

Billy Mitchell 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	Billy Mitchell Elementary School
Street	14429 Condon Avenue
City, State, Zip	Lawndale, CA 90260
Phone Number	(310) 676-6140
Principal	Courtney Gillette
Email Address	courtney_gillette@lawndalesd.net
Website	https://bme-lesd-ca.schoolloop.com/
County-District-School (CDS) Code	19-64691-6014856

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:

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

We are an ethnically diverse school with approximately 502 students in grades Transitional Kinder - 5th. The breakdown is as follows for grades Kinder through 5th.

American Indian: 0
Asian:12
Pacific Islander: 4
Hispanic: 431
African American: 42
White:22

There are approximately 284 males and 217 females.

The status Free/Reduced Lunch is 86% on free or reduced lunch.

School Mission Statement:

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

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

Stay safe
Outstanding attitude
Always respectful
Responsible and ready to learn

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

Grade Level	Number of Students
Kindergarten	94
Grade 1	83
Grade 2	79
Grade 3	95
Grade 4	79
Grade 5	92
Total Enrollment	522

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8
Asian	1.9
Filipino	0.6
Hispanic or Latino	82.2
Native Hawaiian or Pacific Islander	0.8
White	4.6
Two or More Races	0.8
Socioeconomically Disadvantaged	85.8
English Learners	45.4
Students with Disabilities	16.1
Foster Youth	0.6
Homeless	0.8

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	25.6	26.6	26	248
Without Full Credential	2	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	3

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 2019

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	Everyday Math	Yes	0
Science	Scott Foresman	Yes	0
History-Social Science	Scott Foresman	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 funded facility Improvements 2017-2018

- 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

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.

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	
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)	37	41	50	51	50	50
Mathematics (grades 3-8 and 11)	32	30	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	251	249	99.20	0.80	41.37
Male	136	135	99.26	0.74	38.52
Female	115	114	99.13	0.87	44.74
Black or African American	29	29	100.00	0.00	48.28
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	204	202	99.02	0.98	38.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100.00	0.00	63.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	211	211	100.00	0.00	38.39
English Learners	129	128	99.22	0.78	35.94
Students with Disabilities	32	32	100.00	0.00	6.25
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	251	249	99.20	0.80	30.12
Male	136	135	99.26	0.74	32.59
Female	115	114	99.13	0.87	27.19
Black or African American	29	29	100.00	0.00	34.48
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	204	202	99.02	0.98	29.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100.00	0.00	36.36
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	211	211	100.00	0.00	28.44
English Learners	129	128	99.22	0.78	29.69
Students with Disabilities	32	32	100.00	0.00	9.38
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	19.8	34.1	16.5

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)

Parents and community involvement is an invaluable resource that significantly contributes to the success of our school. We have an active PTA, School Site Council, English Language Learners Advisory Council, school garden community, and Family-University program.

We welcome the assistance of parent volunteers in the classroom and at other school events such as our Fall and Spring Fiestas and Family Nights. We also have Parent-teacher conferences, monthly newsletters, a Parent Volunteer Center, School Blackboard connect calling system and app, Back-to-School Night, Literacy Workshops, Math Night, Science Night, and Open House are offered as ways for parents to be informed of their child's progress and involved in their child's education. Our PTA provides additional funding that allows for the purchase of equipment, materials, field trips, programs, assemblies and special events such as book fair, Family Nights, and the annual fiesta. Our PTA needs and welcomes your support. Mitchell also has a part time community liaison which helps to facilitate the volunteering process. If you would like to help, please contact Evelyn Duarte via our school office 310-676-6140 or by email at Evelyn_Duarte@lawndalesd.net.

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	1.0	0.9	0.9	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)

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

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

D. Other SARC Information

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	19	2	4		21	2	3		19	1	4	
1	22		4		20	1	3		24		3	
2	25		3		22		4		20	1	3	
3	22	1	4		20	1	3		20	1	4	
4	24		3		31		3		33		1	1
5	29		3		21	1	3		26	1	2	1
Other**	10	1										

*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	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	4.5

*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	9762.47	3250.07	6512.40	80001.31
District	N/A	N/A	6512.40	\$88,914.00
Percent Difference - School Site and District	N/A	N/A	0.0	-10.6
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-14.2	-3.3

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)

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. Student/parent agendas are purchased to facilitate communication between students and families.

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.