

Lowell Elementary

2022 School Accountability Report Card



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.

2022-23 School Contact Information

School Name	Lowell Elementary
Street	700 South Flower St.
City, State, Zip	Santa Ana, CA 92703-4896
Phone Number	(714) 972-6300
Principal	Miriam González-Pérez
Email Address	miriam.gonzalezperez@sausd.us
School Website	https://www.sausd.us/lowell
County-District-School (CDS) Code	30-66670-6030316

2022-23 District Contact Information

District Name	Santa Ana Unified School District
Phone Number	714-558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
District Website Address	www.sausd.us

2022-23 School Overview

Lowell Elementary School (Lowell Elementary) is located at the corner of South Flower Street and West Bishop Street. The staff, students, and parents of Lowell Elementary are committed to creating a safe and nurturing professional learning community. The staff is dedicated to providing all students with a rigorous, standards-based, and data driven instructional program. With our support and guidance, we expect every student to take responsibility for their learning and achieve academic excellence. Our highly trained and competent staff will ensure that our students achieve their optimum potential by using research-based, Common Core state standards-driven instructional practices, by scaffolding the learning, differentiating instruction and utilizing student engagement strategies to ensure all students are career and college ready. The staff will establish a print-rich, high-quality environment conducive to learning and the achievement of high academic success for all students. As a developing professional learning community, we will collaborate, reflect and make informed decisions to better meet our students' needs, to increase student achievement and to insure that students are college and career ready.

School Vision:

All Lowell Elementary students will be engaged in a meaningful, standards-based, and data driven curriculum that integrates literacy across all curriculum areas and encourages high-level critical thinking skills. Our students will gain a life-long love of reading and learning, and will attain the social and citizenship skills necessary to face a diverse and dynamic world. Students will learn to critically solve problems both individually and cooperatively. At Lowell Elementary, students will be held to high expectations academically, behaviorally, and socially. Parent participation is essential to the success of every child. The James Russell Lowell Elementary school community is dedicated to motivating parents in the participation of empowering, comprehensive parent education programs to assist their children become contributing members of the community.

School Mission:

Lowell Elementary will empower students to reach their maximum potential in academic excellence and develop respect for individual differences as they become productive and contributing members of our community. Our goal is to ensure our students have the knowledge and skills to be career and college ready. This goal will be accomplished through a partnership involving the students, parents, staff and community.

Behavioral Statement of Purpose:

At Lowell Elementary, we are a community of respectful, responsible and safe scholars whom are ready to learn and develop academically and socially to ensure success in ourselves and others. At Lowell Elementary, all students can and will learn. Our

2022-23 School Overview

Lowell Elementary community understands that our school's positive environment and safe climate is due to the commitment, traditions and sense of family we hold as the instrumental piece to our school success.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	83
Grade 2	76
Grade 3	82
Grade 4	104
Grade 5	101
Total Enrollment	529

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.6
Asian	0.2
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	98.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.2
White	0.2
English Learners	69.9
Foster Youth	0.4
Homeless	1.7
Migrant	0.4
Socioeconomically Disadvantaged	70.5
Students with Disabilities	13.6

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	96.00	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	1.00	4.00	177.80	9.16	18854.30	6.86
Total Teaching Positions	25.00	100.00	1942.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 Class Assignments

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state’s list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district’s Board of Trustees. On September 27, 2022, the Santa Ana Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 22/23-3481, which certifies as required by Education Code §60119 that for the 2022-2023 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year and month in which the data were collected	September 27, 2022
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Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Math Expressions</i>	K-5

Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
Science(s)		
2019	District Created Materials, Various	TK-5
Social Science		
2022	District Created Materials, Various	TK-5

School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

Year and month of the most recent FIT report 6/24/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			RM 18: BROKEN THERMOSTAT (SCREEN IS OFF) -W/O #94347 RM 5: A/C UNIT LEAKS WHEN IT'S ON -W/O #89646
Interior: Interior Surfaces	X			RM 14: TORN CARPET IN 3 DIFFERENT SPOTS -W/O #94348
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			MAIN OFFICE: ETHERNET OUTLET POPPING OUT WALL NEXT TO THE FRONT DESK -W/O #94345 MPR: BAD BALLAST INSIDE STAGE -W/O #94346 RM 11: 2 BAD BALLASTS BY THE PROJECTOR -W/O #94346 RM 17: BROKEN ETHERNET BOX COVER -W/O #94345 RM 20: BROKEN ETHERNET CONNECTION BOX HANGING -W/O #94345 RM 8: DRINKING FOUNTAIN MISSING CAP COVER -W/O #93912 ETHERNET OUTLET DOES NOT WORK -W/O #94345
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		BOYS RR BY RM 101: SPUD LEAK IN HANDICAP TOILET -W/O #93912

School Facility Conditions and Planned Improvements

			<p>BOYS RR BY RM 108: TOILET 1 AND 3 SPUD LEAK -W/O #93912</p> <p>BOYS RR BY RM 16: SPUD LEAKS IN TOILET 1 AND 3 -W/O #93912</p> <p>BOYS RR BY RM 19: BROKEN FAUCET -W/O #93912</p> <p>BOYS RR BY RM 7: MIDDLE TOILET HAS A SPUD LEAK -W/O #93912</p> <p>GIRLS RR BY RM 101: TOILETS 3,4,5 SPUD LEAK -W/O #93912 BROKEN FAUCET -W/O #93912</p> <p>GIRLS RR BY RM 108: TOILET 4 SPUD LEAK -W/O #93912</p> <p>MENS RR BY STAFF LOUNGE: SPUD HAS A SMALL LEAK -W/O #93912</p> <p>RM 2: DRINKING FOUNTAIN NEXT TO THE DOOR LEAKS FROM THE BOTTOM WHEN IN USE -W/O #93912</p> <p>RM 8: DRINKING FOUNTAIN MISSING CAP COVER -W/O #93912 ETHERNET OUTLET DOES NOT WORK -W/O #94345</p> <p>STAFF RR BY RM 108: SPUD LEAK -W/O #93912</p> <p>STAFF RR BY RM 13: SMALL SPUD LEAK -W/O #93912</p>
Safety: Fire Safety, Hazardous Materials	X		KITCHEN: FIRE EXTINGUISHER COVER BROKEN -W/O #94349
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	22	N/A	31	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	19	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	280	98.59	1.41	21.79
Female	141	139	98.58	1.42	20.14
Male	143	141	98.60	1.40	23.40
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	281	277	98.58	1.42	21.66
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	0	0	0.00	0.00	0.00
English Learners	183	179	97.81	2.19	9.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	225	221	98.22	1.78	19.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	51	96.23	3.77	21.57

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	279	98.24	1.76	13.62
Female	141	138	97.87	2.13	12.32
Male	143	141	98.60	1.40	14.89
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	281	276	98.22	1.78	13.77
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	0	0	0.00	0.00	0.00
English Learners	183	178	97.27	2.73	6.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	225	220	97.78	2.22	13.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	50	94.34	5.66	6.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	17.89	16.34	15.3	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	95	96.94	3.06	17.89
Female	47	45	95.74	4.26	13.33
Male	51	50	98.04	1.96	22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	97	94	96.91	3.09	18.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	63	60	95.24	4.76	1.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	75	96.15	3.85	16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	16	94.12	5.88	0

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.6	71.3	71.3	69.1	70.2

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.

2022-23 Opportunities for Parental Involvement

We promote parent engagement and create learning communities by providing the platforms for volunteering. Within our Lowell Elementary School, parents are encouraged to get involved at all levels. All parents have multiple options to contribute, engage and participate in school activities. Some options for parent involvement are as follows; parents can volunteer their time, attend school events and/or parent workshops, contribute by sharing in the decision-making process. Our school welcomes assistance in the classroom, library, playground supervision and/or media center, special event days. Parents are always invited to help chaperone field trips as well as share and partake in the promotion of cultural experiences.

Lowell Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these opportunities may include, but are not limited to:

- Teaching Gardens
- Back to School Night
- Open House
- Student performances
- Fundraisers
- Music/choir and/or theatre performances
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Padres Unidos Early Literacy Classes
- Parent Volunteer program
- Parent Safety Ambassador program
- Parent Volunteers
- Cafecito y Comunidad
- LCAP Meetings
- Carnival Committee
- PBIS committee membership
- Wellness Center
- SAELI (Santa Ana Early Literacy Initiative) Participation

2022-23 Opportunities for Parental Involvement

- Family Art, Technology and Science nights

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Learner Advisory Council

Parents have the opportunity to become involved on district committees as well including:

- DAC (District Advisory Council)
- DELAC (District English Learner Advisory Council)

Parents seeking more information about becoming an active member in the school community may contact the principal (714) 972-6300.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed of school news, student activities, schedules, policy changes, and class curriculum updates via the following formats:

- Progress Reports
- Report Cards
- Parent-Teacher Conferences
- Student Success Team meetings/ IEPs
- Website
- ParentSquare
- School web site
- Public Service Channel 31
- Classroom newsletters
- Flyers
- Letters
- School Marquee/Banners
- Social Media (Facebook & Instagram)
-

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	560	548	184	33.6
Female	279	274	80	29.2
Male	281	274	104	38.0
American Indian or Alaska Native	1	1	0	0.0
Asian	2	2	0	0.0
Black or African American	1	1	1	100.0
Filipino	1	1	1	100.0
Hispanic or Latino	553	541	181	33.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	1	1	1	100.0
English Learners	395	386	117	30.3
Foster Youth	9	8	4	50.0
Homeless	11	10	6	60.0
Socioeconomically Disadvantaged	461	454	156	34.4
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	106	102	47	46.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.46	2.24	2.45
Expulsions	0.00	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.07	0.02	3.55	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.07	0.00
Female	0.36	0.00
Male	1.78	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	0.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.76	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	1.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.94	0.00

2022-23 School Safety Plan

Safety Plan Approval Date: 1/26/2022

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	26		4	
1	23		4	
2	21	3	2	
3	23		5	
4	25		4	
5	32		2	
6				
Other	10	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	28		3	
2	29		3	
3	24		4	
4	27	1	1	
5	22		4	
6				
Other	8	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	5		
1	10	7	1	
2	11	6	1	
3	13	3	3	
4	11	5	4	
5	10	10		
6				
Other	12	3	1	

2021-22 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	264.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach 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	\$9,116.78	\$2,725.05	\$6,391.73	\$105,234.53
District	N/A	N/A	\$7,279	\$99,342
Percent Difference - School Site and District	N/A	N/A	-13.0	8.3
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-27.7	21.7

2021-22 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- Administrator Induction Mentor Program
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- AVID-OCDE Destination Graduation
- AVID-OCDE Destination Graduation
- California Clean Energy Jobs Act
- California Partnership Academies
- California Student Author Program
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CAPP Leadership Network at SAHS
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- Classified School Employee Professional Development Block Grant
- Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners
- COPS Office School Violence Prevention Program
- Coronavirus Relief Fund
- CTE Incentive Grant Program
- Donations - Miscellaneous
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Governor's Emergency Education Relief Fund
- Head Start
- Improving Teacher Quality -UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Migrant Education
- Oasis Center Int'l (OCI)
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- Orange County Community Foundation Grant
- Prop 98 Learning Loss Mitigation Funds
- SB117 COVID-19 LEA Response Funds
- Special Education
- SUMS Grant (Scaling up Multi-Tiered System of Support)
- Supplementary Prgs-Specialized Secondary
- Teaching Induction and Professional Support
- Title I, Part A
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$60,304	\$51,081
Mid-Range Teacher Salary	\$90,222	\$77,514
Highest Teacher Salary	\$116,846	\$105,764
Average Principal Salary (Elementary)	\$147,227	\$133,421
Average Principal Salary (Middle)	\$140,656	\$138,594
Average Principal Salary (High)	\$163,083	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, teacher input, state content standards, and professional development surveys. Multiple Teared Systems of Support (MTSS) staff development has been an addition in the last couple of years to assist our students through specific interventions. Professional development has occurred through after-school workshops, workshops attended through organizations such as CABE & AVID, district workshops, and individual mentoring (particularly in special education).

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. Staff training topics at the school sites have included: Common Core Implementation, Frontloading, Thinking Maps, Guided Language Acquisition Design, effective teaching strategies, data analysis of district benchmarks, intervention implementation per data guided collaboration, effective grading practices, etc. Teachers also attended training in Cognitively Guided Instruction.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. District training opportunities focused on the following:

- CGI through the Irvine Math Project
- Co-Teaching/Inclusive Practices
- ELD Standards
- Benchmark Advance (ELD & Language Arts Program)
- Collaborative Academic Conversations
- Cognitive Guided Instruction
- AVID
- ST Math/ MIND Institute
- Response to intervention/Differentiated Instruction
- Strategic Schooling
- Math Expressions (Math Program)
- SDAIE Training (Specially Designed Academic Instruction In English)
- SEBT/ Dual program
- Gifted and Talented Education
- Parent Education
- Special Education
- Data Analysis and Using Data to Drive Instruction

Professional Development

- Curriculum Mapping
- Thinking Maps
- Benchmark Assessments in Language Arts and Math
- SEL-Second Step Curriculum

In addition to the district wide supplemental training programs available to teachers, teachers at Lowell have ongoing opportunities to grow professionally and participate in the following training:

- Grade Level Collaborative Conversations
- PBIS
- Renaissance Learning
- Equity and Access (i.e. co-teaching, data gathering and classroom behavior management etc..)
- Supplemental Computer Software programs (Achieve 3000, Lexia, Lexia, and Imagine Learning)
- Growth Mindset
-

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development from a support provider and district personnel through the TIPS program. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on the SAUSD website.

To support veteran teachers as well as new teachers, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	3	8