

Billy Mitchell Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



Billy Mitchell Elementary School

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.

2023-24 School Contact Information

School Name	Billy Mitchell Elementary School
Street	14429 Condon Avenue
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 676-6140
Principal	Dalia Coronel
Email Address	dalia_coronel@lawndalesd.net
School Website	https://mitchell.lawndalesd.net/
County-District-School (CDS) Code	19-64691-6014856

2023-24 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	www.lawndale.k12.ca.us

2023-24 School Description and Mission Statement

School Description:

Billy Mitchell Elementary School is one of eight schools in the Lawndale Elementary School District. It is an elementary school which services transitional kindergarten through fifth grade students, as well as housing the district Pathways program, a dual immersion program (English/Spanish) and a state preschool program.

We are an ethnically diverse school with approximately 434 students in grades Transitional Kinder - 5th. The breakdown is as follows for grades Kinder through 5th.

American Indian: 3
Asian: 14
Pacific Islander: 7
Hispanic: 364
African American: 39

2023-24 School Description and Mission Statement

White: 14

There are approximately 245 males and 211 females.

The status Free/Reduced Lunch is 92% on free or reduced lunch.

School Mission Statement:

Billy Mitchell Elementary School seeks to create a rigorous learning environment that encourages high expectations for success through developmentally-appropriate instruction and equity to meet individual needs and differences. Our school promotes a safe, caring, and supportive environment in which every student can thrive as a critical thinker, collaborative team member, effective communicator and creative innovator.

Billy Mitchell is a community of respectful and safe citizens who work together to build a positive environment for learning and growth. Together, we SOAR:

Stay safe
Outstanding attitude
Always respectful
Responsible and ready to learn

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	132
Grade 1	51
Grade 2	66
Grade 3	66
Grade 4	54
Grade 5	71
Total Enrollment	440

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	0.2%
Asian	2%
Black or African American	9.8%
Filipino	1.1%
Hispanic or Latino	77.5%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	3.4%
White	2.7%
English Learners	32.3%
Foster Youth	0.7%
Homeless	1.4%
Socioeconomically Disadvantaged	88.6%
Students with Disabilities	20.2%

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)	24.00	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	24.00	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)	21.00	87.53	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)	2.00	8.32	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	1.00	4.16	6.00	2.45	15831.90	5.67
Total Teaching Positions	24.00	100.00	249.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	4.1
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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
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	N/A

School Facility Conditions and Planned Improvements

As part of the District’s modernization program, Billy Mitchell School underwent major renovations during the 2001-02 school year. Currently, we are operating with a completely modernized cafeteria/multi-purpose room and front offices. All of our permanent classrooms have been modernized. Through modernization, we have adequate classroom, playground and staff space.

Improvements made after modernization

- Complete Kitchen renovation completed in 2014
- Installation of filtered drinking fountain and bottle refilling station

Measure L and ESSER funded facility Improvements 2017-2021

- Installation of new roof and gutters on permanent buildings and protective roof coating on portable buildings
- Painted exterior of all buildings, fences, and external metal surfaces
- Replaced existing asphalt play area with new asphalt and striping
- Replaced all HVAC heat pumps with new units throughout campus

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

Billy Mitchell School provides a safe and clean environment for learning. Two full-time custodians and a part-time custodian perform basic cleaning operations on a daily basis at our school site and work to ensure all school grounds and buildings are clean and in good condition including all bathrooms and toilets. The Lawndale School District Maintenance and Grounds Department provides additional services as needed. Together, school and district personnel work to ensure that the facility is maintained in a manner that assures that it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

Year and month of the most recent FIT report	November 2022
---	---------------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
------------------	-----------	-----------	-----------	---

School Facility Conditions and Planned Improvements

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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40	34	48	48	47	46
Mathematics (grades 3-8 and 11)	29	27	31	33	33	34

2022-23 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	197	194	98.48	1.52	34.02
Female	84	84	100.00	0.00	34.52
Male	113	110	97.35	2.65	33.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	161	158	98.14	1.86	35.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	47	44	93.62	6.38	4.55
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	117	99.15	0.85	25.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	6.98

2022-23 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	197	196	99.49	0.51	27.04
Female	84	84	100.00	0.00	22.62
Male	113	112	99.12	0.88	30.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	161	160	99.38	0.62	26.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	47	46	97.87	2.13	6.52
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	118	100.00	0.00	16.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	6.98

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.73	18.75	28.08	27.88	29.47	30.29

2022-23 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	72	72	100.00	0.00	19.44
Female	29	29	100.00	0.00	24.14
Male	43	43	100.00	0.00	16.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	18.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	90%	94%	94%	90%	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.

2023-24 Opportunities for Parental Involvement

Parents 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 Language Learners Advisory Council. Our PTA has provided continual support and welcomes new members during this time.

Other special topic workshops for parents are offered to support students at home with their learning. Our Language Arts Specialist, ELD Coach, and Math TOSA offer workshops geared to support students and families in a variety of topics, both academic and social-emotionally. This ongoing part of our partnership with our families provides parents with opportunities to attend conferences and empower them as part of our school community. We also have contracted with a consulting agency, Trajectory of Hope, to provide opportunities for some of our most vulnerable and historically under-represented communities, like families who identify as Black/African-American or have children who identify as Black/African-American.

Mitchell also has a Community Liaison who provides parent assistance, processes parent volunteers, and is available to support our families in various ways. If interested, please get in touch with Evelyn Duarte via our school office 310-676-6140 or by email at Evelyn_Duarte@lawndalesd.net. Finally, we immediately communicate through our district-wide communication app, Parent Square.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	479	467	175	37.5
Female	221	213	85	39.9
Male	258	254	90	35.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	9	9	4	44.4
Black or African American	49	47	14	29.8
Filipino	5	5	3	60.0
Hispanic or Latino	373	364	134	36.8
Native Hawaiian or Pacific Islander	7	7	5	71.4
Two or More Races	19	18	9	50.0
White	12	12	4	33.3
English Learners	164	157	70	44.6
Foster Youth	3	3	0	0.0
Homeless	10	8	2	25.0
Socioeconomically Disadvantaged	416	409	156	38.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	115	53	46.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	1.39	1.99	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Mitchell School provides a safe and clean environment for learning. We have a controlled access to the school campus with one entrance and exit through the front office and a sign-in procedure with I.D. check-in for visitors. Campus assistants and teachers supervise playgrounds before, during, and after school hours. Our teachers and campus assistants are trained in the Positive Behavioral Interventions and Supports program and receive monthly training to keep them up-to-date on the latest news and techniques. Our PBIS committee meets regularly to discuss behaviors and collaboratively set rules for common areas including the garden, the playground, the restrooms, the cafeteria, and outside facilities.

A comprehensive Safety Plan is in place for every school in the District. Emergency drills are held monthly and the school also participates in the Great Shake Out. The plan is available in the school office and is updated yearly and approved by School Site Council and the school board.

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.

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	18	1	3	
1	21	1	2	
2	19	3		
3	25		3	
4	36			2
5	23	1	3	
Other	10	4		

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	14	4	1	
1	15	4		
2	22		2	
3	23		2	
4	18	2	2	
5	14	3	2	
Other	8	7		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	1	5	0
1	21	1	1	0
2	19	3	0	0
3	15	2	2	0
4	27	0	2	0
5	24	1	2	0
6	0	0	0	0
Other	8	4	0	0

2022-23 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

2022-23 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
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	14468.65	6745.59	7723.06	74230.13
District	N/A	N/A	7723.06	\$99,735
Percent Difference - School Site and District	N/A	N/A	0.0	-29.3
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	1.5	-17.3

Fiscal Year 2022-23 Types of Services Funded

Categorical funds provided the following programs and supplemental services: Field trips, Professional Development, Staff Development, Technology and before and after school interventions. Science interventions various Physical Education assemblies are also funded. Health Aide, School Clerk /Community Liaison, Media and Tech Clerks, Bilingual Instructional Assistant and Noon Duty staff members are funded by these sources. Materials and supplies, rental and leases, repair and replacement of technology equipment are also included. Books are purchased for both classrooms, the Library, Health Office, and the Learning Center.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$61,896	\$54,046
Mid-Range Teacher Salary	\$92,798	\$84,515
Highest Teacher Salary	\$114,534	\$110,867
Average Principal Salary (Elementary)	\$151,067	\$136,841
Average Principal Salary (Middle)	\$156,154	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$241,448	\$217,473
Percent of Budget for Teacher Salaries	29.97%	32.43%
Percent of Budget for Administrative Salaries	5.57%	5.62%

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 needs 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 the 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, Adopted Math curriculum, and integrated ELD through our adopted language arts curriculum -- Benchmark Advance/ Benchmark Adelante (DI). Our Pathways Program teachers receive specific Professional Development opportunities in specialized curriculum and content. 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 professional development focus's implementation level.

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

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13