Macy Elementary School
2021 School Accountability Report Card

MACY
ELEMENTARY SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Macy Elementary School
Street	2301 West Russell Street
City, State, Zip	La Habra, CA 90631
Phone Number	562.902.4231
Principal	Patricia K. Jacobsen
Email Address	pjacobsen@ljsd.org
School Website	macy.ljsd.org
County-District-School (CDS) Code	30647666020176

2021-22 District Contact Information

District Name	Lowell Joint School District
Phone Number	562.943.0211
Superintendent	Mr. Jim Coombs
Email Address	webadmin@ljsd.org
District Website Address	www.ljsd.org

2021-22 District Governing Board

President	Melissa A. Salinas
Vice President	Karen L. Shaw
Clerk	Anastasia M. Shackelford
Member	William A. Hinz
Member	Anthony Zegara

2021-22 District Administration

Assistant Superintendent of Educational Services	Dr. Sheri McDonald
Assistant Superintendent of Administrative Services	Andrea Reynolds
Assistant Superintendent of Facilities and Operations	David Bennett
Director of Educational Services	Rhonda Overby
Director of Technology	Alan Mao
Director of Special Education	Kaleo Igarta
Director of Fiscal Services	Chelle Price

2021-22 School Overview

MISSION STATEMENT
Macy Elementary's mission is to prepare all students to be career and college ready with 21st Century educational experiences, while encouraging all students to be safe and respectful future leaders in a global and competitive economy.

SCHOOL DESCRIPTION
Macy is a recipient of the 2016 California Gold Ribbon School Award and the 2010 California Distinguished School Award. Macy also consistently wins Gold and Silver recognition in the Science Olympiad. Our campus is located in the city of La Habra, at the base of La Habra Heights, one mile north of Beach Blvd. Macy is one of five elementary schools in the Lowell Joint School District with an average enrollment of 500 students. Macy operates 19 self-contained classrooms spanning Transitional Kindergarten (TK) through Sixth Grade. TK and Kindergarten classes are full day.

Macy has a resource center and two district special day classes. Macy's English Learner (EL) population is considered small. All teachers at Macy are certified to meet the needs for developing English proficiency in students.

Macy is proud to offer a district-created, award-winning, Character Education Program which includes both home and school components addressing monthly themes. Teachers also implement lessons found in the District Patriotic Guide where social responsibility and good citizenship are emphasized daily and foster a strong appreciation of America's great heritage.

This knowledgeable and energetic staff excels in all professional requirements. The teachers work with a collaborative spirit; sharing ideas and strategies with enthusiasm. Teachers meet weekly so the core curriculum remains consistent between classes. The staff provides optimum learning environments that are nurturing, well organized, stimulating, and exciting.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	36
Grade 2	67
Grade 3	54
Grade 4	67
Grade 5	75
Grade 6	77
Total Enrollment	457

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	4.4
Black or African American	0.4
Filipino	1.8
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.8
White	28.2
English Learners	3.1
Foster Youth	0.2
Homeless	2.6
Socioeconomically Disadvantaged	26.9
Students with Disabilities	15.3

A. Conditions of Learning

State Priority: Basic

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

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

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

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)	20.6	100.0	123.1	92.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.8	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.8	2.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	0.0	0.0	4.6	3.5	18854.3	6.9
Total Teaching Positions	20.6	100.0	132.6	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Some of the most widely utilized and successful supplemental programs/curriculum used at Macy include: Mountain Math, Daily Oral Math, speed math folders, Mind Maps, Daily Oral Language, Step-Up-to-Writing, and the web-based programs of iReady and Accelerated Reader (AR).

The District is currently piloting for a Science adoption during the 2021-2022 school year.

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8	Yes	0
Mathematics	2014-15 Houghton Mifflin K-5 Go Math! 2014-15 Houghton Mifflin Big Ideas 6-8	Yes	0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 2020-21 Studies Weekly Science - Supplemental for online learning	Yes	0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History	Yes	0
Foreign Language	1999-00 ¡En español! 7-8	Yes	0
Health	2008-09 Princeton Health Press - LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8	Yes	0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
Science Laboratory Equipment (grades 9-12)	Grades 9-12 only		

School Facility Conditions and Planned Improvements

Macy School Facility Profile

Built in 1957, Macy Elementary School has five main wings of classrooms first through sixth grade, which also includes the library, a STEAM Lab, and three special education rooms. The Macy TK and Kindergarten are connected to the main office building and the teachers' lounge but are designed to have their own privacy and Kindergarten play area, a second kindergarten class is in close proximity to the office.   Four separate bungalows make-up the remainder of the classrooms that are not attached to the main wings. A permanent, three-room bungalow houses the school psychologist, the speech and language therapist, and the Macy Conference Room. Macy has a full-functioning kitchen with an attached multi-purpose room that converts into a meeting hall or cafeteria with minimal effort. The district also coordinates a fee-based, before and after school, daycare program called OPTIONS, located at the southeast corner of the campus.

A major improvement project funded by the passage of Measure LL was completed at the Macy campus from January 2021 through July 2021. The project included much needed repair and updating to HVAC, sewer systems and roofing, as needed, on the classroom buildings. The school was temporarily relocated to Maybrook School at 11700 Maybrook Ave., Whittier, 90604.

The 2021 Macy FIT (Fitness Inspection Tool) reports that the facilities are in 'Good Repair.'

Year and month of the most recent FIT report	11/22/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	10: Sliding door track rusted 11: Sliding door track rusted 12: Sliding door track rusted 13: Sliding door track rusted 14: Sliding door track rusted 15: Sliding door track rusted 16: Sliding door track rusted 17: Sliding door track rusted 18: Sliding door track rusted 19: Sliding door track rusted 20: Sliding door track rusted 21: Sliding door track rusted 4: Sliding door track rusted 5: Sliding door track rusted 6: Sliding door track rusted 7: Sliding door track rusted 8: Sliding door track rusted 9: Sliding door track rusted

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	269	256	95.17	4.83	49.22
Female	145	140	96.55	3.45	53.57
Male	124	116	93.55	6.45	43.97
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	174	170	97.7	2.3	47.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	69	61	88.41	11.59	44.26
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	29.41
Socioeconomically Disadvantaged	75	74	98.67	1.33	36.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	35	87.5	12.5	5.71

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	269	257	95.54	4.46	33.85
Female	145	141	97.24	2.76	32.62
Male	124	116	93.55	6.45	35.34
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	174	171	98.28	1.72	29.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	69	61	88.41	11.59	34.43
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	29.41
Socioeconomically Disadvantaged	75	74	98.67	1.33	20.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	35	87.50	12.50	8.57

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	N/A	N/A	NA	NA	NA
White	N/A	N/A	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	N/A	N/A	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	34.72	N/A	30.10	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	72	98.63	1.37	34.72
Female	35	35	100.00		
Male	38	37	97.37		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	34.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.00	0.00	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Macy Elementary School values the home-school component of our campus life. At Macy, parents and extended relations of our students regularly help on campus, and have been excited to get back onto campus after the COVID restrictions. Volunteers allow Macy to sustain the programs and activities and the school was thrilled to welcome volunteers back on campus in December 2021. Families at Macy understand that it is the partnership between home and school that creates a strong and positive learning environment and when augmented by the expertise and caring of the teachers and staff at school, we are able to ensure a safe and industrious learning environment for our children.

The Parent Teacher Association (PTA) Executive Board works closely with the principal to set the goals of programming at Macy. Parents participate in numerous committees and chair positions. PTA members hold positions as active, contributing members of the Macy Elementary School Site Council. PTA Executive Board liaisons accompany the principal to district level information meetings where parent feedback is held in high regard; especially when it helps promote our programming and school activities. On any given day, a visitor to Macy will find numerous volunteers working in classrooms or on campus to help accomplish our goals for the week, the month, and the year.

Among other things, the Macy PTA runs the following events and programs during the year: Macy Trunk or Treat, Macy Reflection's Program, Macy Yearbook, Macy Family Nights (i.e. STREAM Night, Angel Night, Duck Night, Movie Night), Macy Kindergarten Picnic, Junior Achievement, Science Olympiad, fall and spring book fairs, Valentine's/Holiday/End-of-the-Year Parties, Macy Senior Friend's Day, Honorary Service Award Ceremony, The Macy Fun Run, assemblies, and class field trips. All parents and friends of Macy are encouraged to become involved in the PTA. Further event and calendar information, including PTA membership registration, can be found at Macy.LJSD.org.

Parents are also important members of school support programs such as Noon Duty Aide supervision and the volunteers who assist in the library.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	483	468	20	4.3
Female	249	241	10	4.1
Male	234	227	10	4.4
American Indian or Alaska Native	0	0	0	0.0
Asian	20	20	0	0.0
Black or African American	2	2	0	0.0
Filipino	8	8	0	0.0
Hispanic or Latino	286	281	12	4.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	13	0	0.0
White	140	133	8	6.0
English Learners	14	14	0	0.0
Foster Youth	2	2	0	0.0
Homeless	12	12	1	8.3
Socioeconomically Disadvantaged	138	132	12	9.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	81	7	8.6

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.08	0.00	2.53	0.18	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.20	1.65	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Macy School Site Council Review of Safety Plan: October 2021
Macy NIMS (National Incident Management System) Reviewed with site personnel: October 2021

At Macy we believe that all students have a right to learn in a safe and secure environment. In order to ensure student safety, Macy has drafted a School Safety Plan. This safety plan includes Macy's National Incident Management System (NIMS) which provides an organized response to a variety of incidents including major incidents such as: fire; earthquake, and lockdowns. It outlines a school emergency response team and includes organizational charts with responsibilities and duty descriptions for school personnel. Our Safety Plan also includes the use of CatapultEMS. All staff at Macy have been trained on CatapultEMS to ensure a dedicated emergency communication system that is clear and connected at all times with the school safety team, our teachers, the district, and law enforcement.

The School Safety Plan, in addition to the NIMS, also includes an alternate location for students and staff to relocate to in the event the campus is not inhabitable. It also contains contact information for various emergency agencies such as local police and fire departments. School Administration speaks to the local emergency agencies annually to ensure a quick and efficient response in the event of an emergency.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	30		2	
1	27		2	
2	23		3	
3	25		3	
4	30		2	
5	32		2	
6	34		1	2
Other	11	2		

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	17	3		
1	30		2	
2	26		2	
3	23		3	
4	26		3	
5	34		1	1
6	24	1		2
Other	11	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	25	1	2	
1	17	2		
2	22	1	2	
3	27		2	
4	28		2	
5	31		2	
6	36			2
Other	14	3		

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	$7,094	$1,492	$5,602	$88,455
District	N/A	N/A	$9,195	
Percent Difference - School Site and District	N/A	N/A	-48.6	2.6
State			$8,444	
Percent Difference - School Site and State	N/A	N/A	-32.2	9.3

2020-21 Types of Services Funded

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers.

Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used for translation, support services, instructional aides, supplemental books, and conferences.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

The staff in Lowell Joint School District is provided with numerous professional development opportunities throughout the year. Outside of their regularly scheduled staff and grade level meetings, the district administration, (principals and superintendent), meet as needed to review, discuss, and be trained in different areas of focus that are deemed appropriate: Thinking Maps, Common Core Standards (CCS), Explicit Direct Instruction (EDI), Visible Learning (VL), K-3 Guided Language Acquisition Design (GLAD) training, Standards-Based Reporting, Illuminate, ST Math, Lexia Reading, Disaster and Safety Academy Training, differentiated instruction, assessment and testing, the Local Control Accountability Plan (LCAP), Professional Learning Collaboratives (PLC), textbook adoption, and English Language Learner instruction.

The teachers meet each week in regularly scheduled Grade Level Meetings, Professional Learning Collaboratives (PLC), and staff meetings, to plan and share new ideas or target areas of focus for curriculum, instruction, and management. When new textbook adoptions are being considered for the core areas, teachers take part in the publisher in-services on the appropriate implementation of the materials. Teachers are expected to have a say in the adoption process and are included, at the onset, in all reviews of instructional materials.

Guest presenters come to the District to in-service teachers in areas that include: the California State Standards, Thinking Maps, Explicit Direct Instruction, Mind Math (JiJi), Lexia Reading, textbook alignments, differentiated instruction, classroom management, English Language Learner instruction, and special education strategies as well as Special Education Information System (SEIS) compliance. The valued resources of our own internal and professional teaching staff are further utilized when necessary. Teachers may attend trainings hosted by their 'expert peers' and colleagues in the areas of miscue analysis; reading and math strategies; California Teachers of English Learners (CTEL) Training; the Writing Process; Science Technology Engineering and Mathematics (STEM) conference, etc. Once a focus area is identified, district and site-level in-services are provided to address the needs.

The Targeted Improvement Plan also helps school teams address their most challenging curricular areas (by grade level) so that the principal, and if necessary, the district curriculum department, can write an action plan for improvement.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	20	14

Lowell Joint School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Lowell Joint School District
Phone Number	562.943.0211
Superintendent	Mr. Jim Coombs
Email Address	webadmin@ljsd.org
District Website Address	www.ljsd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2162	2082	96.30	3.70	52.02
Female	1062	1022	96.23	3.77	58.18
Male	1100	1060	96.36	3.64	46.07
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	76.14
Black or African American	31	28	90.32	9.68	32.14
Filipino	29	28	96.55	3.45	71.43
Hispanic or Latino	1510	1464	96.95	3.05	48.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	65	95.59	4.41	65.63
White	425	400	94.12	5.88	57.79
English Learners	110	107	97.27	2.73	18.87
Foster Youth	--	--	--	--	--
Homeless	96	94	97.92	2.08	27.66
Military	138	133	96.38	3.62	46.62
Socioeconomically Disadvantaged	803	772	96.14	3.86	39.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	239	89.18	10.82	12.13

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2162	2079	96.16	3.84	35.08
Female	1062	1021	96.14	3.86	33.43
Male	1100	1058	96.18	3.82	36.67
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	72.73
Black or African American	31	27	87.10	12.90	37.04
Filipino	29	28	96.55	3.45	50.00
Hispanic or Latino	1510	1464	96.95	3.05	30.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	64	94.12	5.88	43.75
White	425	399	93.88		40.10
English Learners	110	107	97.27	2.73	14.02
Foster Youth	--	--	--	--	--
Homeless	96	94	97.92	2.08	12.77
Military	138	133	96.38	3.62	33.83
Socioeconomically Disadvantaged	803	771	96.01	3.99	24.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	238	88.81	11.19	9.66

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.