

# Lucille J. Smith Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

|   |   |
|---|---|
| <b>Admission Requirements for the University of California (UC)</b>     | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .  |
| <b>Admission Requirements for the California State University (CSU)</b> | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> . |

### 2024-25 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Lucille J. Smith Elementary School  |
| <b>Street</b>                            | 4521 West 147th St.   |
| <b>City, State, Zip</b>                  | Lawndale, CA 90260  |
| <b>Phone Number</b>                      | (310) 970-2915  |
| <b>Principal</b>                         | Cristal Moore   |
| <b>Email Address</b>                     | Cristal_Moore@lawndalesd.net  |
| <b>School Website</b>                    | <a href="https://smith.lawndalesd.net/">https://smith.lawndalesd.net/</a> |
| <b>Grade Span</b>                        | K-5   |
| <b>County-District-School (CDS) Code</b> | 19-64691-6014898  |

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

School Description:

Lucille J. Smith Elementary School is one of eight schools of the Lawndale Elementary School District. Smith serves approximately 350 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

## 2024-25 School Description and Mission Statement

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

Mission Statement:

Lucille Smith Elementary mission is to ensure that all students learn at high levels by working collaboratively and taking collective responsibility to help students become efficient readers, writers, mathematicians, and guide them to positive outcomes in life.

## About this School

### 2023-24 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 61                 |
| Grade 1                 | 51                 |
| Grade 2                 | 48                 |
| Grade 3                 | 53                 |
| Grade 4                 | 64                 |
| Grade 5                 | 62                 |
| <b>Total Enrollment</b> | <b>339</b>         |

## 2023-24 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 50.4                        |
| Male                                | 49.6                        |
| Asian                               | 6.2                         |
| Black or African American           | 14.2                        |
| Filipino                            | 1.5                         |
| Hispanic or Latino                  | 70.8                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| Two or More Races                   | 1.2                         |
| White                               | 5.3                         |
| English Learners                    | 32.4                        |
| Homeless                            | 0.3                         |
| Socioeconomically Disadvantaged     | 85.3                        |
| Students with Disabilities          | 13.3                        |

### 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 16.50         | 100.00         | 224.80          | 94.07            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 1.00            | 0.42             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 9.50            | 3.97             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 0.00            | 0.00             | 12115.80     | 4.41          |
| <b>Unknown/Incomplete/NA</b>   | 0.00          | 0.00           | 3.60            | 1.54             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 15.80         | 100.00         | 234.70          | 94.27            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 3.00            | 1.20             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 4.10            | 1.67             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 1.00            | 0.40             | 11953.10     | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 0.00          | 0.00           | 6.00            | 2.45             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 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.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 15.10         | 100.00         | 228.00          | 93.35            | 231142.40    | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 3.50            | 1.43             | 5566.40      | 2.00          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 7.60            | 3.14             | 14938.30     | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 0.00            | 0.00             | 11746.90     | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 0.00          | 0.00           | 5.00            | 2.08             | 14303.80     | 5.15          |
| <b>Total Teaching Positions</b>  | 15.10         | 100.00         | 244.20          | 100.00           | 277698.00    | 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 | 2022-23 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0.00    | 0       |
| <b>Misassignments</b>  | 0.00    | 0.00    | 0       |
| <b>Vacant Positions</b>                                      | 0.00    | 0.00    | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0.00    | 0       |

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

| Indicator   | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0.00    | 0       |
| <b>Local Assignment Options</b>                               | 0.00    | 0.00    | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 0.00    | 0.00    | 0       |

## Class Assignments

| Indicator  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00    | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00    | 0       | 0       |

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

## 2024-25 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. Students have access to district adopted textbooks in all academic areas and include 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 2024

| Subject   | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|--|-----------------------------|--|
| <b>Reading/Language Arts</b>                      | Benchmark Advance  | Yes                         | 0  |
| <b>Mathematics</b>                                | Illustrative Math  | Yes                         | 0  |
| <b>Science</b>                                    | Scott Foresman   | Yes                         | 0  |
| <b>History-Social Science</b>                     | Scott Foresman   | Yes                         | 0  |
| <b>Foreign Language</b>                           | N/A  |                             | NA   |
| <b>Health</b>                                     | N/A  |                             | NA   |
| <b>Visual and Performing Arts</b>                 | N/A  |                             | NA   |
| <b>Science Laboratory Equipment (grades 9-12)</b> | N/A  | N/A                         | N/A  |

Note: Cells with N/A values do not require data.

## 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.

## School Facility Conditions and Planned Improvements

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
- Replaced defective hand dryers. June 2024
- Replaced faulty fire alarm panels. December 2024

Year and month of the most recent FIT report

October 2024

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces   | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 42             | 52             | 48               | 49               | 46            | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 33             | 46             | 33               | 35               | 34            | 35            |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 184                     | 177                  | 96.20                 | 3.80                      | 51.98                          |
| Female  | 91                      | 87                   | 95.60                 | 4.40                      | 55.17                          |
| Male  | 93                      | 90                   | 96.77                 | 3.23                      | 48.89                          |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 14                      | 13                   | 92.86                 | 7.14                      | 76.92                          |
| Black or African American                     | 33                      | 31                   | 93.94                 | 6.06                      | 45.16                          |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 121                     | 118                  | 97.52                 | 2.48                      | 49.15                          |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 38                      | 35                   | 92.11                 | 7.89                      | 25.71                          |
| Foster Youth                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | --                      | --                   | --                    | --                        | --                             |
| Socioeconomically Disadvantaged               | 158                     | 153                  | 96.84                 | 3.16                      | 50.98                          |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 26                      | 26                   | 100.00                | 0.00                      | 11.54                          |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 184                     | 180                  | 97.83                 | 2.17                      | 46.11                          |
| <b>Female</b>  | 91                      | 89                   | 97.80                 | 2.20                      | 47.19                          |
| <b>Male</b>  | 93                      | 91                   | 97.85                 | 2.15                      | 45.05                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>   | 14                      | 13                   | 92.86                 | 7.14                      | 84.62                          |
| <b>Black or African American</b>                     | 33                      | 31                   | 93.94                 | 6.06                      | 38.71                          |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 121                     | 121                  | 100.00                | 0.00                      | 40.50                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 38                      | 38                   | 100.00                | 0.00                      | 34.21                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 158                     | 154                  | 97.47                 | 2.53                      | 42.21                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 26                      | 26                   | 100.00                | 0.00                      | 3.85                           |

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>2022-23 | School<br>2023-24 | District<br>2022-23 | District<br>2023-24 | State<br>2022-23 | State<br>2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 13.21             | 30.77             | 27.88               | 30.17               | 30.29            | 30.73            |

## 2023-24 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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 65               | 65            | 100.00         | 0.00               | 30.77                   |
| <b>Female</b>  | 32               | 32            | 100.00         | 0.00               | 28.13                   |
| <b>Male</b>  | 33               | 33            | 100.00         | 0.00               | 33.33                   |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | --               | --            | --             | --                 | --                      |
| <b>Filipino</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Hispanic or Latino</b>                            | 46               | 46            | 100.00         | 0.00               | 30.43                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>   | --               | --            | --             | --                 | --                      |
| <b>English Learners</b>                              | 12               | 12            | 100.00         | 0.00               | 0.00                    |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 54               | 54            | 100.00         | 0.00               | 29.63                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 14               | 14            | 100.00         | 0.00               | 7.14                    |

## 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.

#### 2023-24 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 requires only participation results 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | 100%                             | 98%  | 100%  | 98%   | 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.

#### 2024-25 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 Maria Estrada, became established and fully functioning during 2024-25. 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 Maria Estrada 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 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. We use ParentSquare, the Blackboard telephone messaging system, and social media to keep families informed of school events. Parents are an integral part of our School Site Council, English Learner Advisory Committees, African-American Parent 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.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 364                   | 361                                     | 65                        | 18.0                     |
| Female  | 184                   | 182                                     | 28                        | 15.4                     |
| Male  | 180                   | 179                                     | 37                        | 20.7                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | 25                    | 25                                      | 2                         | 8.0                      |
| Black or African American                     | 52                    | 51                                      | 7                         | 13.7                     |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 256                   | 254                                     | 51                        | 20.1                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White   | 19                    | 19                                      | 4                         | 21.1                     |
| English Learners                              | 128                   | 126                                     | 28                        | 22.2                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged               | 309                   | 307                                     | 58                        | 18.9                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 55                    | 54                                      | 12                        | 22.2                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

| Suspensions    |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0              | 0.56           | 0              | 1.39             | 1.99             | 1.22             | 3.17          | 3.6           | 3.28          |

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0              | 0              | 0              | 0.02             | 0.06             | 0                | 0.07          | 0.08          | 0.07          |

## 2023-24 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            |
| Non-Binary                                    | 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            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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 buzzer system to allow entry to the school. The Raptor system is used as a sign-in procedure with I.D. A Comprehensive Safety Plan is in place for every school in the District.



## 2024-25 School Safety Plan

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.

## 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                                     |                                     |

## 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           | 25                 |                                      | 2                                     |                                     |
| 1           | 24                 |                                      | 2                                     |                                     |
| 2           | 26                 |                                      | 2                                     |                                     |
| 3           | 22                 |                                      | 3                                     |                                     |
| 4           | 33                 |                                      | 1                                     | 1                                   |
| 5           | 26                 |                                      | 2                                     |                                     |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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           | 19                 | 2                                    |                                       |                                     |
| 1           | 26                 |                                      | 2                                     |                                     |
| 2           | 24                 |                                      | 2                                     |                                     |
| 3           | 27                 |                                      | 2                                     |                                     |
| 4           | 21                 |                                      | 3                                     |                                     |
| 5           | 31                 |                                      | 2                                     |                                     |

## 2023-24 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     |

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

| 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   | 0.1                              |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 1                                |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 3                                |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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                                   | 13515.32                     | 2812.71                             | 10702.61                              | 103313.75              |
| District                                      | N/A                          | N/A                                 | 10702.61                              | \$108,163              |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 0.0                                   | -4.6                   |
| State   | N/A                          | N/A                                 | \$10,771                              | \$94,129               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -0.6                                  | 9.3                    |

## Fiscal Year 2023-24 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.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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                      | \$66,538        | \$57,839                                     |
| Mid-Range Teacher Salary                      | \$99,758        | \$90,040                                     |
| Highest Teacher Salary                        | \$123,124       | \$118,647                                    |
| Average Principal Salary (Elementary)         | \$162,397       | \$144,639                                    |
| Average Principal Salary (Middle)             | \$167,866       | \$148,270                                    |
| Average Principal Salary (High)               | \$0             | \$161,275                                    |
| Superintendent Salary                         | \$258,000       | \$229,986                                    |
| Percent of Budget for Teacher Salaries        | 27.88           | 30.79  |
| Percent of Budget for Administrative Salaries | 5.45            | 5.71   |

## 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, Benchmark 2.0, Math, 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  | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 13      | 13      | 13      |