

Billy Mitchell Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | 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 https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | 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 https://www2.calstate.edu/ . |

2025-26 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/ |
| Grade Span | K-5 |
| County-District-School (CDS) Code | 19-64691-6014856 |

2025-26 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 |

2025-26 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 that 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 460 students in grades Transitional Kinder - 5th. The breakdown is as follows for grades Transitional Kinder through 5th.

2025-26 School Description and Mission Statement

American Indian: 7
Asian: 12
Pacific Islander: 7
Hispanic: 372
African American: 35
White: 14

There are approximately 241 males and 219 females.

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

School Mission Statement:

All Billy Mitchell students, who will one day become independent adults, will achieve high levels of learning—at or above grade level— while being part of a vibrant and equitable learning community.

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

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|--------------------------------|--------------------|
| Transitional Kindergarten (TK) | 24 |
| Kindergarten | 68 |
| Grade 1 | 69 |
| Grade 2 | 69 |
| Grade 3 | 91 |
| Grade 4 | 62 |
| Grade 5 | 72 |
| Total Enrollment | 455 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.3 |
| Male | 52.7 |
| American Indian or Alaska Native | 0.6 |
| Asian | 2.5 |
| Black or African American | 7.9 |
| Filipino | 0.4 |
| Hispanic or Latino | 80.3 |
| Native Hawaiian or Pacific Islander | 1.5 |
| Two or More Races | 3.4 |
| White | 3.2 |
| English Learners | 32.3 |
| Foster Youth | 0.6 |
| Homeless | 0.8 |
| Socioeconomically Disadvantaged | 87.5 |
| Students with Disabilities | 30.1 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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 | 87.53 | 234.7 | 94.27 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 3 | 1.2 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2 | 8.32 | 4.1 | 1.67 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 1 | 0.4 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1 | 4.16 | 6 | 2.45 | 15831.9 | 5.67 |
| Total Teaching Positions | 24 | 100 | 249 | 100 | 279044.8 | 100 |

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 22.8 | 88.4 | 228 | 93.35 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 2 | 7.73 | 3.5 | 1.43 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 7.6 | 3.14 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 0 | 0 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 1 | 3.87 | 5 | 2.08 | 14303.8 | 5.15 |
| Total Teaching Positions | 25.8 | 100 | 244.2 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 22.5 | 83.33 | 228.5 | 92.27 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 2.5 | 9.26 | 4 | 1.61 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 7.7 | 3.12 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 0 | 0 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 2 | 7.41 | 7.4 | 2.99 | 13705.8 | 4.91 |
| Total Teaching Positions | 27 | 100 | 247.7 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 1.00 | 0 | 0 |
| Misassignments | 1.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 2.00 | 0 | 0 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 4.1 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Lawndale Elementary School District regularly reviews and updates its textbooks and instructional materials in accordance with California Department of Education regulations. The District ensures that all students have access to standards-aligned, high-quality instructional materials in all core subject areas. Williams Legislation reports consistently confirm that student access to textbooks and instructional materials meets all state requirements.

To support effective instruction and alignment to current standards, the District has adopted updated curriculum resources across multiple content areas. Benchmark Advance 2.0 was adopted in 2023 for English Language Arts, Illustrative Mathematics was adopted in 2024, and Amplify Science was adopted in 2025. These adoptions provide teachers with research-based resources, embedded assessments, and instructional supports designed to meet the diverse academic needs of students. Ongoing professional development accompanies each adoption to support effective implementation and ensure high-quality instruction across classrooms.

Year and month in which the data were collected

December 2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|--|--|--|
| Reading/Language Arts | Benchmark Advance / Adelante & Estrellita/Lunitas (SLA K-1) 2022 | 0 |
| Mathematics | Illustrative Math 2024 | 0 |
| Science | Amplify 2025 | 0 |
| History-Social Science | Scott Foresman | 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 |

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

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

December 2025

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | Replaced broken or stained ceiling tiles. |
| 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 | | | Roof restoration, room 20 |
| 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.

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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 33 | 36 | 49 | 51 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 33 | 34 | 35 | 37 | 35 | 37 |

2024-25 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 | 192 | 192 | 100.00 | 0.00 | 36.46 |
| Female | 87 | 87 | 100.00 | 0.00 | 40.23 |
| Male | 105 | 105 | 100.00 | 0.00 | 33.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 17 | 17 | 100.00 | 0.00 | 35.29 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 147 | 147 | 100.00 | 0.00 | 37.41 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 33 | 33 | 100.00 | 0.00 | 15.15 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 177 | 177 | 100.00 | 0.00 | 36.72 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 62 | 62 | 100.00 | 0.00 | 16.13 |

2024-25 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 192 | 192 | 100.00 | 0.00 | 33.85 |
| Female | 87 | 87 | 100.00 | 0.00 | 32.18 |
| Male | 105 | 105 | 100.00 | 0.00 | 35.24 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 17 | 17 | 100.00 | 0.00 | 35.29 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 147 | 147 | 100.00 | 0.00 | 31.29 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 33 | 33 | 100.00 | 0.00 | 18.18 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 177 | 177 | 100.00 | 0.00 | 34.46 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 62 | 62 | 100.00 | 0.00 | 14.52 |

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 21.43 | 28.13 | 30.17 | 32.46 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 64 | 64 | 100.00 | 0.00 | 28.13 |
| Female | 28 | 28 | 100.00 | 0.00 | 21.43 |
| Male | 36 | 36 | 100.00 | 0.00 | 33.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 50 | 50 | 100.00 | 0.00 | 24.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 59 | 59 | 100.00 | 0.00 | 28.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 17 | 17 | 100.00 | 0.00 | 11.76 |

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.

2024-25 California Physical Fitness Test Participation Rates

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: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 100% | 100% | 100% | 100% | 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.

2025-26 Opportunities for Parental Involvement

Parent and community involvement is an invaluable resource that significantly contributes to the success of our school. Mitchell maintains active and collaborative partnerships through the PTA, School Site Council, and English Language Learner Advisory Council. Our PTA continues to provide consistent support for schoolwide initiatives and actively welcomes new members, fostering strong family engagement.

The school also offers a variety of parent workshops, including Active Parenting workshops, designed to support student learning at home. In addition, our Language Arts Specialist, ELD Coach (ELIRT), and Math TOSA facilitate workshops that address a wide range of academic and social-emotional topics. These ongoing efforts strengthen our partnership with families by providing meaningful opportunities for parents to participate in conferences, build capacity, and feel empowered as members of our school community. Furthermore, Mitchell has partnered with the consulting agency Trajectory of Hope to provide targeted support for some of our most vulnerable and historically underrepresented communities, including families who identify as Black/African American or have children who identify as Black/African American.

Mitchell also employs a Community Liaison who assists parents, coordinates and processes parent volunteers, and provides additional support to families as needed. Timely communication with families is prioritized through the district-wide communication platform, ParentSquare.

Additionally, this year the school acquired a Community Schools Site Coordinator who has been instrumental in strengthening school–community connections, coordinating family and student support services, and expanding access to resources. This role has enhanced collaboration with community partners, supported student well-being, and further aligned family engagement efforts with the academic and social-emotional needs of our students.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 487 | 474 | 108 | 22.8 |
| Female | 231 | 225 | 41 | 18.2 |
| Male | 256 | 249 | 67 | 26.9 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 12 | -- | -- | -- |
| Black or African American | 38 | 37 | 4 | 10.8 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 392 | 382 | 93 | 24.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 16 | 16 | 3 | 18.8 |
| White | 15 | 15 | 1 | 6.7 |
| English Learners | 161 | 157 | 36 | 22.9 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 423 | 414 | 101 | 24.4 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 158 | 156 | 48 | 30.8 |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0.21 | 0.21 | 1.99 | 1.22 | 0.88 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.06 | 0 | 0 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.21 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.39 | 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 | 6.25 | 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 | 0.24 | 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.

2025-26 School Safety Plan

Mitchell School provides a safe, secure, and clean learning environment for all students and staff. The campus maintains controlled access with a single point of entry and exit through the front office. All visitors are required to sign in using the RAPTOR system, which includes photo identification verification to ensure campus safety. Campus assistants and teachers actively supervise students on the playground before school, during recess, and after school hours.

Teachers and campus assistants are trained in the Positive Behavioral Interventions and Supports (PBIS) framework and participate in monthly professional development to stay current on effective behavior support strategies. The PBIS committee meets regularly to review student behavior data and collaboratively establish and reinforce expectations for common areas, including the garden, playground, restrooms, cafeteria, and outdoor facilities.

In addition, Mitchell School follows a comprehensive District Safety Plan. Emergency drills are conducted monthly, and the school participates annually in the Great ShakeOut earthquake drill. The Safety Plan is available in the school office, reviewed and updated annually, and approved by both the 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.

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 |

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 | 14 | 5 | 0 | 0 |
| 1 | 21 | 2 | 2 | 0 |
| 2 | 15 | 3 | 0 | 0 |
| 3 | 22 | 1 | 2 | 0 |
| 4 | 31 | 0 | 2 | 0 |
| 5 | 19 | 1 | 2 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 11 | 4 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 2 | 2 | |
| 1 | 24 | | 2 | |
| 2 | 21 | 2 | 2 | |
| 3 | 25 | | 2 | |
| 4 | 32 | | 1 | |
| 5 | 16 | 2 | 2 | |
| Other | 12 | 5 | 1 | |

2024-25 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 |

2024-25 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 | 1 |
| Nurse | |
| Speech/Language/Hearing Specialist | 2 |
| Resource Specialist (non-teaching) | |
| Other | 3 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | 16490.71 | 6904.48 | 9586.23 | 105212.16 |
| District | N/A | N/A | 9586.23 | \$113,157 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -2.8 |
| State | N/A | N/A | \$11,146 | \$100,089 |
| Percent Difference - School Site and State | N/A | N/A | -11.6 | 11.1 |

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$69,865 | \$61,516 |
| Mid-Range Teacher Salary | \$104,746 | \$95,479 |
| Highest Teacher Salary | \$129,280 | \$125,208 |
| Average Principal Salary (Elementary) | \$179,042 | \$152,668 |
| Average Principal Salary (Middle) | \$185,073 | \$156,487 |
| Average Principal Salary (High) | | \$165,427 |
| Superintendent Salary | \$265,740 | \$242,781 |
| Percent of Budget for Teacher Salaries | 26.58% | 29.76% |
| Percent of Budget for Administrative Salaries | 5% | 5.74% |

Professional Development

The Lawndale Elementary School District (LESD) Educational Services team, in collaboration with Language Arts Specialists, Math TOSAs, English Language Instructional Resource Teachers (ELIRTs), and school principals, has developed a comprehensive system of monthly professional development. All districtwide professional development is held on Thursdays after school following early release days. Topics are selected based on identified student learning needs, analysis of data, and teacher feedback.

Professional development in LESD emphasizes meaningful collaboration, the development of teacher capacity, and the implementation of research-based instructional practices to support student achievement. A key focus is on the instructional shifts required to meet the rigor of the Common Core State Standards, as well as on strengthening academic discourse for all students, with particular attention to the needs of English learners.

All TK–5 teachers receive ongoing professional development aligned to adopted curricula. For mathematics, professional development for grades 3–5 focuses on the adopted Illustrative Mathematics curriculum, with an emphasis on fractions. In English Language Arts, teachers receive training on integrated ELD through the adopted Benchmark Advance and Benchmark Adelante (DI) curriculum, with a focus on vocabulary development in grades K–2. Teachers in the Pathways Program participate in specialized professional development aligned to their unique curriculum and instructional needs.

Collaboration time is dedicated to data analysis and instructional planning in the areas of English Language Arts, mathematics, and ELD. Professional development is delivered through structured learning cycles that allow teachers to learn new concepts, collaboratively plan for implementation, apply strategies in the classroom, and reconvene to reflect on instructional practices and student outcomes.

Feedback on the effectiveness of professional development is collected regularly to assess impact and guide continuous improvement. In addition, site administrators and Educational Services team members conduct classroom visits to monitor implementation and ensure alignment between professional development and instructional practices.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 13 | 13 | 13 |