

Lucille J. Smith Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

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

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

School Description and Mission Statement (School Year 2019-20)

School Description:

Lucille J. Smith Elementary School is one of eight schools of the Lawndale Elementary School District. Smith serves approximately 410 students. We take a growth mindset approach to teaching and learning focusing on the needs of the whole child.

We are committed to providing all students with rigorous and rich educational experiences which include health and wellness, safety, academic rigor, before and after school enrichment and intervention, as well as art and music experiences. We are proud to include and engage parents and our community in learning and teaching. Our social worker and community liaison provide a number of parent workshops focused on attendance, growth mindset, math, Language Arts, ELD, parenting, gardening, and health and wellness. Our parent workshops and family engagement nights are well received by our Smith families.

We believe in...

Valuing diversity and listening to all members of our school community

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

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	66
Grade 1	48
Grade 2	74
Grade 3	71
Grade 4	74
Grade 5	84
Total Enrollment	417

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	12.7
Asian	6
Filipino	1.7
Hispanic or Latino	69.1
Native Hawaiian or Pacific Islander	0.2
White	6.5
Two or More Races	1.7
Socioeconomically Disadvantaged	78.7
English Learners	34.3
Students with Disabilities	9.8
Foster Youth	0.5
Homeless	0.5

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20.5	20.5	20.5	248
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2018

Lawndale Elementary School District reviews and updates its textbooks and instructional materials according to California Department of Education Regulations. All Williams Legislation reports have found student access to textbooks to meet all requirements. A Social Studies series was adopted for the 2007-08 school year, Science textbooks and materials were adopted in 2008-09 and Language Arts textbooks and materials were adopted for the 2017-18 school year. Everyday Math from McGraw Hill was adopted for the 2015-16 school year from the most recent list of Common Core Standards materials by the California Department of Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0
Mathematics	McGraw Hill	Yes	0
Science	Scott Foresman	Yes	0
History-Social Science	Scott Foresman	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

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

This site is scheduled to be repainted using Measure L funding in the summer of 2019.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 6/6/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 7: Bathroom might not be working, water fountain drip
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	54	50	51	50	50
Mathematics (grades 3-8 and 11)	56	50	36	39	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	222	97.80	2.20	54.05
Male	128	123	96.09	3.91	49.59
Female	99	99	100.00	0.00	59.60
Black or African American	33	33	100.00	0.00	48.48
American Indian or Alaska Native					
Asian	16	16	100.00	0.00	56.25
Filipino	--	--	--	--	--
Hispanic or Latino	163	160	98.16	1.84	52.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	184	180	97.83	2.17	50.56
English Learners	102	97	95.10	4.90	44.33
Students with Disabilities	28	28	100.00	0.00	14.29
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	225	99.12	0.88	50.22
Male	128	126	98.44	1.56	48.41
Female	99	99	100.00	0.00	52.53
Black or African American	33	33	100.00	0.00	42.42
American Indian or Alaska Native					
Asian	16	16	100.00	0.00	75.00
Filipino	--	--	--	--	--
Hispanic or Latino	163	162	99.39	0.61	48.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	184	183	99.46	0.54	46.45
English Learners	102	100	98.04	1.96	44.00
Students with Disabilities	28	28	100.00	0.00	17.86
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.5	24.1	44.6

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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

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

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

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	0.9	0.0	1.8	1.4	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Lucille J. Smith provides a safe environment for teaching and learning. We are a "closed" campus and have controlled access onto campus. All visitors enter and exit through the main office and use our sign-in procedure with I.D. A Comprehensive Safety Plan is in place for every school in the District. Smith School's Safety Plan was developed prior to the opening of the school in September 2006 and is reviewed and updated with the entire staff every Spring. 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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		24		2		22		3	
1	22		3		22		3		24		2	
2	24		3		24		3		25		3	
3	20	1	3		24		3		24		3	
4	27		3		20	1	3		31		2	
5	25		3		29		3		32		1	2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	4.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9141.89	1893.80	7248.09	88154.48
District	N/A	N/A	7248.09	\$88,914.00
Percent Difference - School Site and District	N/A	N/A	0.0	-0.9
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-3.5	6.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,383	\$45,741
Mid-Range Teacher Salary	\$88,894	\$81,840
Highest Teacher Salary	\$104,333	\$102,065
Average Principal Salary (Elementary)	\$137,612	\$129,221
Average Principal Salary (Middle)	\$142,246	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$223,253	\$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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