for life-long learning to ensure present and future success.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	52
Grade 2	66
Grade 3	69
Grade 4	55
Grade 5	71
Total Enrollment	363

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.0
Asian	5.0
Black or African American	12.9
Filipino	1.9
Hispanic or Latino	73.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.4
White	5.0
English Learners	32.5
Foster Youth	0.0
Homeless	1.7
Migrant	0.0
Socioeconomically Disadvantaged	83.5
Students with Disabilities	9.1



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

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)	16.50	100.00	224.80	94.07	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.42	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.50	3.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	3.60	1.54	18854.30	6.86
Total Teaching Positions	16.50	100.00	239.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	15.80	100.00	234.70	94.27	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.20	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.10	1.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.40	11953.10	4.28
Unknown	0.00	0.00	6.00	2.45	15831.90	5.67
Total Teaching Positions	15.80	100.00	249.00	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 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. 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.

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
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Reading/Language Arts	Benchmark Advance	Yes	0
Mathematics	Everyday Math McGraw Hill	Yes	0
Science	Scott Foresman	Yes	0
History-Social Science	Scott Foresman	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

The Lucille Smith School site was the location of the District's first school. In 2004, ground was broken for an entirely new facility.

Lucille J. Smith is a brand new structure. The campus is completely fenced in. Because this is new construction, all of the classrooms meet the educational demands for electrical, lighting and security measures.

The school is a closed campus and gates remain locked during school hours. All parents and visitors must check in through the office to access the school grounds. Before and after school, and at lunch, adult aides supervise the playgrounds. Teachers monitor students at recess.

Our classrooms, staff rooms, and playgrounds are safe and clean environments for teaching and learning. Students have access to a large playground with blacktop, grass area, and a modern apparatus. Two full time custodians perform basic cleaning operations at our school site. Classrooms are cleaned every other day and restrooms are cleaned daily. 100% of the restroom toilets are operational. The District maintenance and grounds departments provide additional services as needed. Grounds are maintained weekly.

The investment through our district to build this beautiful new building was \$12,502,731.

Measure L and ESSER funded projects 2019-21

- Painted exterior of all buildings, fences, and external metal surfaces
- Deck recoated on 2nd story
- Replaced all HVAC units throughout campus

Year and month of the most recent FIT report

April 2022

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Toilets repaired in lower restrooms
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			Room 2, 15 and 20 stained ceiling tiles replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	51	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	37	N/A	31	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	198	193	97.47	2.53	51.30
Female	98	95	96.94	3.06	55.79
Male	100	98	98.00	2.00	46.94
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	24	21	87.50	12.50	57.14
Filipino	--	--	--	--	--
Hispanic or Latino	148	146	98.65	1.35	49.32
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	55	98.21	1.79	23.64
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	165	160	96.97	3.03	48.75
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	40.00

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	198	194	97.98	2.02	37.11
Female	98	96	97.96	2.04	32.29
Male	100	98	98.00	2.00	41.84
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	24	21	87.50	12.50	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	148	147	99.32	0.68	36.73
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	56	100.00	0.00	19.64
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	165	161	97.58	2.42	33.54
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	24.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	46.58	NT	28.08	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	73	100	0	46.58
Female	34	34	100	0	44.12
Male	39	39	100	0	48.72
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	58	100	0	43.1
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100	0	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	61	100	0	42.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	97%	99%	99%	100%

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.

2022-23 Opportunities for Parental Involvement

Parent and community involvement is an invaluable resource that significantly contributes to the success of our school. We have an active PTA, School Site Council, and English Learner Advisory Council.

Our PTA, currently headed by President Mindy Thomas, became established and fully functioning during 2006-07. The PTA provides support for several family night events and helps to give a formal structure for parent volunteers at our school. The PTA needs and welcomes your support. If you would like to know how you can get involved in PTA activities, please contact Mindy Thomas through our school office at 310-970-2915.

We welcome the assistance of parent volunteers to support school events and fundraising opportunities. The Smith Parent Volunteer Center is supported by Daniela Rubio, Community Liaison. Our Smith School Site Council, PTA, parent volunteers, and the community provide positive support to our school. We create opportunities for parents to engage and learn with their children. We offer anti-bully information workshops, social media workshops, SBAC testing workshops, as well as a number of grade level specific literacy workshops in English and Spanish. Parents are an integral part of our School Site Council and English Learner Advisory Committees. The principal holds "Coffee with the Principal" meetings and invites all parents to attend.

If you would like to support our school, please contact our front office staff at 310.970.2915.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	383	380	120	31.6
Female	194	193	64	33.2
Male	189	187	56	29.9
American Indian or Alaska Native	0	0	0	0.0
Asian	21	20	3	15.0
Black or African American	50	49	17	34.7
Filipino	7	7	0	0.0
Hispanic or Latino	279	278	91	32.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	6	6	2	33.3
White	19	19	7	36.8
English Learners	137	136	46	33.8
Foster Youth	0	0	0	0.0
Homeless	11	10	7	70.0
Socioeconomically Disadvantaged	322	320	111	34.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	49	49	12	24.5

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	1.39	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 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

2022-23 School Safety Plan

Lucille J. Smith provides a safe environment for teaching and learning. We are a "closed" campus and have controlled access onto campus. All visitors enter and exit through the main office and use our sign-in procedure with I.D. A Comprehensive Safety Plan is in place for every school in the District. Smith School's Safety Plan was developed prior to the opening of the school in September 2006 and is reviewed and updated by the Ms. Natalie Martinez, the district's Safety and Risk Coordinator. The Safety Plan addresses ongoing safety concerns as well as what to do in the event of an emergency. Key elements of the plan cover playground supervision, child abuse reporting procedures, campus access, and evacuation and emergency procedures. Emergency procedures and actions include protocols for Lock Downs, Lock Outs, and Active Shooter on Campus. The main focus of our plan is student accountability and safety.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	
1	22		3	
2	17	1	2	
3	24		3	
4	25	1	2	
5	26	1	1	

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	22		3	
2	25		3	
3	26		2	
4	25	1	2	
5	24	1	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	17	1	2	
2	13	3	2	
3	23		3	
4	18	2		
5	18	2	2	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	9167.38	1785.91	7381.48	96292.23
District	N/A	N/A	7381.48	\$96,218
Percent Difference - School Site and District	N/A	N/A	0.0	0.1
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	11.3	12.9

2021-22 Types of Services Funded

At Smith Elementary School, categorical funds provided the following programs and supplemental services: Professional Development, Staff Development, Teacher data discussions and collaboration time, Technology Support, Before and After School Interventions, and Consultants were all provided through use of these funds.

Instructional Aides, Health Clerk, Technology Support Aide, and Bilingual Instructional Assistants are also funded with categorical monies.

We were able to purchase materials and supplies to support our academic goals, rental and leases of equipment, and repair and replacement of equipment as needed. Technological tools and devices, including apps, were also purchased. Books are purchased for classrooms, the Literacy Center, and the Library.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,949	\$51,591
Mid-Range Teacher Salary	\$88,379	\$79,620
Highest Teacher Salary	\$109,080	\$104,866
Average Principal Salary (Elementary)	\$143,873	\$131,473
Average Principal Salary (Middle)	\$148,718	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$229,950	\$205,661
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The LESD Education Services team in collaboration with the Language Arts Specialists, Math TOSAs, English Language Instructional Resource Teachers and Principals have designed a comprehensive system for monthly professional development. All district professional development occurs on Thursdays after school following an early release day. Topics are selected based on expressed teacher need and identified student deficiencies. All professional development in the LESD focuses on meaningful collaboration, developing teacher capacity and the implementation of research based practices to support student achievement.

Professional development focuses on the instructional shifts needed to meet the rigorous demands of the Common Core State Standards and the need to support development of academic discourse for all students, with an emphasis on English language learners. All TK-5th grade teachers receive professional development support in the areas of social-emotional learning, Math warm-ups, and integrated ELD. Collaboration time is spent on data analysis and planning in the areas of English Language Arts, Math, and ELD. Teachers receive professional development in structured cycles that afford them the opportunity to learn about a new concept, plan for implementation with their colleagues, practice their learning with students, and then come back with their colleagues to discuss the strengths and weaknesses of their instructional implementation of the new skill.

Feedback about the effectiveness of the professional development is regularly collected to assess the effectiveness of the program and make changes as needed. Additionally, site staff members and Educational Services team members regularly visit classrooms to determine the level of implementation of the professional development focus.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement		13	13