








# Comprehensive School Safety Plan

## 2024-2025 School Year

**School:** Major Lynn Mokler School  
**CDS Code:** 19648736021463  
**District:** Paramount Unified  
**Address:** 8571 East Flower Street  
Paramount CA 90723-4378  
**Date of Adoption:** January 24, 2024  
**Date of Update:** January 24, 2024  
**Date of Review:**  
- with Staff  
- with Law Enforcement January 28, 2025  
- with Fire Authority January 28, 2025

**Approved by:**

Name	Title	Signature	Date
Holly Hennessy	Principal		January 24, 2024
Roxanne Brown-King	SSC President		January 24, 2024
Jennifer Cucchi	Member		January 24, 2024
Felicia Burch	Member		January 24, 2024

Name	Title	Signature	Date
Maricela Sepulveda	SSC Vice President		January 24, 2024
Wendy Lopez	Member		January 24, 2024
Elena Bravo	Member		January 24, 2024

## Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	7
Opioid Prevention and Life-Saving Response Procedures .....	9
(E) Sexual Harassment Policies (EC 212.6 [b]).....	10
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	11
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	13
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines .....	14
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	14
Response Procedures for Dangerous, Violent, or Unlawful Activity.....	14
(I) Hate Crime Reporting Procedures and Policies .....	15
Safety Plan Review, Evaluation and Amendment Procedures .....	15
Incident Command Team Responsibilities .....	16
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	16
(J) Procedures to Prepare for Active Shooters .....	18
Emergency Contact Numbers .....	19
Instructional Continuity Plan.....	19
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) .....	19
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) .....	20

## **Comprehensive School Safety Plan Purpose**

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334, approved in 1999, perpetuated SB187.

The Comprehensive School Safety Plan contains the following elements:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school's main office.

## **Safety Plan Vision**

Mokler Elementary School uses a comprehensive approach to support our student's physical, mental, and emotional well-being and create a safe welcoming school environment in which all students feel safe to learn. Mokler's CSSP focuses on the use of intervention for students with attendance or discipline issues and looks at data from a variety of resources to gain feedback and a better understanding of how our students feel and how staff can support them on campus. Mokler's CSSP also focuses on logistical details for a safe school environment including ingress, egress, disaster plans, lockdowns and more.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

## Components of the Comprehensive School Safety Plan (EC 32281)

### Major Lynn Mokler School Safety Committee

#### Assessment of School Safety

A review of Mokler Elementary School indicates that the students, parents, and staff of Mokler are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. To ensure this, Mokler has adopted policies and procedures pertaining to campus environment and security, investment in behavioral management and intervention, encouraged participation of community members, and the improvement and maintenance of the physical school environment.

Mokler performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, active shooter drills, etc. Mokler participates in the annual "Great California Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness. Mokler works closely with the PUSD Safety and Security Department to strengthen our disaster preparedness through supplies, drills, and meetings.

Visitors (when allowed on campus) are required to sign-in/out in the school office and Mokler utilizes the RAPTOR visitor check-in system. Appropriate signs are posted following all necessary protocols and guidelines. Emergency exit routes are posted in all the rooms.

Our school creates a safe school environment. The school implements programs and practices to address bullying that are aligned to Board Policy 5131.2 Bullying (Revised September 11, 2024)

Employees are required to complete mandated training annually. Training modules include:

California Mandated Reporter: Child Abuse and Neglect

Students experiencing Homelessness: Awareness and Understanding

Workplace Violence: Awareness and Prevention

Youth Suicide: Awareness, Prevention and Postvention

Bullying and CyberBullying: Recognition and Response

Diversity for Employees

Opioid Overdose Response Awareness

Sexual Harassment and Discrimination

Pesticide Use: For specific information, please see Board Administrative Regulation 3514.2 Integrated Pest Management.

Student ID Cards: Every high school student's ID card includes the National Suicide Prevention Hotline, the Domestic Violence Hotline, and the Crisis Text Line 741741 so students can call or text in for confidential help

#### Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Alternate means of correction are employed to address discipline infractions prior to suspension for lower-level Education Code violations. As a preventative measure, all TK-12 schools have implemented Safe & Civil Schools Positive Behavior Support program, which focuses on teaching our students about behavioral expectations and providing positive feedback. Restorative practices are being utilized across the district to ensure a comprehensive approach to discipline and behavior interventions.

Paramount Unified School District (PUSD) utilizes Synergy reporting to track our student attendance and monitor concerns with chronic absenteeism. There is a process for sites to follow when there is a concern regarding absenteeism and truancy. All schools have a School Attendance Review Team (SART) to collaborate and consult on how to provide intervention to the students and families with identified attendance issues. The District also holds Student Attendance Review Board (SARB) hearings for cases that are not resolved at the site level and need further intervention. The most current 2024 data is indicated below.

Attendance and Suspension Data for Mokler Elementary School:

Students in the SARB Process: 2023-2024 school year 0

2022-2023 school year 0

Percentage of Chronically Absent Students: 2023-2024 school year 28%  
2022-2023 school year 42%

Suspension Percentage: 2023-2024 school year 0.34%  
2022-2023 school year 0.43%

PUSD takes a holistic approach to student mental health and support throughout our TK-12 programs. Our school employs both a counselor and a social worker to assist students in need of intervention and crisis support.

A variety of interventions and means of correction are used as a part of a progressive discipline model including reflective assignments, peer mediation, restorative practices, student check-in check-out, individualized incentive programs, school-based counseling, and more.

**(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators and directors; licensees, administrators, and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reportable Offenses A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166) "Reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, "reasonable suspicion" does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166) Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167) Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288) Responsibility for Reporting The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166) No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166) Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166) Reporting Procedures 1. Initial Telephone Report Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Department of Child and Family Services (DCFS) (800) 540-4000. When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 2. Written Report Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and electronically transmit a written follow-up report to DCFS: <https://mandreptla.org/cars.web/> (BCI 8572). (Penal Code 11166, 11168) Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter. b. The child's name and address, present location, and, where applicable, school, grade, and class c. The names, addresses, and telephone numbers of the child's parents/guardians d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child. e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167) The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167) 3. Internal Reporting The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166) However, employees reporting child abuse or neglect to an appropriate agency must notify the principal as soon as possible after the initial telephone report to the appropriate agency. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee provides training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7) The training includes identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7) The Superintendent or designee obtains and retains proof of each mandated reporter's completion of the training. (Education Code 44691) Victim Interviews by Social Services Whenever DCFS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal



Code 11174.3) A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3) 1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible. 2. The selected person shall not participate in the interview. 3. The selected person shall not discuss the facts or circumstances of the case with the child. 4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3) Release of Child to Peace Officer When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906) For additional details, refer to Paramount Unified School District Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting.

### **Opioid Prevention and Life-Saving Response Procedures**

All PUSD Administrators are required to complete mandated Opioid Overdose Response Awareness training annually. Narcan administration training is provided annually for district nurses, school health office technicians, campus safety officers, and school staff volunteers. In responding to a suspected opioid incident, the responder will check the individual for responsiveness and signs of an opioid overdose, which may include unconsciousness, slow or absent breathing, pinpoint pupils, bluish skin, a limp body, or snoring and gurgling sounds. Utilizing personal protective equipment (PPE) such as gloves and masks, if available. They will then call emergency services. If naloxone (Narcan) is available, the responder will administer it according to the instructions and monitor the individual's breathing and responsiveness. If there is no response after 2-3 minutes, another dose of naloxone can be given. The responder will remain with the individual until help arrives, keeping them safe and as alert as possible. When emergency responders arrive, they will be provided with all relevant information. California Education Code 49414, protects employees or volunteers acting in good faith to provide emergency.

PUSD's Board Policy and Administrative Regulation 5141 addresses Health Care and Emergencies and Board Policy and Administrative Regulation 5141.21 explains protocols for Administering Medication and Monitoring Health Conditions.

# Help Save a Life

## What is the Opioid Epidemic?

Opioids are medications that are used to reduce pain but are at high risk for abuse. Opioids can impact the body's ability to breathe, leading to death. The rise in overdoses can be attributed to illicitly manufactured opioids, particularly fentanyl. Per the Drug Enforcement Administration (DEA): "Brightly colored pills, dubbed 'rainbow fentanyl', is a new trend used by drug cartels to sell highly addictive and potentially deadly fentanyl made to look like candy to children and young people. It has been seized in multiple forms, including pills, powder, and blocks that resemble sidewalk chalk." According to the CDC, 107,622 Americans died of drug overdoses in 2021, with 66% of those deaths related to synthetic opioids like fentanyl.

## Opioid Reversal - Naloxone (NARCAN)



### Signs of an Opioid Overdose



### What Drugs Does Naloxone (NARCAN) Reverse?

- |                   |                     |
|-------------------|---------------------|
| <b>Effective:</b> | <b>Ineffective:</b> |
| -Heroin           | -Alcohol            |
| -Morphine         | -Valium             |
| -Dilaudid         | -Ativan             |
| -Oxycodone        | -Xanax              |
| -Fentanyl         | -Ambien             |
| -Codeine          | -Antidepressants    |
| -Methadone        | -Marijuana          |
|                   | -Other medications  |

### How to Administer Naloxone (NARCAN)



Each nasal spray device is **SINGLE DOSE**. A **SECOND DOSE** can be given in **OPPOSITE** nostril with a **NEW DEVICE**, if no improvement after **2-3 MINUTES**. (2 Doses per Box)

### State and District Protections for Responders

Per Ed Code Section 49414, employee volunteers are protected by the District against any and all civil liability from their actions when serving as a volunteer.

Administering Naloxone (NARCAN) will not harm a person who is not having an overdose.

### Paramount USD District Plan

#### Steps of the plan

- Evaluate for signs of overdose
- Administer Naloxone (NARCAN)
- Call 911 & Site Administration
- Support the Person's Breathing (1 breath every 5 seconds)
- Monitor the Person's Response

### Responder's Safety

#### Steps to protect responder's safety

- Wear nitrile gloves
- Use CPR mask if CPR is performed
- Perform hand hygiene
- If suspected exposure, call 911



### (E) Sexual Harassment Policies (EC 212.6 [b])

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

#### Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

#### Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

#### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint procedures specified in AR 1312.3. (BP 5131.2).

#### Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email, posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

#### Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in District schools, including the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

#### Student Instruction

Students are provided with instruction that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Students are educated about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

To discourage cyberbullying, students are advised to be cautious about sharing passwords, personal data, or private photos online and consider the consequences of making negative comments about others online.

#### Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

#### Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

#### Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in another program as appropriate. (EC 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, Superintendent or designee, the site principal or principal's designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement. (AR 5131.2).

Employees are required to complete mandated training regarding Recognition and Response of Bullying and CyberBullying annually.

#### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Board Policy 5132.1 requires students at K-8 schools to wear a specific uniform, as follows:

Boys

Girls

White shirt, long or short sleeves, with a collar

White blouse, long or short sleeves, with a collar

Navy blue pants or shorts

Navy blue jumper, skirt, skort, shorts, culottes, or pants

Appropriate shoes

Appropriate shoes

Navy blue sweater, sweatshirt, or jacket - a uniform shirt must be worn underneath

Navy blue sweater, sweatshirt, or jacket - a uniform blouse must be worn underneath

## **Major Lynn Mokler School**

The Governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Schools throughout Paramount Unified School District have positive and proactive schoolwide discipline plans. Data is used to inform decisions on developing and implementing effective behavior management and positive behavior support of all students (Safe & Civil Schools).

Student Referrals are made for incidents that require immediate attention or administrative support.

Means of correction will be implemented upon failure to comply with behavior expectations including, but not limited to, conflict resolution, restorative practices, counseling, parent conference, detention, suspension, expulsion recommendation (EC 48900 & 48915, BP 5144.1, AR 5144.1, AR 5144.2).

## **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

### **H. Policies Regarding Suspension and/or Expulsion**

In accordance with Board Policy 5144.1 and Administrative Regulations 5144.1 & 5144.2, suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from school for not more than five consecutive school days for any of the reasons in the Education Code Section 48900, upon first offense, if the principal determines the student has committed any of the acts enumerated in Education Code Section 48900 (a-q) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (Education Code 48900.5)

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student.

Offenses that result in mandatory suspension and referral for expulsion with the principal having the ability to make an exception if appropriate include:

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, on any school employee.

Offenses that result in mandatory suspension and referral for expulsion, with the principal having no ability to make an exception include:

1. Possession/selling/furnishing a firearm at school or at a school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053 of Division 10 of the Health and Safety Code.)
4. Committing/attempting to commit a sexual assault/battery as defined in Education Code 48900 (n).

## **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of each student who has engaged in suspendable acts pursuant to Education Code 48900 (except subdivision h), 48900.2, 48900.3, 48900.4 or 48900.7. The information provided shall be from the previous three years. Paramount Unified School District has incorporated this notification into the student profile screen in the Synergy Student Information system. Teachers who would like additional information about the suspensions may review the student's discipline file in the school office. All information regarding suspension and expulsion is confidential and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

## **Response Procedures for Dangerous, Violent, or Unlawful Activity**

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulation 3515 Campus Security (Revised May 9, 2023), BP/AR 3515.2 Disruptions (Revised September 14, 2020), BP/AR 3516 Emergencies And Disaster

Preparedness Plan (Revised September 14, 2020), AR 3516.2 Bomb Threats (Revised September 14, 2020), and BP/AR 5131.7 Weapons And Dangerous Instruments (Revised September 14, 2020).

### **(I) Hate Crime Reporting Procedures and Policies**

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. The following measures are implemented to prevent discrimination, harassment, intimidation, and bullying of students at District schools or in school activities and to ensure equal access of all students to the educational program :

1. Provide to employees, volunteers, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, harassment, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information includes guidelines for addressing issues related to transgender and gender-nonconforming students.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the school principal whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the principal shall meet with the student and/or parent/guardian to determine how best to accommodate the student.
4. Publicize the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site. br/>
5. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so.

#### **Process for Initiating and Responding to Complaints**

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the principal whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the principal shall immediately investigate the complaint in accordance with the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. (BP 5145.3).

#### **Safety Plan Review, Evaluation and Amendment Procedures**

The Comprehensive School Safety Plan was reviewed and approved by the School Site Council in a public meeting. Input was elicited regarding, but not limited to, school data, the school disaster & emergency plan, ingress and egress, and discipline policies. (BP 0450).

## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Incident Command Team Responsibilities**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

### **Disaster Plan (See Appendix C-F)**

Mokler Elementary School (Mokler) Emergency Plan provides faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan delineates responsibilities of all Mokler employees and is organized according to the Standardized Emergency Management System (SEMS). Mokler personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and system. Training and exercises are ongoing components of the Plan.

The Plan is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted annually. Copies of the Plan and staff roles are distributed to Mokler employees, the district office, and other entities as appropriate.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when Mokler is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.



Mokler employees understand that the school's primary role in an emergency is to care for the safety and welfare of children for the duration of the emergency. Staff recognizes that the school site may be on its own (without outside resources) for up to 72 hours. Should an emergency/disaster occur during school hours, Mokler will shelter students who are not picked up by parents or authorized persons listed on the Emergency Information Card for up to 72 hours. This is district policy. There is also the possibility that the American Red Cross may use MOKLER as a community shelter. Mokler will keep students in the safest location on the school campus until they can be safely reunited with their families. The Principal will relocate students to an alternate site when required by law enforcement or when it is unsafe to remain on campus.

A disaster container with some emergency food, water, supplies, and equipment are located on campus. Contents are inventoried and replenished as necessary by the Safety and Security Department.

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasize their physical and psychological well-being.

Parents will be informed of the Mokler Emergency Plan annually. A copy of the Plan will remain in the administrative offices.

#### Plan Activation:

The principal or designee will activate the Plan in an emergency or when a threat exists that may impact the safety and well-being of students, employees, and the community. When the Plan is activated, employees will follow an Incident Command System (ICS) to ensure centralized direction and coordination. Under ICS, one person (the Incident Commander, ICO) is in charge at the school site. The principal or designee will serve as Incident Commander. Depending on the nature and scope of emergency, the Incident Commander may appoint section chiefs to oversee other functions (Planning, Operations, Logistics and Finance and Administration). If the situation warrants, the ICO can perform any or all five functions. The principal or designee will also be responsible for deactivating the plan. District and other Agencies:

Mokler will communicate with the district by phone, email, short-wave radio, or runner. Emergency information, status reports, and resource requests will go directly to the Paramount Unified School District (PUSD) Assistant Superintendent of Business Services. Mokler may also contact the City of Paramount.

#### Mokler Internal Communications Protocol:

Mokler will utilize a variety of communication sources, including student messengers, walkie-talkies, landlines, cell phones, and the ParentSquare web-based communication system.

All district faculty and staff have received active shooter training called Run- Hide-Fight.

All District school sites have implemented a Visitor Management System called Raptor, to increase safety and security measures on campus. The Raptor Visitor Management school security system screens for sex offenders, alerts staff of custody violations, and provides districtwide reporting for all visitors.

All District school sites have a tactical response plan in place. Special consideration has been given to emergency procedures with regard to students with disabilities.

The District works collaboratively with local fire, police, sheriff, EMS and the City of Paramount to ensure the safety of staff and students. All fire alarm systems undergo a full system test annually.

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulations 3516 Emergencies and Disaster Preparedness Plan.

#### **Adaptations for Students with Disabilities**

In the event of an emergency, all special education students in a Special Day Class, will remain with their case carrier and instructional aides with pre-identified adults assigned to each student in the classroom until family members arrive. Students in the Resource Specialist Program and Speech will remain with their general classroom teacher and have a peer-buddy pre-assigned to them when needed. Students with any mobility issues will be escorted by an adult.

## **Public Agency Use of School Buildings for Emergency Shelters**

In accordance with Education Code 32282, the District shall allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

## **(J) Procedures to Prepare for Active Shooters**

### **DURING INSTRUCTIONAL TIME**

Upon the sound of gunfire or the presence of an intruder possessing a gun, the Administrator in charge will order a lockdown and call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat..."

If classes are in session, teachers will be instructed to lock their doors and drop to the ground to be protected from the gunfire. Students will be kept in the classrooms until the danger has passed. School personnel will use good judgment at all times in order to keep themselves and students as safe as possible until help arrives.

2. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.

3. Teachers, Supervisors, CSP's, Admin are to adhere to the following procedures:

- a. Lock classroom doors using push lock.
- b. Keep all students inside and away from doors and windows.
- c. Duck and cover and turn off the lights
- d. No student may be permitted to leave the classroom. This includes bathroom breaks.
- e. Make sure internal and secondary doors are operable.
- f. Keep the phone lines clear unless there is an emergency.

4. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "all clear."

5. DO NOT OPEN YOUR DOOR FOR ANYONE.

6. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM

7. DO NOT EXIT THE CLASSROOM IF A FIRE DRILL IS PULLED, UNLESS THERE IS A FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.

WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

### **DURING NON-INSTRUCTIONAL TIME**

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat Noon Duty Aides, CSP's, and Administration move all students to classrooms or nearest building.

2. The Administrator in charge will call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

3. Teachers, Noon Duty Aides, CSP's, and Administration are to adhere to the following procedures:

- a. Lock classroom doors using push lock.
- b. Keep all students inside and away from doors and windows.
- c. Duck, cover, and turn off the lights
- d. No student may be permitted to leave the classroom. This includes bathroom breaks.
- e. Make sure internal and secondary doors are operable.
- f. Keep the phone lines clear unless there is an emergency.

4. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.

5. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "All Clear."

6. DO NOT OPEN YOUR DOOR FOR ANYONE.

7. DO NOT RELEASE STUDENTS UNLESS INSTRUCTED TO DO SO BY LAW ENFORCEMENT

8. DO NOT EXIT THE CLASSROOM IF A FIREDRILL ALARM IS PULLED, UNLESS THERE IS AN ACTIVE FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
9. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

**Emergency Contact Numbers**

**Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire/Paramedics	911	Contact the District Office
Law Enforcement/Fire/Paramedic	Long Beach Police Department – North Division	(562) 570-9800	Contact the District Office
Law Enforcement/Fire/Paramedic	Lakewood Sheriff Station	(562) 623-3500	Contact the District Office
Public Utilities	Bellflower Sheriff Sub Station	(562) 925-0124	Contact the District Office
Public Utilities	Gas Company	(562) 570-2140	Contact the District Office
Public Utilities	Electric Company	(800) 655-4555	Contact the District Office
City Services	Long Beach Water Department	(562) 570-2390	Contact the District Office
School District	Paramount Water Company	(562) 220-2018	Contact the District Office
School District	City of Paramount	(562) 220-2000	

**Instructional Continuity Plan**

Senate Bill 153 is an instructional continuity plan to establish communication with students and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include:

(i) Procedures for pupil engagement, as soon as practicable. Communication will be sent from each school principal to students and their families no later than five calendar days following the emergency via ParentSquare. ParentSquare is a two-way communication tool with students and their families. This communication will include how students will access academic, social-emotional and mental health support.

(ii) Access to in-person instruction or remote instruction no later than 10 instructional days following the emergency, as practicable. The plan may include support to students and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school. For purposes of this paragraph, "temporarily reassigned" means temporarily reassigned to another local educational agency outside of the school district in which the pupil's parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.

(ii) Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil i their prior school after the emergency event has ended.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Safety routes (ingress and egress):

Major Lynn Mokler Elementary School provides multiple access points for campus entry. Morning drop-off takes place at the arrival gate on Flower Street, adjacent to the Mokler Administration Building.

School dismissal is managed through three gates, all located on Flower Street and situated on either side of the Administration Building.

While no PUSD buses serve this school, a taxi drop-off area is available inside the PUSD Maintenance and Operations parking lot, also located on Flower Street. This area is designated for Special Education students. All arrival and dismissal gates are designed to allow students to enter and exit the campus safely and efficiently.

Visitor Check-In Procedure:

Signs on campus direct all visitors to report to the main office. During school hours, visitors (when permitted) are required to check in at the main office and obtain a visitor's badge through the RAPTOR check-in system.

#### **(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

**Element:**

Suspension Rate - 0.7% in green status on California Dashboard 23-24

**Opportunity for Improvement:**

As part of the comprehensive needs assessment, all staff collaborated to develop strategies for addressing students' social-emotional needs through district-adopted programs, Safe & Civil frameworks, and available personnel. It was identified that a stronger focus on improving social interactions, student-to-student relationships, understanding social norms and a renewed College and Career focus, is a critical need. Additionally, parents expressed a desire for more school-wide activities and family engagement opportunities to support their students' growth and well-being and daily attendance. (Maintain Suspension Rate in green status for 24-25 school year.)

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>CSAs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.</p>	<p>CSAs will work with students during not structured times to model good sportsmanship, positive social interaction, conflict resolution, and following game rules that promote safety.</p>	<p>Safe &amp; Civil Materials, School Code for Student Discipline, Supplemental materials, Coordination with Principal and Assistant Principal</p>	<p>Assistant Principal</p>	<p>Student Discipline Referrals, Observations of Students on campus</p>
<p>Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.</p>	<p>Behavior Intervention Specialist will work with students in Special Education to promote positive behavior and build in interventions, accommodations and modifications that meet the individual needs of the student and help them to become successful at school.</p>	<p>Coordination with School Support staff including Principal and Assistant Principal, supplemental materials</p>	<p>Behavior Intervention Specialist</p>	<p>Data Logs, Observations of Students inside and outside the classroom, Student Discipline Referrals</p>

<p>BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.</p>	<p>The BCBA will work with general education students to promote positive behavior and build in interventions, accommodations and modifications that meet the individual needs of the student and help them to become successful at school.</p>	<p>Coordination with School Support staff including Principal and Assistant Principal, supplemental materials</p>	<p>BCBA</p>	<p>Data Logs, Observations of Students inside and outside the classroom, Student Discipline Referrals</p>
<p>Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.</p>	<p>Social workers will provide support to students facing social challenges, emotional traumas, or negative situations impacting their well-being. This support will be offered both individually and in small group settings.</p>	<p>Hazel Health, Second Step, Coordination with School Support Staff including Principal and Assistant Principal, Supplemental Materials</p>	<p>Social Worker</p>	<p>Data Logs, Observations of Students inside and outside the classroom, Student Discipline Referrals</p>

<p>School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.</p>	<p>The School Counselor will implement school-wide social-emotional programs and provide guidance to all students through individual counseling, small group sessions, grade-level workshops, and specialized programs tailored to the unique needs of individual students.</p>	<p>Second Step, Coordination with School Support Staff including Principal and Assistant Principal, Supplemental Materials</p>	<p>Counselor</p>	<p>Data Logs, Observations of Students inside and outside the classroom, Student Discipline Referrals</p>
--	---	--	------------------	---

**Component:**

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

**Element:**

Chronic Attendance - 29.2% chronically absent in yellow status 23-24 per California Dashboard

**Opportunity for Improvement:**

As part of the comprehensive needs assessment, all staff collaborated to develop strategies for addressing students' social-emotional needs through district-adopted programs, Safe & Civil frameworks, and available personnel. It was identified that a stronger focus on improving social interactions, student-to-student relationships, understanding social norms and a renewed College and Career focus, is a critical need. Additionally, parents expressed a desire for more school-wide activities and family engagement opportunities to support their students' growth and well-being and increase attendance on a daily basis. (Area to improve - decline chronic absenteeism TK-5 by 3%)



Objectives	Action Steps	Resources	Lead Person	Evaluation
Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	Social workers will provide support to students who are chronically absent or experience school-related anxiety, offering assistance both individually and in small groups	Second Step, Social Worker Curriculum and Supplemental Materials	Social Worker	Monthly Attendance Numbers, and School Culture
Incentives and accolades for positive behavior and attendance that can include a variety of rewards such as awards, resources, supplemental materials, or tangible items that symbolize making good choices and demonstrating improvement. Additionally, these incentives may extend to extracurricular activities or assemblies with a social-emotional focus, where students who have shown growth and progress are recognized and celebrated.	Monthly incentives will be offered to individual students, classrooms, and specific grade levels to reward perfect attendance and notable improvements in attendance.	School Incentive Program developed by Principal, School Supplemental Materials, Attendance Works Program	Principal and Assistant Principal	Monthly Attendance Numbers
School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	The School Counselor will implement school-wide social-emotional programs and provide guidance to all students through individual sessions, small groups, grade-level activities, and specialized programs tailored to meet the unique needs of each student.	Second Step, Counselor Curriculum, Supplemental Materials	Counselor	Monthly Attendance Numbers and School Culture

# Paramount Unified School District



## Major Lynn Mokler School

### Emergency Preparedness Handbook

2024-2025

Room: \_\_\_\_\_

Teacher: \_\_\_\_\_

Buddy Teacher(s): \_\_\_\_\_

Lead Teacher: \_\_\_\_\_

Assigned Duty: \_\_\_\_\_

Classroom Lockdown: \_\_\_\_\_

## Emergency Phone Numbers

### **District Personnel:**

Superintendent	(562) 602-6011
Maintenance Department	(562) 602-8088
Educational Services	(562) 602-6017
Business Services	(562) 602-6025

### **Site Personnel:**

Principal	562-688-2795
Asst. Principal	310-714-3486

### **Community Agencies:**

Fire/Paramedics	911
Paramount Sheriff Station	(562) 220-2002
Lakewood Sheriff	(562) 623-3500
Gas Company	(800) 427-2200
Electric Company	(800) 611-1911
Water Company	(562) 220-2010
Building & Safety	(562) 220-2035

In the event of a natural disaster, you may not have use of the telephone for information or advice, in which case you may have to depend on radio, television, or cellular phone (battery operated).

Out of state telephone networks will be established by Emergency Relief Agencies as soon as possible following a disaster, therefore, select an out of state relative or friend to be your emergency contact. Make sure all members of your family know the phone number of this contact and use it should you be separated and require information about various family members' safety and/or location.

### **Disaster Backpacks/Containers and Folders**

Emergency backpacks/folders/containers should include the following:

- Current class roster and ELD roster with sibling name, grade, and teacher
- First Aid supplies and gloves
- Emergency Disaster Reporting Form
- Green (All Clear) and Red (Problem) signs
- Large Tarp

Optional Items:

- Tissue and/or toilet paper
- Quiet work for students

## Personnel Duties

### **Lead Teachers (One Per Grade Level)**

Lead teachers will act as liaisons between the representative classrooms and the administrator or designee for communication and accountability of classrooms. The Instructional Coach is assigned to assist as needed.

### **Search and Rescue**

After evacuation to the assembly area and completing the required procedures, members of the Search and Rescue team must convene at the emergency shed. The Search and Rescue team will be responsible for assessing damage to assigned search areas and reporting injuries to the first aid area for assistance.

### **Emergency Communication Center**

The Communication Center will be located at the main entrance to the campus. The command post will be led by the principal or designee and assisted by the office staff, who will cover the following assignments:

<b>SHOT/NDA</b>	First Aid Lead
<b>Custodian</b>	Utilities, Maintenance, Grounds
<b>Data Technician/CSA</b>	Release Gate#1 –Front of Marquee (Students Last Names – A-H)
<b>Secretary/LAA/CSA</b>	Release Gate #2– 3-5 Dismissal Gate (Students Last Names I-P)
<b>RSP Teacher/CSA/RSP Aide</b>	Release Gate#3 –East Parking Lot (Students Last Names Q-Z)

### **Communications**

The Social Worker is responsible for all communications both within and outside the school. They account for all staff members. They register and assign volunteers who may come on campus to assist.

### **Emergency Shed**

The Head Custodian or designee will be responsible for the distribution of supplies as needed. Keys to the emergency shed are held by the Head Custodian, Administrator and in the main office.

### **Utilities Check/Securing of the School**

The custodian and cafeteria manager or designee will be responsible for locking pre-designated gates, checking all utilities, and shutting off, if necessary; then assisting in central communications or food services. In addition, the custodian establishes temporary restrooms (north side of room 18) and a morgue (west side of room 15) as needed.

### **Food Services**

The cafeteria manager or designee will be responsible for assisting the custodian in locking the gates near the cafeteria. All cafeteria workers report to the Communication Center located at the main entrance to the campus for assignments as needed. Following completion of any assignment, cafeteria workers will make provisions for preparing meals, if needed.

### **Student Release Gate Team (Three)**

Gate monitors (Data Tech., Secretary, and RSP Teacher) will be stationed at the release gates with designated student last name parent release forms. While student(s) is/are being located via walkie-talkie, parents will sign to the student(s) on the release form.

### **First Aid Team**

The First Aid station will be located at the kindergarten tricycle area. All designated staff led by the SHOT or designee, Speech Therapist, and Counselor will establish a first aid station for the injured, and provide emergency first aid. First Aid supplies are to be picked up from the emergency bin.

### **Command Post**

The administrator or designee will be located at or in contact with the command post and is responsible for coordinating all procedures and communication. Command Post is located just inside the gates at the big flag pole.

## **Personnel Responsibilities**

### **Office Staff**

- Sets up pre-designated area with emergency materials from the office
- Verifies that the significant personnel are present or initiates action to fill each position
- Loans master key and walkie-talkie to communication for search and rescue operation
- Using staff roster, accounts for all staff
- Monitors all incoming and outgoing messages
- Maintains communication with walkie-talkie after search and rescue is completed

### **Teachers**

Once students are lined up at the appropriate location, teachers will:

- Use class roster from emergency folder and account for all students in their class
- Display sign from emergency folder throughout the drill/emergency
  - Green sign to show all students are accounted for
  - Red sign if one or more students are missing
- Fill out Emergency Disaster Form and give to lead teacher
- Implement “buddy system” and those with designated responsibilities report to designated areas

### **Lead Teachers (Four)**

- After completing classroom status sheet for his/her class, the lead teacher quickly collects the status sheets from the other teachers and holds for pick up by Administrator or designee
- Serves as liaison for information between teachers at assembly area

### **Search and Rescue Teams (Four)**

- Complete Emergency Disaster Form, hand it to buddy teacher and report to the emergency shed adjacent to room 25 to join team
- Pick up search and rescue equipment/supplies from containers marked 1-4 (one per team)
- Test walkie-talkie (one per team)
- Check rooms chalked X on or near the door (designating someone left behind) first, then proceed to other rooms and/or areas
- Ensure that every child and staff member is evacuated by quickly and carefully exploring each room visually, verbally, and physically
- Report injuries immediately to the Command Post via walkie-talkie for first aid assistance and/or direction
- Mark doors with painter's tape X to identify cleared rooms and/or areas
- Radio completion of search and rescue to Command Post
- Report back to the emergency shed for all clear and then report to the Command Post for further assignments

### **First Aid Personnel**

- SHOT has walkie-talkie from Command Post
- Establish First Aid Station at the west end of blacktop (Kindergarten tricycle area)
- Check equipment and supplies
- Listen for radio calls from Search and Rescue Team that may require first aid assistance (question the extent of the injury to ensure proper supplies are taken to assist)
- Determine personnel to assist and personnel to remain at the First Aid Station
- Administer first aid in the classroom and transport injured to the First Aid Station ASAP

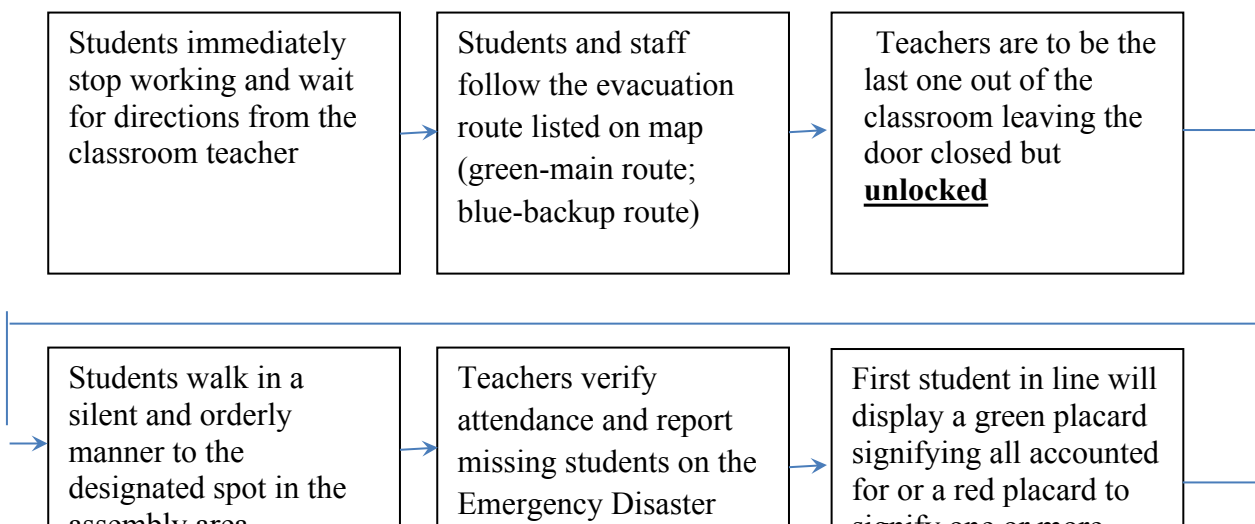
### **General Drill Procedures**

During fire drills and disaster drills all classes are to evacuate to the playground and line up by buddy teachers in designated areas. Please line up according to the map. Classroom doors are to remain closed and **unlocked** during all drills. Any time a teacher leaves the classroom during a drill the emergency bin, backpack, and/or folder is to be taken.

### **Fire Drill**

**Signal:** Fire alarm sounds and strobe light flashes

At the signal of the fire drill, the following procedures will be followed:



## Earthquake – Duck/Hold and Cover – Evacuation Drill

There will be no alarm bell for an earthquake drill. You will be told over the PA system that we are experiencing an earthquake. At this time, teachers will instruct students to duck/hold and cover. The teacher will also seek cover.

### **Duck/Hold and Cover**

Students should immediately get under a desk or table, on their knees in a curled-up position. One hand should be behind their neck and head while the other hand holds onto a table or chair leg. The student should be face down. Everyone should take protective position under tables or desks with their back towards any nearby windows.

When the earthquake is over the **fire alarm** will sound and the teacher will evacuate the classroom using the same procedures as a **fire drill**. Teacher is to take the emergency backpacks/folders/containers when exiting the room.

In the event there is no electricity for the alarm to sound, teachers will determine when it is appropriate to evacuate. **If a student is injured** in the classroom, the student will be left in the room until the Search and Rescue Team arrives. **The teacher will evacuate the rest of the class leaving a door hanger on the outside door.**

When the class has exited the room, leave the door **unlocked** so that the Search and Rescue Team can enter the classroom. Students need to evacuate immediately and in an orderly manner to wait for instructions. Classes are to line up on the grass area facing south.

In case of an aftershock, all children must duck and cover again on the ground. Hold this duck and cover position until the tremors stop. Be sure to move away from buildings or other objects such as utility poles or trees before taking a protective position.

### **Lunch and Recess**

In case of an earthquake before school, at recess, lunchtime, or after school, students are to move away from building, glass windows, trees, and objects that can fall. Students must be trained to remain in that area and wait for the shaking to stop and walk to the assembly area to meet their teacher.

## Campus Lockdown

# LOCKDOWN!

Immediate threat to students: Intruders, Notice of Weapon on Campus

An announcement will be made:  
“**Lock, lights, out of sight.**” (Please grab your phone)

Principal or designee calls 911  
Take any student into your classroom. Students enter the closest room to them. Students are to remain in the classroom. **Students are not allowed into the hallways-even to use the bathroom.** Notify the office via telephone of any missing students. Do not use students as runners or helpers to deliver messages. **DO NOT OPEN THE DOOR** for anyone. Authorities have the keys to pen up classrooms.

Lock all entry points. Turn off the lights. All occupants should remain on floor, away from windows and doors, and remain quiet. Count students (you may have students not on your roll)

Do not give information to students that may be upsetting. **Tell them as little as possible.** Do not use the classroom telephone unless reporting information to the office. If necessary, you will be advised of an evacuation plan.

If you are on the playground and you receive a lockdown notice: Use your whistle to alert everyone on the grounds to return to class. (You may need to enter the closest classroom/building for cover)  
If you enter another classroom/building, **notify the office of your location.**  
If there is a need to” drop **and take cover**” on the grounds instead of returning to class, staff will use a yard whistle and give additional direction to immediately drop to the ground in a face down position.

# Hold/Secure

A threat to the surrounding areas near the school site.

An announcement will be made via the phone tree below. School within the classroom will continue as normal.

**Students may not leave the classroom for any reason.**

**The campus will be CLOSED.**  
No one will be able to come or leave the campus.  
Parents may **NOT** pick up or drop off during a Lock Out.  
Dismissal will **NOT** occur until the Lock-Out has been cleared.

## PHONE TREE

The first room in each list will be notified by the front office. All other classrooms will call the next classroom according to the phone tree listed below. If the teacher does not pick up, call the next number on the list then go back to previous number. (**Bold room number will be called by the office**)

### Janice

**1-2-3-4-5**  
**6-7-8-9-11**  
**13-12-14-10(Library)**

### Liz

**16-17-18-19**  
**20-21-22-23**  
**15-24-25-Comp. Lab**  
**Café-B-Custodian**

### Maria

**27-30-33-34-26**  
**31-32-35-36**  
**F-37-25**  
**A through H-Staff**  
**Lounge**



## Bomb Threat

In case a bomb threat is called to the main office, the administrator in charge will immediately notify the Sheriff's office and the Superintendent's office. A search of the specific or general area will be conducted by the administration while waiting for the Sheriff's Department to respond. If necessary, classrooms or areas will be evacuated to the field. Proper procedures will be always followed and evacuation will take place when deemed necessary by administration or local law enforcement.

## Air Quality Alerts

- Stage 1** Cancel all strenuous outdoor physical activities. Students who have respiratory difficulties will be allowed to remain indoors. If you have students with asthma, be aware of their physical needs.
- Stage 2** Students will remain indoors except for changing classrooms. All outdoor activities will be curtailed. Meetings that require traveling between facilities will be cancelled. Staff members are encouraged to use carpools or buses.
- Stage 3** All activities will be canceled, except closing of school. Students will eat inside. Staff members are encouraged to use carpools or buses.

## Buddy Teams

Kinder/ Math Inter	Rooms 1*, 2, and 3	Rooms 5, and 14
First Grade/ELA Inter	Rooms 6 and 7, 12	Rooms 8*, 9
Second Grade/ SDC 1-2	Room 4, 15, 16, 17	Rooms 18* and 19
Third Grade/RSP/SPCH	Rooms 20, 21, 22	Rooms 13, 23* and 24
Music/4 <sup>th</sup> Grade/SDC 3-4-5	Rooms 32, 33* and 34	Rooms 25, 26 and 27
Fifth Grade/CDC/PE	Rooms 35* and 36	Rooms 30, 37 and CDC

### **\*Lead Teachers**

**Other Rooms: Intervention, Learning Center, RSP, Speech, Language Assessment Assistant, Psychologist, Counseling, Computer Lab**

## Search and Rescue Teams (4)

Team 1: Room 9 and Room 37

Team 3: Rooms 34 and 21

Team 2: Room 20 and Intervention (Shivers)

Team 4: TIA and Librarian

### **Designated areas to be searched (map attached)**

Team 1:	Rooms 1, 2, 3, 4, 5, K restrooms, Counselor, LAA, Textbook, Supply, 6, 7, 8, 9, 14 and Primary Boys and Girls Restrooms
Team 2:	Rooms 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 and Lunch Shelter
Team 3:	Staff Restroom, Library, Rooms 11, 12, 13, 26, 3 <sup>rd</sup> /4 <sup>th</sup> Restrooms, 27, Computer Lab, Copy Room, Staff Lounge and Restroom, 30, 31, Room F
Team 4:	Custodian Room 5 <sup>th</sup> Girl's and Boy's Restroom, 37, 36, 35, Room I, 32, 33, 34, Staff Restroom, CDC
Administrator Admin Designee and Cafeteria	Kitchen, Cafeteria and Office



# MAJOR LYNN MOKLER SCHOOL

## PILOT PRIDE

### Discipline Policy

#### STUDENT CODE OF CONDUCT

Here at Mokler, students and staff practice the guidelines for success P.R.I.D.E. (Productive, Respectful, Intelligent, Dedicated, and Encouraging) to maintain a positive learning environment for all. Students promise to:

1. Be polite, courteous, and respect the feelings of others.
2. Come to school ready to learn and on time.
3. Respect school property and the property of others.
4. Follow all school and classroom expectations for appropriate behavior.
5. Always use appropriate language.
6. Follow the instructions of all staff members the first time they are given.
7. Behave in a safe and orderly manner respecting the rights of others.
8. Be honest and self-disciplined.

In following the Guidelines for Success - P.R.I.D.E. students take responsibility for their own behavior. We appreciate your support at home to reinforce this philosophy.

#### HABITUALLY DISRUPTIVE STUDENTS

→ Habitually disruptive students who cause a constant disruption in the classroom or school grounds, in school vehicles or at school activities or events during any one school year shall be required to participate in an individual remedial discipline plan (behavior contract).

→ Students may be assigned to serve **recess or lunch detention**.

→ Students may be assigned to serve **in-house suspension**. They will work in another classroom away from their grade level peers.

→ **Suspension** is a disciplinary action taken by school officials which temporarily prohibits a student from attending regular classes and other school events. The length of the suspension will normally vary from one day to five days depending on the offense. When a pupil is suspended, he/she will be suspended to his/her home by an authority.

*The full purpose of suspension can only be effective if parents take the suspension as a serious matter. Students under suspension will not be allowed on school grounds or in the building during the time of suspension. In addition, students will not be allowed to participate in any school activities, day, or night, during the period of the suspension.*

---



# ESCUELA MAJOR LYNN MOKLER

## ORGULLO PILOTO

### Política de Disciplina

#### CÓDIGO DE CONDUCTA DEL ESTUDIANTE

Aquí en Mokler, los estudiantes y personal practicamos las guías para triunfar P.R.I.D.E (Productivos, Respetosos, Inteligentes, Dedicados, Animados) para mantener un ambiente positivo de aprendizaje para todos. Los alumnos prometen:

1. Ser amables, cortés, y respetosos con los sentimientos de los demás.
2. Venir a la escuela preparados y a tiempo.
3. Respetar la propiedad de la escuela y la propiedad de los demás.
4. Seguir todas las expectativas apropiadas de comportamiento de la escuela y del salón.
5. Usar lenguaje apropiado en todo momento.
6. Seguir las instrucciones de todos los miembros del personal la primera vez que son dadas.
7. Comportarse de una manera segura y ordenada respetando los derechos de los demás.
8. Ser honestos y disciplinados.

Al seguir la guía P.R.I.D.E. estudiantes toman responsabilidad por su propio comportamiento. Nosotros apreciamos su apoyo en el hogar para reforzar esta filosofía.

#### POLIZA DE DISCIPLINA

- Estudiantes que constantemente interrumpen durante clases o en la propiedad escolar, en vehículos escolares o en actividades o eventos durante el año escolar serán requeridos a que participen en un plan individual de disciplina (contrato).
- Los estudiantes pueden ser asignados a servir **detención durante la hora del recreo y/o almuerzo.**
- Los estudiantes pueden ser asignados a servir **suspensión dentro de la escuela.** Los alumnos serán enviados a otro salón de clase, separados de sus compañeros de clases.
- Una **Suspensión** es una acción disciplinaria tomada por los oficiales escolares que le prohíbe al estudiante a que asista a clases regulares o a cualquier otro evento de la escuela. La extensión de la suspensión variara de entre uno a cinco días, depende de la ofensa. Cuando el estudiante es suspendido, él/ella será suspendido a su hogar por una autoridad.

*El propósito total de una suspensión solamente será efectivo si los padres toman la suspensión como un caso serio. Estudiantes bajo suspensión no son permitidos a entrar en las propiedades escolares o a los edificios durante el tiempo de la suspensión, agregando que los estudiantes no se les permitirá participar en actividades escolares, de día o de noche durante el periodo de la suspensión.*

---



# MAJOR LYNN MOKLER SCHOOL

## PILOT PRIDE

### Discipline Policy

#### EDUCATION CODE 48900: STUDENTS' RIGHTS/RESPONSIBILITIES

A student shall not be suspended from school or recommended for expulsion unless the superintendent, principal, or designee of the school in which the student is enrolled determines that the student has committed one of the following **ED. Code 48900 violations**:

- a) Caused, attempted, or threatened to cause physical injury to another person.
- b) Possessed, sold, or furnished a knife, firearm, dangerous object, or explosives.
- c) Possessed, sold, or furnished, or been under the influence of any controlled substance, alcohol, or intoxicant.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcohol or intoxicant, or representation of items thereof.
- e) Committed robbery or extortion.
- f) Caused or attempted to steal school or private property.
- g) Stole or attempted to steal school or private property.
- h) Possessed or used tobacco or tobacco products.
- i) Committed an obscene act or engaged in profanity or vulgarity.
- j) Offered, arranged, or negotiated to sell drug paraphernalia.
- k) Disrupted school activities or willfully defied authority (grades 4-5);
- l) Sexual Harassment.
- m) Knowingly received stolen school or private property.
- n) Caused, attempted, or threatened to cause, or participated in an act of hate violence.
- o) Intentionally engaged in harassment, threats, or intimidation against a student or group of students.

#### FIGHTING/AGGRESSIVE BEHAVIOR

Fighting or aggressive behaviors of any kind are not tolerated at Mokler. This includes "play fighting", pushing, shoving, "rough housing", chasing or threatening others. Severe consequences will be administered to students who choose to participate in these kinds of activities.

#### HARRASSMENT

All students have the right to be always treated fairly and respectfully by their peers and adults. Students may not at any time be subjected to harassment, badgering, baiting, bullying, cyberbullying, or disrespect by other students. This includes the use of profane or vulgar language, touching another student in an offensive manner, or participating in any other "unwelcome" act. **Bullying will not be tolerated.** Students who participate in these kinds of behaviors will be subject to disciplinary measures including suspension and/or expulsion.

---



# ESCUELA MAJOR LYNN MOKLER

## ORGULLO PILOTO

### Política de Disciplina

#### **CODIGO EDUCATIVO 48900: DERECHOS Y RESPONSABILIDADES DE LOS ESTUDIANTES**

Ningún estudiante debe ser suspendido de la escuela o recomendado para expulsión a menos de que el superintendente, directora o nombrado de la escuela en la cual el estudiante este inscrito, determinara que el estudiante ha cometido alguna de las violaciones siguientes del

#### **Código Educativo 48900:**

- a) Causar, atentar, o amenazar a otra persona para causarle daño físico;
- b) Poseer, vender o proporcionar una navaja, arma de fuego, objeto peligroso o explosivos;
- c) Poseer, utilizar, vender o proporcionar, o estar bajo la influencia de cualquier sustancia controlada, alcohol o embriagadora;
- d) Ofrecer, arreglar, o negociar la venta de cualquier sustancia controlada, alcohol o sustancia embriagadora o representación de artículos de este;
- e) Cometer robo o extorsión.
- f) Causar o intentar causarle daño a la escuela o propiedad privada;
- g) Robar o intentar robar a la escuela o propiedad privada;
- h) Poseer o utilizar tabaco o productos de tabaco;
- i) Cometer un acto obsceno o utilizar la profanidad y vulgaridad;
- j) Ofrecer, arreglar o negociar la venta de parafernalia;
- k) Interrumpir las actividades escolares, o desafiar a propósito a la autoridad;
- l) Acoso sexual.
- m) Aceptar deliberadamente mercancía robada de la escuela o propiedad privada;
- n) Causar, intentar, o amenazar a causar, o participar en un acto de violencia de odio;
- o) Deliberadamente involucrarse en acosos, amenazas, o intimidación en contra de un compañero o grupo de compañeros.

#### **PELEAS/CONDUCTA AGRESIVA**

Peleas o conducta agresiva de cualquier clase no será tolerada en Mokler. Esto incluye “jugando a pelear”, empujando, jugando brutaemente, correteando o amenazando a otros. Consecuencias severas serán administradas a los estudiantes quienes participen en estos tipos de actividades.

#### **ACOSO**

Todos los estudiantes tienen el derecho de ser tratados justo y respetuosamente por sus compañeros y adultos en todo momento. En ningún momento, los estudiantes deben ser sometidos al acoso, hostigamiento, tormento o falta de respeto por otros estudiantes. Esto incluye el uso de lenguaje profano o vulgar, tocar a otro estudiante de una manera ofensiva, o participar en cualquier acto “incómodo”. **“Bullying” no será tolerado.** Los estudiantes que participen en estos tipos de comportamientos serán sometidos a medidas disciplinarias incluyendo la suspensión y/o la expulsión.

---



# MAJOR LYNN MOKLER SCHOOL

## PILOT PRIDE

### Discipline Policy

#### **PROFANITY OR VULGAR LANGUAGE**

Students are expected to refrain from swearing and/or using vulgar language while on school grounds. Swearing and vulgar language demonstrates a lack of respect for those people within earshot of this language and says something poor about the speaker as well. Escalating consequences will be applied to students who speak in this manner.

#### **WEAPONS**

For the safety of all students and staff, students may not bring weapons of any type, nor objects that may be used as weapons on campus at any time. This includes knives of any kind (Swiss Army knives, pocketknives, clippers, *exacto* knives, cork screws or razor blades), firearms, incendiary devices (matches/ lighters), laser pointers, or explosives. PUSD personnel may remove from the possession of any student; any firearm, knife, explosive or any other dangerous object while the student is on school premises or engaged in any school-sponsored activity or under the authority of the school. This act shall be reported to the principal/designee. The student will surrender all dangerous objects and be subject to disciplinary action. Any student who possesses a firearm while under the jurisdiction of the school shall be recommended for **expulsion (Ed Code 48915)**.

#### **REPLICA WEAPONS**

Replica weapons are not allowed on any campus in the Paramount Unified School District. Any student who possesses a replica of a firearm or other deadly weapon while under the school's jurisdiction is subject to suspension or expulsion if the possession caused disruption of the educational process or if the replica was used in a threatening manner toward any other person. Students who threaten another person with a replica weapon will be reported to law enforcement and are subject to arrest under **California Penal Code 417.2**.



# ESCUELA MAJOR LYNN MOKLER

## ORGULLO PILOTO

### Política de Disciplina

#### LENGUAJE VULGAR O PROFANIDAD

Se espera que los estudiantes se abstengan de maldecir y/o usar lenguaje vulgar mientras se encuentren en la escuela. Las malas palabras y el lenguaje vulgar demuestran una falta de respeto por las personas que están al alcance del oído de este lenguaje. Se aplicarán consecuencias fuertes a los estudiantes que hablen de esta manera.

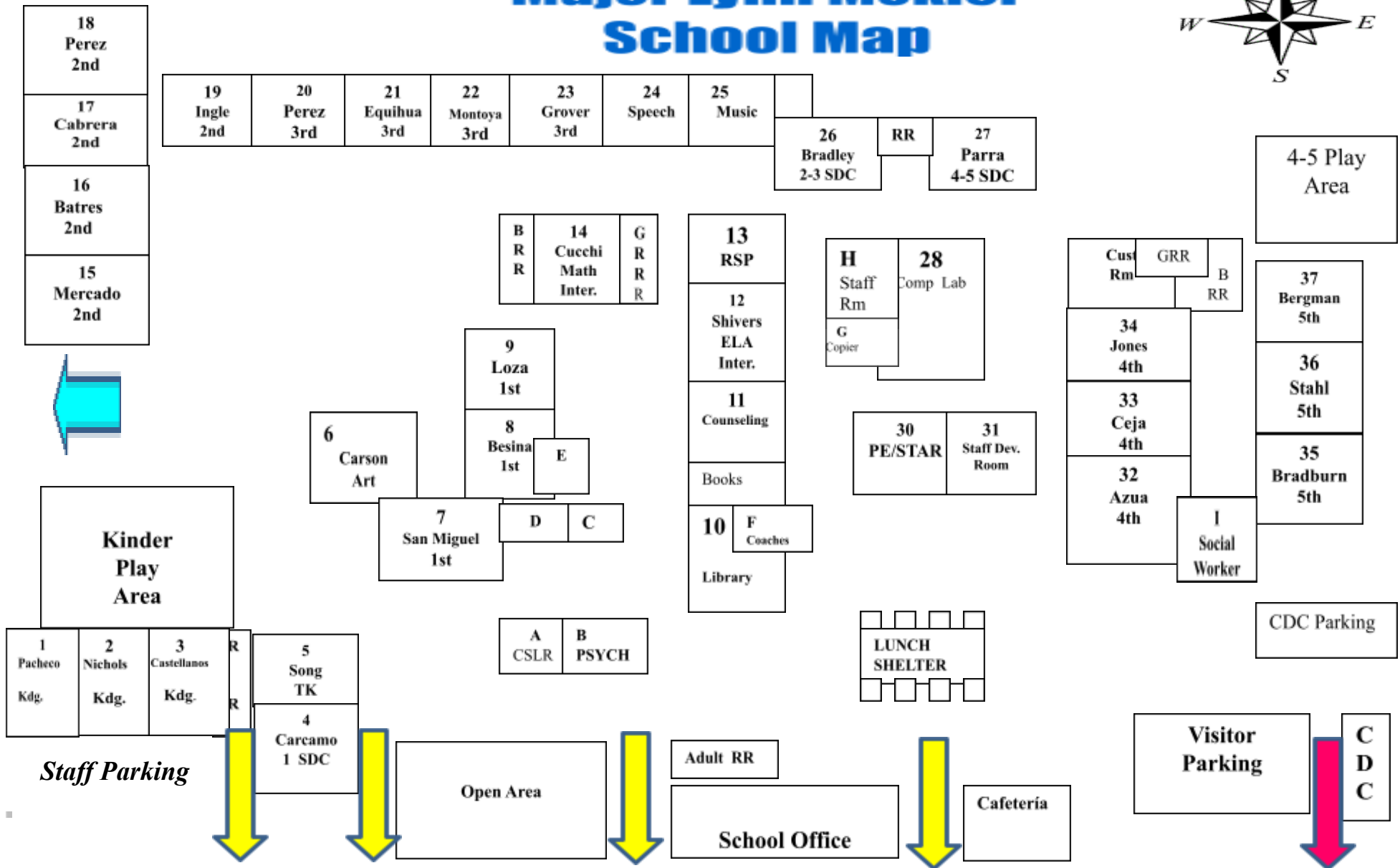
#### ARMAS

Para la seguridad de todos los estudiantes y el personal, los estudiantes no pueden traer armas de ningún tipo, ni objetos que puedan usarse como armas a la escuela en ningún momento. Esto incluye cuchillos de cualquier tipo (navajas suizas, navajas, cortaúñas, cuchillos Exacto, sacacorchos u hojas de afeitar), armas de fuego, dispositivos incendiarios (fósforos/encendedores), punteros láser o explosivos. El personal de PUSD puede quitar estos objetos a cualquier estudiante; cualquier arma de fuego, cuchillo, explosivo o cualquier otro objeto peligroso mientras el estudiante está en las instalaciones de la escuela o participando en cualquier actividad patrocinada por la escuela o bajo la autoridad de la escuela. Este acto deberá ser informado al director/designado. El estudiante entregará todos los objetos peligrosos y estará sujeto a medidas disciplinarias. Cualquier estudiante que posea un arma de fuego mientras esté bajo la jurisdicción de la escuela será recomendado para **expulsión (Código de Educación 48915)**.

#### RÉPLICAS DE ARMAS

Las réplicas de armas no están permitidas en ninguna escuela del Distrito Escolar Unificado de Paramount. Cualquier estudiante que posea una réplica de un arma de fuego u otra arma mortal mientras esté bajo la jurisdicción de la escuela está sujeto a suspensión o expulsión si la posesión causa la interrupción del proceso educativo o si la réplica se usó de manera amenazante hacia otra persona. Los estudiantes que amenacen a otra persona con una réplica de un arma serán denunciados a la policía y estarán sujetos a arresto según el **Código Penal de California 417.2**.

# Major Lynn Mokler School Map

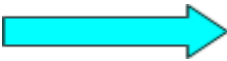
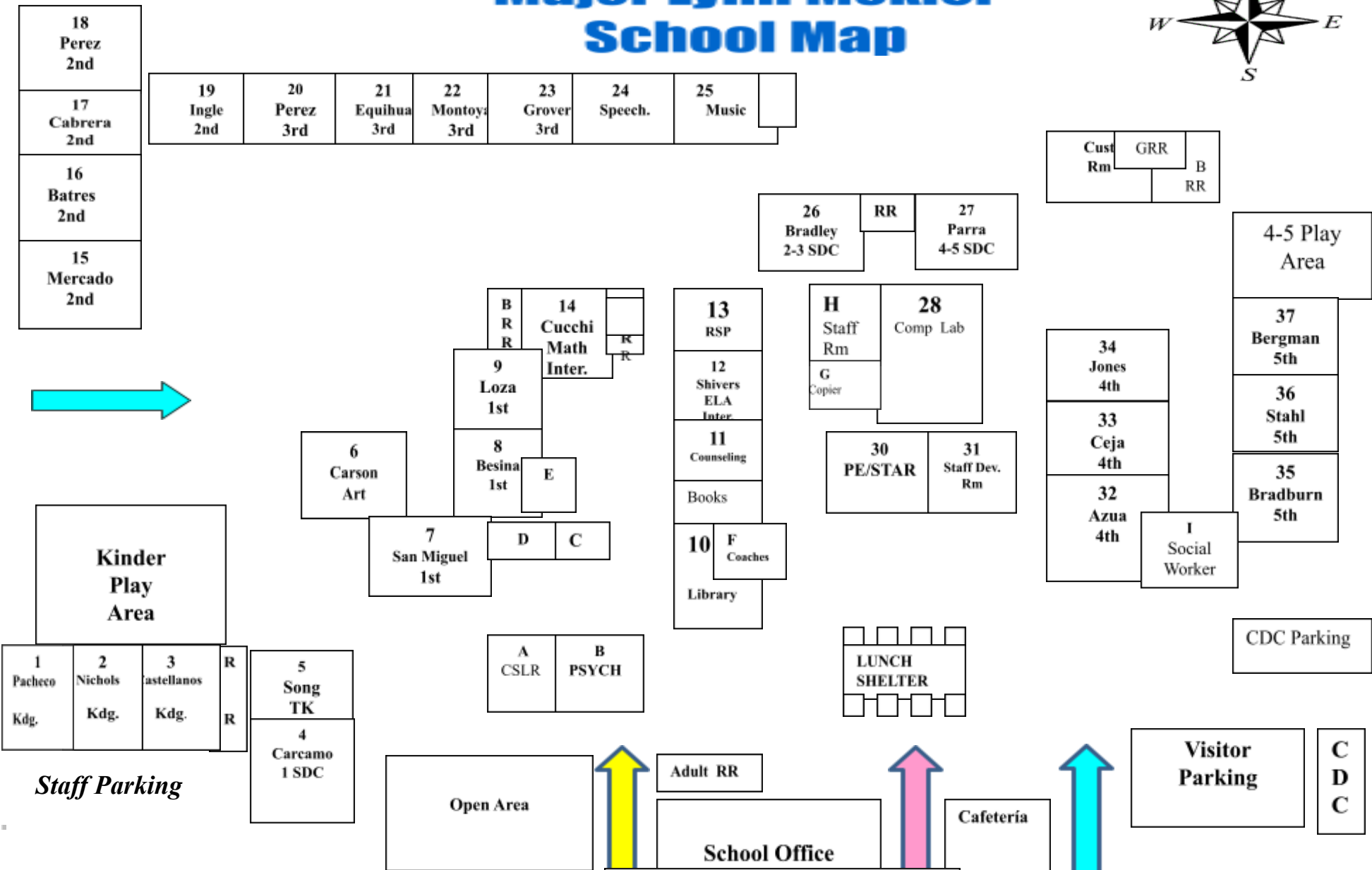


Map not drawn to scale

Egress/Gate Access  
 Plan A- Exit regular gates (K,1,2,3-5)  
 Plan B- Exit east parking lot (Child Development Center)  
 Plan C - Exit west end of playground through warehouse gate



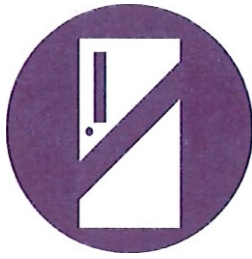
# Major Lynn Mokler School Map



*Staff Parking*

Map not drawn to scale

**Ingress/Gate Access**  
 Plan A- Enter at electronic marquee  
 Plan B- Enter at flagpole  
 Plan C- Enter through visitor parking lot



# HOLD

## In Your Room or Area

### HOLD IN YOUR ROOM OR AREA.

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

### PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.  
Hold in your room or area. Clear the Halls."

An example of a medical emergency would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the Office."

When it's been resolved:

"Students and staff, the Hold is released. All clear.  
Thank you for your assistance in making this Hold work smoothly."

### PUBLIC ADDRESS - RELEASE

A Hold Action can be released by Public Address.

"The Hold is released. All Clear."  
"The Hold is released. All Clear."

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all clear is announced.

Students and staff in common areas, like a cafeteria or gym, may be asked to remain in those areas or move to adjoining areas like a locker room,

Students and staff Outside of the building should remain outside unless the administration directs otherwise.

It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off campus.

### RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

### PREPARATION

Student, teacher, and administrator training.

### DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

### CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

### EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.



## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging after a Hold action was used in the school. Usually, it is sent after a Hold is cleared. However, if the Hold goes on for an extended period of time or it is happening close to release time, make sure to let the families know. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

### Current Hold during the school day

#### Email

Subject Line: Safety Notification - Hold Currently Activated at *{School Name}*

Dear Parent or Guardian,

*{School Name}* has been placed in Hold due to *{state the reason for the Hold}*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to change classes.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here [|link to the platform you'll be updating](#)

What is a Hold Action? \*

### Current Hold at the end of the day

#### Email

Subject Line: Safety Notification - Hold Currently Activated at *{School Name}*

Dear Parent or Guardian,

*{School Name}* has been placed in Hold due to *(state the reason for the Hold)*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to leave until the situation is resolved.

Student dismissal may be delayed for a short time. Please be patient.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here [|link to the platform you'll be updating](#)

What is a Hold Action? \*

#### Text Message

*{School Name}* has been placed in Hold as a precaution. This situation may impact student dismissal. Please check your email for more information.

#### Phone Call

Parents, *{School Name}* has been placed in Hold due to *(state the reason for the Hold)*. As a precaution, we have placed the school in Hold to keep the halls empty. Student dismissal may be delayed for a short time. Please be patient. We will continue to monitor the situation and update you further as soon as we have more information.

### Notification that a Hold occurred during the day

#### Email

Subject Line: Safety Notification - Hold Ended at *{School Name}*

Dear Parent or Guardian,

*{School Name}* was placed in Hold from *{start time}* to *{end time}* due to *{state the reason for the Hold}*.

As a precaution, students and staff were asked to remain in their classrooms in order to keep the hallways empty. Classroom learning continued throughout the Hold, and all school operations have returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

What is a Hold Action? \*

“ The Hold Action is used when the hallways in the school need to remain clear. Classroom learning will still take place as normal during a Hold, but students may not be able to change classes until after the Hold has been lifted.

[Link to either your website or \*iloveuguyes.org/The Standard-Response-Protocol.html\* for them to learn more.](#)



# SECURE

Get inside Lock Outside Doors

SECURE

## GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

## PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.  
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to *(cause)* in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

## PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

"Secure is released. All Clear.  
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear. Thank you for your assistance with making this Secure work smoothly."

## ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

## ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information

available to guide decision making. With the Secure Protocol, there is the option to transition from the initial response of "No one in or out" to solve access control.

## NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

## CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the School day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than leave them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

## MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.



## INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

During a Secure Action, administration or staff may be required to lock exterior access points. Staff members Assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The QSSigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters out-facing to building entry doors, alerting potential visitors of the Secure condition.

### REPORTED BY

Secure is typically reported by local emergency dispatch to the school office. The office staff then invokes the public address and informs the administration.

It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

### PREPARATION

Identification of perimeter access points that must be locked in a Secure Action defines the Perimeter. In the event a perimeter cannot be secured, identify Areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

Preparation includes identification of staff with primary and Secondary responsibility And assignment of these duties.

### DRILLS

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

### CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure Action. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If during a Secure Action, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.

**SCHOOL IS SECURED  
NO ONE IN OR OUT**



**ESCUELA BAJO PROTECCIÓN  
NADIE PUEDE ENTRAR**

© Copyright 2008-2021. All Rights Reserved. The "1 Love U Guys" Foundation, Denver, CO. The Standard Response Protocol and Logo are Trademarks of the "1 Love U Guys" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution per SRP Terms of Use: SRP-K12 Secure Door Poster (3x36) (V.3.0) (Revised: 04/11/2021)



## EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for a Secure Action.

- An unknown or unauthorized person on the grounds
- Dangerous animal on or near the grounds
- Criminal activity in the area
- Planned police activity in the neighborhood

## SECURE AND HOLD

Sometimes people become confused about the difference between "Secure" and "Hold." During a Hold, the halls are cleared, students remain in their classrooms with their teachers and business continues as usual. If people are outside, they remain outside. During a Secure, people are brought inside, and all activities inside the school continue as usual but no one will move in or out of the building. The main difference is that during a Secure the halls are open and may be utilized by students and staff as needed. People inside the school may not notice any difference in their daily routines during a Secure.

Remember, the main difference between the two is that a Secure is enacted when a threat or hazard is outside of the school. A Hold is used when there is a need for the halls to remain empty, meaning the issue is inside the building. During both instances, classroom instruction should continue as normal.





# SECURE

## Get inside Lock Outside Doors

### SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Secure Action is used in the school. Have a central digital platform that your public information team can easily

update, and people can go to for information.

State in the message if the Situation allows for Monitored Entry and Controlled Release. Variables are in italic type.

#### Current Secure Action during the school day

##### Email

Subject Line: Safety Notification - Secure Currently Activated at (*School Name*)

Dear Parent or Guardian,

*[School Name]* has been notified of *{state the activity occurring outside of the building}*. As a precaution, we have placed the school in Secure. During the Secure Action, all doors are locked and no one can leave or enter the building. (*Modify for monitored entry and controlled release*)

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? \*

#### Current Secure Action at the end of the day

##### Email

Subject Line: Safety Notification - Secure Currently Activated at (*School Name*)

Dear Parent or Guardian,

*[School Name]* has been notified of *(state the activity occurring outside of the building)*. As a precaution, we have placed the school in Secure. During Secure, all doors are locked and no one can leave or enter the building. (*Modify for monitored entry and controlled release*)

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? \*

### Text Message

*(School Name)* is currently in Secure as a precaution. This situation has the potential to affect student dismissal. Please check your email for more information.

### Phone Call

Parents, *(School Name)* has been notified of *(state the activity occurring outside of the building)*. As a precaution, we have placed the school in Secure.

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Please check your email for more information.

#### Notification that school was in Secure Action

##### Email

Subject Line: Safety Notification Secure Ended at [*School Name*]

Dear Parent or Guardian,

Today *[School Name]* was notified of *(state the activity occurring outside of the building)*. As a precaution, we placed the school in Secure. The Secure status lasted *(state the length of time in Secure)*. All school operations have now returned to normal.

What is the Secure Action? \*

\* The Secure Action is called when there is a threat or hazard outside of the school building. Secure uses the security of the physical facility to act as protection. During Secure, all students and staff are brought into the secure building and all exterior doors are locked. Classes are able to continue uninterrupted inside the building.

[Link to either your website or \*loveguys.org/The Standard-Response-Protocol.html\* for them to learn more.](#)



# LOCKDOWN

Locks, Lights, Out of Sight

## LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

### PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!  
Lockdown! Locks, Lights, Out of Sight!"

### ACTIONS

The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with first responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

## REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio SyStEFTIS, Intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

## PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and Students should be trained to not open the classroom door leaving a first responder, school safety team member or school administrator to unlock it.

## DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.





# LOCKDOWN

Locks, Lights, Out of Sight

## CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

## EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within a school building
- Intruder
- An angry or violent parent or student
- Report of a weapon
- Active assailant

## THE DURATION OF A LOCKDOWN

A question that occasionally arises is "How long does it take to release a Lockdown?" The answer is, "That depends, but probably longer than you want to hear."

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report the school was in Lockdown *for* over three hours. In another an active assailant in the building it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

## RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an intruder that there are potential targets in that *room*.

## CELL PHONES DURING A LOCKDOWN

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text or call their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask Students to text their parents with a message like this: "We're in Lockdown. I'm okay and I'll update you every 5 minutes." Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID," might be recommended for student parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services in order to free up bandwidth for first responders, while still allowing SMS text messaging.

## EVACUATION

If an actual violent incident occurred, expect that the building will be evacuated by Law Enforcement since it has become a crime scene.



# LOCKDOWN

## Locks, Lights, Out of Sight



### SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Lockdown Action is used in the school. Because a Lockdown is stressful for everyone, plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

If a Lockdown will be followed by an off-site evacuation, get that information out as quickly as possible. Include the information here, or in a separate communication thread.

#### Current Lockdown

---

##### Email

Subject Line: Safety Notification Lockdown Currently Activated at [School Name]

Dear Parent or Guardian,

[School Name] is currently in Lockdown due to [state the facts you know about the situation].

"The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

Watch for updates here [link to the platform you'll be updating]

What is a Lockdown?\*

##### Text Message:

[School Name] is currently in Lockdown. Check your email or voicemail for more information. Please stay where you are and remain available at this time. Look here [link to social media page/site] for updates.

##### Phone Call

Parents, [School Name] is currently in Lockdown due to [state the facts you know about the situation]. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. Check our [social media page/site] for ongoing updates.

#### Lifted Lockdown

---

##### Email

Subject Line: Safety Notification Lockdown Ended at [School Name]

Dear Parent or Guardian,

[School Name] was placed in Lockdown from [start time of Lockdown] to [end time of Lockdown] due to [state the incident that occurred].

Thank you for your patience while we worked with first responders to respond to the situation.

The safety and security of your child is our top priority.

What is a Lockdown? \*

##### Text Message

The Lockdown at [School Name] has been lifted. Please check your email or voicemail for more information.

##### Phone Call

Parents, the Lockdown at [School Name] has been lifted. The school was in Lockdown from [state Lockdown start time] to [state Lockdown end time] due to [state the incident that occurred]. Thank you for your patience while we worked with first responders to respond to the situation.

Lockdown is called when there is a threat of a hazard inside the school building. The Lockdown Action demands locking interior doors, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence. If students are unable to get behind a locked door, they are trained to self-evacuate. If your child contacts you to let you know that they safely self-evacuated, please contact the district at [District Phone Number or Safety Hotline] to notify us your child is safe.

[Link to either your website or \[loveguys.org/The Standard-Response Protocol.html\]\(http://loveguys.org/The-Standard-Response-Protocol.html\) for them to learn more.](#)



# EVACUATE

A Location may also be provided

## EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-Site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

## REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method: [https://iloveuquys.org/The-Standard Reunification Method.html](https://iloveuquys.org/The-Standard-Reunification-Method.html)

## PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.  
Evacuate! To a location."

## ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

## INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

## RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

## PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally, plan to have an offsite evacuation facility that's within walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from [iloveuquys.org/The-Standard-Reunification Protocol.html](https://iloveuquys.org/The-Standard-Reunification-Protocol.html)

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility impaired people.

## EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

## DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

## CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

## RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly identify the status of the teachers' classes. Teachers will hold up the Green card if they leave all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

*See the Materials section for examples.*



## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when an Evacuation is necessary. Evacuations can be stressful because they are disruptive, whether they're on site or off

site, so plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

### Evacuation with a return to school anticipated

#### Email

Subject Line: Safety Notification - (*School Name*) Has Been Evacuated

Dear Parent or Guardian,

*[School Name]* was Evacuated at (*state evacuation time*) due to (*state reason for evacuation*).

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

The *state the reason for evacuation* is expected to be resolved with students returning to class. Dismissal will be at the regular time today. Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? \*

#### Text Message

*(School Name)* has been Evacuated due to (*state reason for evacuation*). Please check your email and voicemail for details and information.

#### Phone Call

Parents, *[School Name]* has been Evacuated due to (*state reason for evacuation*). Please check your email for details and information.

### Evacuation with early dismissal planned

#### Email

Subject Line: Safety Notification *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

*[School Name]* was Evacuated at (*state evacuation time*) due to (*state reason for evacuation*). Because of *reason*, there will be an early dismissal at (*state the time*).

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders. Watch for updates here (*link to the platform you'll be updating*)

What Is the Evacuate Action? \*

#### Text Message

*(School Name)* has been Evacuated due to (*state reason for evacuation*) and students will be dismissed early at (*state the time*). Please check your email and voicemail for details.

#### Phone Call

Parents, (*School Name*) has been Evacuated due to (*state reason for evacuation*) and students will be dismissed early at (*state the time*). Please check your email for details and information.  
Evacuation to an off-site location

#### Email

Subject Line: Safety Notification - (*School Name*) Has Been Evacuated

Dear Parent or Guardian,

*(School Name)* was Evacuated at (*state evacuation time*) due to (*state reason for evacuation*).

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

You will receive communications as soon as we have additional details and information on when and where to pick your child up. Please bring your ID and your patience when you are picking up your child.

Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? \*

#### Text Message

*(School Name)* has been Evacuated due to (*state reason for evacuation*) which renders the building unsafe at this time. Students can be picked up at (*alternate location*) after (*time*). Please check your email and voicemail for details. Please bring your ID and your patience when you are picking up your child.

#### Phone Call

Parents, (*School Name*) was Evacuated due to (*state evacuation time*) due to (*state reason for evacuation*). At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. We will update you with further communications as soon as we have additional details and information on when and where to pick your child up. Please check your email for details and information.

Evacuate is called when there is a need to move people from one location to another. During an evacuation, students and staff are asked to move from one location to another in an orderly fashion.

*[link to either your website or loveguys.org/The Standard-Response Protocol.html for them to learn more.]*





# POLICE LED

## Evacuation after a Lockdown

### POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

### PUBLIC ADDRESS

There may or may not be Any public address notifying students and staff that law enforcement is performing these actions.

### ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

### WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and Staff may also be searched both in the Classroom and again after exiting the building.

### EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern, and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

### PREPARATION

Student, teacher, and administrator training.

In the event of a police led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

### MEDIA MESSAGING

To the media/communications after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

### DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to school name to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (time stamp)"

### LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to area near the school to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

### LAW ENFORCEMENT GUIDANCE

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

### CONTINGENCIES

In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

### TRANSPORTATION

During a police led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



# SHELTER

## State the Hazard and Safety Strategy

### SHELTER STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earth quakes, hazardous materials situations or other local threats.

### PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Use safety strategy.  
Shelter! For a hazard. Use safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.  
Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear.

Thank you for your assistance and patience during the Shelter."

### HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

### SAFETY STRATEGIES MAY INCLUDE

- Evacuate to Shelter Area
- Seal the room
- Drop, cover and hold
- Get to high ground

### ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

Sheltering requires that all Students and Staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

### PREPARATION

Identification and marking of facility Shelter areas.

### DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

### STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

### PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter or what protective actions should be used in the response.

### CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (<https://iloveguys.org/The-Standard-Response-Protocol.html>).



# SHELTER

## State the Hazard and Safety Strategy

### SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Shelter Action is necessary. In a weather event, which is a commonly the

reason this is used, it's likely that families are also sheltering. They will want to know their children are in a safe situation. Have a central digital platform that your public information team can easily update, and people can go to for information.

#### Shelter (Current)

---

##### Email

Subject Line: Safety Notification - Shelter Currently Activated at [School Name]

Dear Parent or Guardian,

*(School Name)* is currently Sheltering due to *(state reason for Shelter)*.

The safety and security of your child is our top priority. We are actively monitoring the situation.

Watch for updates here [link to the platform you'll be updating](#)

What is Shelter? \*

##### Text Message

*/School Name/* is currently Sheltering due to *(state reason for Shelter)*. Please check your email and voicemail for more information.

##### Phone Call

Parents, *(School Name)* is currently Sheltering due to *(state reason for Shelter)*. The safety and security of your child is our top priority. Please check your email for more information. We are actively monitoring the situation and will send updates as necessary.

#### Shelter (Past)

---

##### Email

Subject Line: Safety Notification - Shelter Ended at (School Name]

Dear Parent or Guardian,

*(School Name)* used the Shelter Action from *(start time of Shelter)* to *(end time of Shelter)* due to *(state reason for Shelter)*. All school operations have now returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

Watch for updates here [link to the platform you'll be updating](#)

##### What is Shelter? "

Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

[Link to either your website or iloveguys.org/The Standard-Response-Protocol.html for them to learn more. protocol at iloveguys.org/The Standard Response-Protocol.html](#)

##### Text Message

The Shelter at *(School Name/)* has been lifted. All school operations have now returned to normal.

Please check your email and voicemail for more information.

##### Phone Call

*(School Name)* used the Shelter Action from *(start time of Shelter)* to *(end time of Shelter)* due to *(state reason for Shelter)*. All school operations have now returned to normal.

Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

[Link to either your website or iloveguys.org/The-Standard-Response Protocol.html for them to learn more.](#)

# SEQUENCING

## The Actions



HOLD



SECURE



LOCKDOWN



EVACUATE

ti\*  
6  
SHELTER

the five actions of the Standard Response Protocol can work together as situations evolve and information is Recently there was a shooting in a park adjacent to a gathered. Here are some examples of how this can, and high school. The school was immediately placed in Se- has, been done.

### HOLD ESCALATES TO LOCKDOWN

The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither in immediate confirmation of if nor a substantiated threat. School pei ssonnel needs time to locate the student and send security/SRO to locate And confront the student in a very low-key way. They initiate the Hold Action during the search. Additional information and evidence may lead to a Lockdown because an ink nient threat is detected.

### LOCKDOWN MISTAKE SHIFTS TO SECURE

The Police Depaitment received reports from passers-by of a person with a rifle on the bike path adjacent to an elementary school. They called the school directly and directed them to put the school in Lockdown, which was incorrect but this can happen when there are many unknown factors. Officers and District Security Teams were on the scene within 2 5 minutes and a suspect was taken into custody within that time. Peisonnel on-site were able to quickly confirm the building wasn't breached.

The Lockdown was shifted to a Secure Action, with each classroom being released by school and security personnel. Releasing each classroom instead of using a public address is to retQin continuity for releasing any Lockdown.

SECURE ESCALATES TO LOCKDOWN  
has, been done. However, several victims and witness students raw back inside before the doors could be secured. In this case, it was unknown exactly who entered the building. The Secure Action shifted to Lockdown as a precaution while officers searched the building. It was determined to be safe within about 30 minutes, but the Lockdown was not immediately lifted. Moving to Hold at that point may have been a better choice in order to manage the situation and maintain tactical control of the building while allowing some monitored movement inside.

### HOLD TO EVACUATE

Utilize a Hold Action for a brief time during an unexpected fire alarm that is not accompanied by immediate signs of smoke or fire. Thus allows safety/security teams to scan for actual signs of fire, or other ambush type threats before Evacudtng the building. An Evacuation would still occur per fire department requirements, but the tactical pause to gather infoFmdtion before evacuating allows for more situational awareness.



I. Order of Business

a) Welcome:

Roxanne Brown-King opened the meeting with the Welcome  
This is a special meeting. No minutes to approve.

Attendees: Felicia Burch, Nancy Manning, Jennifer Cucchi, Wendy Lopez,  
Maricela Sepulveda, Roxanne Brown-King, Holly Hennessy, Stephanie Ayala,  
Elena Bravo (via Zoom/online)

b) New Business: To approve School Site Safety Plan

- Viewed the SRP Training Video "All Credit to: I Love You Guys Foundation" and the corresponding Handout: "SRP K12 2023 Version 4.1"
  - Hold, Secure, Lockdown (locks, lights, out of sight), Evacuate (location will be announced), Shelter (safety strategy will be announced)
  - Students can text parents during a lockdown. They may not post on social media or call anyone.
  - Law enforcement or an administrator will unlock the door.
  - If there is a fire alarm, look for an actual fire, may or may not evacuate.
  - Do not bring items like backpacks when being evacuated.
  - Mokler does a Lockdown practice 4 times a year.  
Administration walks the campus and tries to get into rooms which are supposed to be locked.
  - Shelter: Earthquake, Hazmat, Tsunami, Tornado
- Reviewed the Major Lynn Mokler School Emergency Preparedness Handbook 2024-2025
  - Important phone numbers
  - Classroom Disaster Backpacks
  - Staff Duties during and Emergency
  - Drill Procedures: Earthquake, Fire, Lockdown, Hold/Secure
  - Other Treats: Bomb, Air Quality
  - Search & Rescue Teams

- Reviewed the Document Tracking digital site (used to be SB-187 binder)
  - Links to school and district plans for each type of emergency

Ms. Brown-King motions to approve the safety plan. Mrs. Burch motioned to approve. Mrs. Cucchi seconds the plan.  
Plan is approved unanimously

c) DELAC Report: No report (will report at regular meeting in January 2025)

d) Other Concerns/Issues:

Mrs. Burch posed a question: Are all emergency preparedness plans the same for all schools? No, each plan is unique to each school. What is the same is the "I Love you Guys" procedure.

II. Adjournment Time: 2:16 p.m.

III. Next Meeting will be: Wednesday, January 22, 2025



## School Site Council

*Consejo Escolar*

**December 10, 2024**

*10 de diciembre de 2024*

### **SPECIAL SCHOOL SITE COUNCIL MEETING REUNIÓN ESPECIAL DEL CONSEJO ESCOLAR**

**I. Order of Business**  
*Orden de negocios*

- a) Welcome  
*Bienvenida*
- b) New Business  
*Nuevos negocios*
  - School Site Safety Plan  
*Plan de seguridad del sitio escolar*
- c) Other Concerns or Issues  
*Otras preocupaciones o temas*

**II. Adjournment**  
*Conclusion*

**III. Our next meeting is scheduled for Wednesday, January 22, 2025**  
*Nuestra próxima reunión está programada para el miércoles 22 de enero de 2025*

# Major Lynn Mokler Elementary School Site Council Meeting Sign In

**December 10, 2024**



**Member Name**

**Signature**

Felicia Burch	Felicia Burch
Nancy A. Manning	NAM.
Jennifer Cucchi	JC
Wendy Lopez	WLO
Maicela Sepulve de	MS
Roxanne Brown	Roxanne Brown
Holly Kennedy	Holly Kennedy
Stephan Ayala	Stephan Ayala

Please note: \*Elena Bravo via Zoom  
Parent

# Major Lynn Mokler School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

### 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Major Lynn Mokler School
<b>Street</b>	8571 East Flower Street
<b>City, State, Zip</b>	Paramount CA 90723-4378
<b>Phone Number</b>	(562) 602-8044
<b>Principal</b>	Mrs. Holly Hennessy
<b>Email Address</b>	hhennessy@paramount.k12.ca.us
<b>School Website</b>	<a href="https://mokler.pusdschools.net/">https://mokler.pusdschools.net/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	19648736021463

### 2024-25 District Contact Information

<b>District Name</b>	Paramount Unified
<b>Phone Number</b>	(562) 602-6000
<b>Superintendent</b>	Dr. Joshua Lightle
<b>Email Address</b>	JLightle@paramount.k12.ca.us
<b>District Website</b>	www.paramount.k12.ca.us

### 2024-25 School Description and Mission Statement

The focus of Major Lynn Mokler School for the 2024-2025 school year is to increase academic success of all students, with a focus on college and career readiness and high-quality teaching and learning. Literacy in English Language Arts (ELA), Mathematics as well as English Language Development (ELD) and Special Education are crucial for student achievement and are the emphasis of our academic program. The mission of the Mokler School community is to provide a quality education that is delivered in a challenging, positive and safe environment. Our school community promotes collaboration, cultural diversity, and high achievement. We spotlight the concept of building a community of lifelong learners. All students are provided equal access to curriculum and have equal opportunities to learn inside and outside the classroom. Teachers and support staff



## 2024-25 School Description and Mission Statement

continue to participate in professional development to improve instructional practices and implement strategies to support students social and emotional well-being. Teachers collaborate to monitor student progress and assess individual student needs. Students are provided with differentiated instruction in the classroom and interventions in ELA, Mathematics and Social Emotional skills throughout the school year.

Our student population is multi-ethnic with students from many socio-economic and cultural backgrounds. The Hispanic population is the predominate culture at our school. There is a strong sense of community and parent involvement, as reflected through attendance at Back-to-School-Night, Parent Conferences in the fall, Open House, parent workshops, Coffees with the Principal, and non-curricular activities. All parents are encouraged to attend workshops and informational meetings with school personnel. Students participate in a variety of visual and performing arts lessons during the school day, and all students are provided the opportunity to participate in afterschool enrichment programs in a variety of areas.

At Mokler, each staff member is committed to improving student achievement. Teachers use the most current research-based instructional materials to provide inquiry-based lessons. Our teachers have bi-weekly grade level collaboration meetings, which allow for time to plan and review assessment data. Schoolwide, we are implementing the Common Core State Standards in English Language Arts and Math and have identified areas of improvement in curriculum and instruction across grade levels. For students in need of additional support, our MTSS Intervention programs provide support for both academic and behavior through a tiered approach.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	109
Grade 2	90
Grade 3	87
Grade 4	78
Grade 5	77
<b>Total Enrollment</b>	<b>519</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.2
Asian	0.6
Black or African American	3.3
Filipino	0.6
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	3.1
Two or More Races	1.3
White	1
English Learners	34.7
Foster Youth	0.8
Homeless	3.5
Socioeconomically Disadvantaged	95.2
Students with Disabilities	17.7

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.50	91.84	548.70	85.85	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.08	2.30	0.37	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.08	18.00	2.83	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.30	2.25	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	55.50	8.69	18854.30	6.86
<b>Total Teaching Positions</b>	24.50	100.00	639.10	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	92.31	571.00	87.04	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.31	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	19.90	3.04	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	15.80	2.41	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.00	7.69	47.20	7.20	15831.90	5.67
<b>Total Teaching Positions</b>	26.00	100.00	656.10	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.00	92.00	542.80	88.08	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.00	2.90	0.48	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	15.30	2.50	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	17.50	2.84	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	4.00	37.50	6.10	14303.80	5.15
<b>Total Teaching Positions</b>	25.00	100.00	616.30	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

The 4 Quarterly Reports for Uniform Complaints for 2023-2024 can be accessed from the following website link:

<https://www.paramount.k12.ca.us/pdf/4> Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	(Frog Street Press) Grade TK-K Frog Street Pre-K English Teacher's Edition Set / 2023 (McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Start Smart / 2016 (McGraw Hill) Grade K Kinder Wonder Reading Writing Workshop: Unit 1-10 / 2016 (McGraw Hill) Grade 1 1st Gr Wonders Reading Writing Workshop: Unit 1-4 / 2016 (McGraw Hill) Grade 1 1st Gr Wonders Literature Anthology: Unit 1-4 / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 5 5th Gr Wonders Reading Writing Workshop / 2016	Yes	0%

	(McGraw Hill) Grade 5 5th Gr Wonders Literature Anthology / 2016		
<b>Mathematics</b>	(McGraw Hill) Grade K My Math Grade K Vol 1-2 / 2014 (McGraw Hill) Grade 1 My Math Grade 1 Vol 1-2 / 2014 (McGraw Hill) Grade 2 My Math Grade 2 Vol 1-2 / 2014 (McGraw Hill) Grade 3 My Math Grade 3 Vol 1-2 / 2014 (McGraw Hill) Grade 4 My Math Grade 4 Vol 1-2 / 2014 (McGraw Hill) Grade 5 My Math Grade 5 Vol 1-2 / 2014	Yes	0%
<b>Science</b>	(Twig Science) Grade K Kinder Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 1 1st Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 2 2nd Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 3 3rd Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 4 4th Grade Student TwigBook: Module 1-5 / 2020 (Twig Science) Grade 5 5th Grade Student TwigBook: Module 1-4 / 2020	Yes	0%
<b>History-Social Science</b>	(Savvas) Grade K CA myWorld Interactive Worktext K / 2022 (Savvas) Grade 1 CA myWorld Interactive Worktext 1 / 2022 (Savvas) Grade 2 CA myWorld Interactive Worktext 2 / 2022 (Savvas) Grade 3 CA myWorld Interactive Worktext 3 / 2022 (Savvas) Grade 4 CA myWorld Interactive Worktext 4 / 2022 (Savvas) Grade 5 CA myWorld Interactive Worktext 5 / 2022	Yes	0%

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

## School Facility Conditions and Planned Improvements

School Facility is in very good condition

**Year and month of the most recent FIT report**

December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Merv 16 filter installed in all HVAC- DONE
<b>Interior:</b> Interior Surfaces	X			3 classrooms remodeled, main office remodeled
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Large trees trimmed and some removed
<b>Structural:</b> Structural Damage, Roofs	X			Roofing complete on 3 classrooms
<b>External:</b>	X			

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	25	28	39	40	46	47
<b>Mathematics</b> (grades 3-8 and 11)	17	22	21	22	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	243	241	99.18	0.82	27.80
<b>Female</b>	110	109	99.09	0.91	30.28
<b>Male</b>	133	132	99.25	0.75	25.76
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	222	220	99.10	0.90	28.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	96	95	98.96	1.04	16.84
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	22.22
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	234	232	99.15	0.85	27.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	46	97.87	2.13	6.52

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	243	242	99.59	0.41	21.90
<b>Female</b>	110	110	100.00	0.00	17.27
<b>Male</b>	133	132	99.25	0.75	25.76
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	222	221	99.55	0.45	22.17
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	96	96	100.00	0.00	14.58
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	0.00
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	234	233	99.57	0.43	22.32
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	46	97.87	2.13	6.52

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	23.53	9.09	17.61	17.78	30.29	30.73



## 2023-24 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
<b>All Students</b>	77	77	100.00	0.00	9.09
<b>Female</b>	37	37	100.00	0.00	10.81
<b>Male</b>	40	40	100.00	0.00	7.50
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	73	73	100.00	0.00	8.22
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	38	38	100.00	0.00	2.63
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	75	75	100.00	0.00	9.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100.00	0.00	0.00

## 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.

#### 2023-24 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. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Mokler parents are encouraged to be a part of their student's education through volunteering, attending family and parent events, and participating in school committees. Parents and families are also welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational programs. The annual Title I parent meeting, as well as Parent Workshops provide information and details about our school programs.

Parents may be actively involved in the school by attending the School Site Council Meetings (SSC) or the English Language Advisory Committee (ELAC) meetings. The SSC and ELAC are parent advisory groups that assist the principal and staff with putting together, monitoring and reviewing the Single Plan for Student Achievement. In addition, the school provides Parent Education workshops focused on social-emotional learning and academics that are held throughout the year. Parents and family members are invited to share their knowledge and expertise by co-facilitating parent meetings and workshops to support other parents.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	549	537	157	29.2
Female	276	266	72	27.1
Male	272	270	84	31.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	18	17	5	29.4
Filipino	--	--	--	--
Hispanic or Latino	495	484	138	28.5
Native Hawaiian or Pacific Islander	16	16	6	37.5
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	191	188	45	23.9
Foster Youth	--	--	--	--
Homeless	34	34	13	38.2
Socioeconomically Disadvantaged	521	513	149	29.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	109	104	35	33.7

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.69	0.84	0.73	1.86	3.39	2.92	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.04	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.73	0.00
Female	0.00	0.00
Male	1.47	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.61	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	0.52	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.83	0.00

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

## 2024-25 School Safety Plan

The School Safety Plan ensures that students learn in an environment where they are secure and comfortable. Monthly drills (earthquake/fire/lockdown) are held so students will be prepared in case of an emergency. Ingress and egress procedures are included in the school safety plan and reviewed with all members of the Mokler Staff to ensure the site's safety. School

## 2024-25 School Safety Plan

buildings, that are well maintained, give students a sense that they are in a place that cares about them and actively encourages them to learn. Additional areas of focus in the Safety Plan include the current status of school crime committed on campus, child abuse procedures, provisions of the district mandated dress code, and policies pursuant to Section 48915 addressing student behaviors that might lead to suspension, expulsion, or mandatory expulsion.

School support staff is available to assist students who experience emotional or physical problems that could impede their learning every day. Our counseling team conducts classroom workshops on various topics involving self-respect and the respect of others, as well as various aspects of social-emotional learning.

The School Safety Plan is reviewed yearly by the School Site Council for approval. It is also accessible for parent meetings and upon request.

### 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.

### 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	20	4	1	
1	20	3	1	
2	17	4		
3	24		3	
4	22		4	
5	24		4	
Other	13	2		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	26		3	
2	21	1	3	
3	22	1	2	
4	26		3	
5	24		4	
Other	13	2		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	22	1	4	
2	21	2	2	
3	21	2	2	
4	23		3	
5	18	1	3	
Other	14	2		

## 2023-24 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	519

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,683.86	737.08	9,946.78	97,130.78
District	N/A	N/A	14,399.09	126,813.75
Percent Difference - School Site and District	N/A	N/A	-36.6	-26.5
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-8.0	-0.6

## Fiscal Year 2023-24 Types of Services Funded

The district receives additional funds for a number of special services and programs. Among the special services offered are the following:

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III - A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Title IV - A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra

## Fiscal Year 2023-24 Types of Services Funded

funding for students with greater challenges.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$67,485	\$59,551
<b>Mid-Range Teacher Salary</b>	\$97,077	\$93,855
<b>Highest Teacher Salary</b>	\$127,968	\$120,219
<b>Average Principal Salary (Elementary)</b>	\$168,593	\$151,525
<b>Average Principal Salary (Middle)</b>	\$172,610	\$158,215
<b>Average Principal Salary (High)</b>	\$187,581	\$171,087
<b>Superintendent Salary</b>	\$334,586	\$300,043
<b>Percent of Budget for Teacher Salaries</b>	30.21	31
<b>Percent of Budget for Administrative Salaries</b>	4.22	4.91

## Professional Development

Ongoing professional learning is embedded in the school day and offered after hours. All staff are encouraged to attend these sessions as they relate to professional duties and continuous growth. The chart below reflects the full days dedicated to districtwide professional learning for all certificated and classified staff.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	0	0	2



# Escuela Major Lynn Mokler

## Informe de Responsabilidad Escolar para 2023-2024 (Publicado Durante el Ciclo Escolar 2024-2025)

### Información General sobre el Informe de Responsabilidad Escolar (SARC)

#### Sobre el SARC



La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en <https://www.cde.ca.gov/ta/ac/sa/>
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en <https://www.cde.ca.gov/fg/aa/lc/>
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

Una copia física del Informe de Responsabilidad Escolar está disponible en su Oficina Escolar, bajo petición.

#### DataQuest



*DataQuest* es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en <https://dq.cde.ca.gov/dataquest/> que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

#### Interfaz (Dashboard) Escolar de California



La Interfaz (*Dashboard*) Escolar de California <https://www.caschooldashboard.org/> refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

<b>Acceso al Internet</b>	Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.
<b>Requisitos de Admisión a la Universidad de California (UC, por sus siglas en inglés)</b>	Requisitos de admisión para UC se adhieren a pautas establecidas en el Plan Maestro, que requiere que .8° superior de los alumnos graduados de escuela preparatoria del estado, así como aquellos alumnos que trasladan y han exitosamente completado especificado cursado universitario, sean elegible para admisión a UC. Estos requisitos son diseñados para garantizar que todos los alumnos elegibles estén adecuadamente preparados trabajo de nivel universitario. Para requisitos sobre admisión general, favor de visitar el sitio web de Información sobre Admisión UC en <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Requisitos de Admisión a la Universidad Estatal de California (CSU, por sus siglas en inglés)</b>	Elegibilidad para admisión a CSU es determinado por tres factores: (1) Cursos específicos de escuela preparatoria, (2) Calificaciones en cursos especificados y puntuaciones en pruebas y (3) Graduación de escuela preparatoria. Algunos planteles tienen estándares más exigentes para enfoques particulares o alumnos que viven fuera del área del plantel local. Debido a la cantidad de alumnos que solicitan, un par de planteles tiene estándares más exigentes (criterio suplementario para admisión) para todos los solicitantes. La mayoría de los planteles CSU cuentan con políticas que garantizan admisión local a los alumnos que se gradúan o trasladan de escuelas preparatorias y universidades que son históricamente brindadas servicios por un plantel CSU en esa región. Para información sobre admisión, solicitud y cuota, consulte el sitio web CSU en <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### Información de Contacto Escolar para 2024-25

<b>Nombre de la Escuela</b>	Escuela Major Lynn Mokler
<b>Dirección</b>	8571 East Flower Street
<b>Ciudad, Estado, Código Postal</b>	Paramount CA 90723-4378
<b>Número Telefónico</b>	(562) 602-8044
<b>Director/a</b>	Mrs. Holly Hennessy
<b>Dirección de Correo Electrónico</b>	hhennessy@paramount.k12.ca.us
<b>Sitio Web Escolar</b>	<a href="https://mokler.pusdschools.net/">https://mokler.pusdschools.net/</a>
<b>Niveles de Grado</b>	K-5
<b>Código del Condado-Distrito-Escuela (CDS)</b>	19648736021463

### Información de Contacto Distrital para 2024-25

<b>Nombre del Distrito</b>	Distrito Escolar Unificado de Paramount
<b>Número Telefónico</b>	(562) 602-6000
<b>Superintendente</b>	Dr. Joshua Lightle

<b>Dirección de Correo Electrónico</b>	JLightle@paramount.k12.ca.us
<b>Dirección del Sitio Web Distrital</b>	www.paramount.k12.ca.us

## Descripción Escolar y Declaración de la Misión para 2024-25

El enfoque de la Escuela Major Lynn Mokler para el ciclo escolar 2024-2025 es aumentar el éxito académico de todos los alumnos, con un enfoque en la preparación universitaria y vocacional, y la enseñanza y el aprendizaje de alta calidad. El aprendizaje en Artes Lingüísticas de Inglés (ELA, por sus siglas en inglés), Matemáticas, así como el Desarrollo del Idioma Inglés (ELD, por sus siglas en inglés) y la educación especial es muy importante y es el núcleo de nuestro programa académico. La misión de la comunidad de la Escuela Mokler es brindar una educación de calidad que se imparta en un entorno desafiante, positivo y seguro. Nuestra comunidad escolar promueve la colaboración, la diversidad cultural y el alto rendimiento. Destacamos el concepto de desarrollar una comunidad de estudiantes de formación continua. Todos los alumnos tienen igual acceso al currículo y tienen igualdad de oportunidades para aprender dentro y fuera del salón. Los maestros y el personal auxiliar continúan participando en actividades de formación profesional para mejorar las prácticas de instrucción e implementar estrategias para apoyar el bienestar socioemocional de los alumnos. Los maestros colaboran para hacer el monitoreo del progreso de los alumnos y evaluar sus necesidades individuales. Los alumnos reciben instrucción diferenciada en el salón de clases e intervenciones en ELA, Matemáticas y habilidades socioemocionales a lo largo de todo el año escolar.

Nuestra población estudiantil es multiétnica, con alumnos de muchos orígenes socioeconómicos y culturales. La población hispana es la cultura predominante en nuestra escuela. Hay un fuerte sentido de participación parental y comunitaria, como se refleja en la asistencia a la Noche de Regreso a Clases, las conferencias de padres en el otoño, las jornadas de visita escolar, los talleres para padres, al "Coffee with the Principal" (Café con el Director) y a las actividades extracurriculares. Se anima a todos los padres a asistir a talleres y reuniones informativas con el personal de la escuela. Los alumnos participan en una variedad de lecciones artes visuales y escénicas durante la jornada escolar, y todos los alumnos tienen la oportunidad de participar en programas de enriquecimiento extracurriculares en una variedad de áreas.

En Mokler, cada miembro del personal está comprometido a mejorar el rendimiento estudiantil. Los maestros utilizan los materiales de instrucción basados en investigaciones más recientes para brindar lecciones basadas en la investigación. Nuestros maestros tienen reuniones quincenales de colaboración a nivel de grado, que dan tiempo para planificar y revisar los datos de las evaluaciones. En toda la escuela, estamos implementando las Normas Básicas del Estado en Artes lingüísticas en inglés y matemáticas, y hemos identificado áreas de mejora en el currículo y la instrucción en todos los niveles de grado. Para los alumnos con necesidades de apoyo adicional, nuestros programas de intervención del Sistema de Apoyo de Múltiples Niveles (MTSS, por sus siglas en inglés) brindan apoyo, tanto académico como conductual, a través de un enfoque en etapas.

## Sobre esta Escuela

### Inscripción Estudiantil por Nivel de Año para 2023-24

Nivel de Año	Cantidad de Alumnos
<b>Kínder</b>	78
<b>1° Grado</b>	109
<b>2° Grado</b>	90
<b>3° Grado</b>	87
<b>4° Grado</b>	78
<b>5° Grado</b>	77
<b>Inscripción Total</b>	519

## Inscripción Estudiantil por Grupo para 2023-24

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	49.3
Masculino	50.7
Nativo Americano o Nativo de Alaska	0.2
Asiático	0.6
Afroamericano	3.3
Filipino	0.6
Hispano o Latino	90
Nativo de Hawái o Isleño del Pacífico	3.1
Dos o Más Orígenes Étnicos	1.3
Blanco	1
Estudiantes del Inglés	34.7
Jóvenes de Crianza Temporal	0.8
Indigentes	3.5
De Escasos Recursos Económicos	95.2
Alumnos con Discapacidades	17.7

### A. Condiciones de Aprendizaje

#### Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

## Preparación y Colocación Docente para 2020-21

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
<b>Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)</b>	22.50	91.84	548.70	85.85	228366.10	83.12
<b>Practicantes Contando con Acreditación Correctamente Asignados</b>	1.00	4.08	2.30	0.37	4205.90	1.53
<b>Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)</b>	1.00	4.08	18.00	2.83	11216.70	4.08
<b>Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)</b>	0.00	0.00	14.30	2.25	12115.80	4.41
<b>Desconocido/Incompleto/NA</b>	0.00	0.00	55.50	8.69	18854.30	6.86
<b>Cantidad Total de Cargos Docentes</b>	24.50	100.00	639.10	100.00	274759.10	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

## Preparación y Colocación Docente para 2021-22

Autorización/A signación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
<b>Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)</b>	24.00	92.31	571.00	87.04	234405.20	84.00
<b>Practicantes Contando con Acreditación Correctamente Asignados</b>	0.00	0.00	2.00	0.31	4853.00	1.74
<b>Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)</b>	0.00	0.00	19.90	3.04	12001.50	4.30
<b>Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)</b>	0.00	0.00	15.80	2.41	11953.10	4.28
<b>Desconocido/Incompleto/NA</b>	2.00	7.69	47.20	7.20	15831.90	5.67
<b>Cantidad Total de Cargos Docentes</b>	26.00	100.00	656.10	100.00	279044.80	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

## Preparación y Colocación Docente para 2022-23

Autorización/A signación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
<b>Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)</b>	23.00	92.00	542.80	88.08	231142.40	100.00
<b>Practicantes Contando con Acreditación Correctamente Asignados</b>	1.00	4.00	2.90	0.48	5566.40	2.00
<b>Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)</b>	0.00	0.00	15.30	2.50	14938.30	5.38
<b>Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)</b>	0.00	0.00	17.50	2.84	11746.90	4.23
<b>Desconocido/Incompleto/NA</b>	1.00	4.00	37.50	6.10	14303.80	5.15
<b>Cantidad Total de Cargos Docentes</b>	25.00	100.00	616.30	100.00	277698	100

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

## Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos “ineffective” bajo ESSA)

Autorización/Asignación	2020-21	2021-22	2022-23
<b>Permisos y Exenciones</b>	0.00	0.00	0
<b>Asignaciones</b>	1.00	0.00	0
<b>Puestos con Vacante</b>	0.00	0.00	0
<b>Cantidad Total de</b>	1.00	0.00	0

## Maestros Acreditados Asignados No En Su Rama (considerados no en su rama “out-of-field” bajo ESSA)

Indicador	2020-21	2021-22	2022-23
Maestros Acreditados Autorizados con un Permiso o una Exención	0.00	0.00	0
Opciones de Asignación Local	0.00	0.00	0
Cantidad Total de Maestros No En Su Rama	0.00	0.00	0

## Asignaciones de Clases

Indicador	2020-21	2021-22	2022-23
<b>Asignaciones para Estudiantes del Inglés</b> (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	4.00	0	0
<b>Sin acreditación, permiso o autorización para enseñar</b> (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	0.00	0	0

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions*) en <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2024-25

El Distrito Escolar Unificado de Paramount ha establecido Procedimientos uniformes de queja (UCP, por sus siglas en inglés) para abordar las denuncias por discriminación ilegal, acoso, intimidación y hostigamiento, así como las quejas que alegan la infracción de las leyes estatales o federales que rigen los programas educativos, el cobro ilegal de cuotas estudiantiles y el incumplimiento del “Local Control and Accountability Plan” (Plan de Contabilidad y Control Local) (LCAP, por sus siglas en inglés).

Se puede acceder a los cuatro informes trimestrales sobre quejas uniformes para 2023-2024 desde el siguiente enlace del sitio web:

<https://www.paramount.k12.ca.us/pdf/4> Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

**Año y mes en los cuales se recopilaron los datos**

Septiembre de 2024

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿Los libros de texto son de la adopción	Porcentaje de alumnos a quienes no se les asignaron sus propios libros de texto
---------	---	---	---



		más reciente?	
<b>Lectura/Artes Lingüísticas</b>	(Frog Street Press) kínder de transición (TK, por sus siglas en inglés) - kínder grado Frog Street Pre-K Colección English Teacher's / 2023 (McGraw Hill) kínder Kinder Wonders Reading Writing Workshop: Start Smart / 2016 (McGraw Hill) kínder Kinder Wonder Reading Writing Workshop: Unidad 1-10 / 2016 (McGraw Hill) 1° año 1st Gr Wonders Reading Writing Workshop: Unidad 1-4 / 2016 (McGraw Hill) 1° año 1st Gr Wonders Literature Anthology: Unidad 1-4 / 2016 (McGraw Hill) 2° año 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 2° año 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) 3° año 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 3° año 3rd Gr Wonders Literature Anthology / 2016 (McGraw Hill) 4° año 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 4° año 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) 5° año 5th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 5° año 5th Gr Wonders Literature Anthology / 2016	Sí	0%
<b>Matemáticas</b>	(McGraw Hill) Kínder My Math Grade K Volumen 1-2 / 2014 (McGraw Hill) 1° año My Math Grade 1 Volumen 1-2 / 2014 (McGraw Hill) 2° año My Math Grade 2 Volumen 1-2 / 2014 (McGraw Hill) 3° año My Math Grade 3 Volumen 1-2 / 2014 (McGraw Hill) 4° año My Math Grade 4 Volumen1-2 / 2014 (McGraw Hill) 5° año My Math Grade 5 Volumen1-2 / 2014	Sí	0%
<b>Ciencias</b>	(Twig Science) Kínder Kinder Student TwigBook: Módulo 1-4 / 2020 (Twig Science) 1° año 1st Grade Student TwigBook: Módulo 1-4 / 2020 (Twig Science) 2° año 2nd Grade Student TwigBook: Módulo 1-4 / 2020 (Twig Science) 3° año 3rd Grade Student TwigBook: Módulo 1-4 / 2020 (Twig Science) 4° año 4th Grade Student TwigBook: Módulo 1-5 / 2020 (Twig Science) 5° año 5th Grade Student TwigBook: Módulo 1-4 / 2020	Sí	0%
<b>Historia-Ciencias Sociales</b>	(Savvas) Kínder CA myWorld Interactive Worktext K / 2022 (Savvas) 1° año CA myWorld Interactive Worktext 1 / 2022 (Savvas) 2° año CA myWorld Interactive Worktext 2 / 2022 (Savvas) 3° año CA myWorld Interactive Worktext 3 / 2022 (Savvas) 4° año CA myWorld Interactive Worktext 4 / 2022 (Savvas) 5° año CA myWorld Interactive Worktext 5 / 2022	Sí	0%

## Condiciones de Instalación Escolar y Mejoradas Planeadas

La instalación escolar está en buen estado.

Año y mes del más reciente informe FIT

Diciembre de 2024

Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
<b>Sistemas:</b> Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			Filtro de Merv 16 (Valor mínimo de informe de eficiencia [Merv, por sus siglas en inglés]) instalado en todos los sistemas de climatización (HVAC, por sus siglas en inglés)- REALIZADO
<b>Interior:</b> Superficies Interiores	X			Se remodelaron tres salones de clase y la oficina principal.
<b>Limpieza:</b> Limpieza General, Invasión de Insectos/Plagas	X			
<b>Eléctrico</b>	X			
<b>Baños/Bebederos:</b> Baños, Lavamanos/Bebederos	X			
<b>Seguridad:</b> Seguridad Contra Incendios, Materiales Peligrosos	X			Se podaron los árboles grandes y algunos se removieron.
<b>Estructural:</b> Daños Estructurales, Techos	X			Techado completo en 3 salones
<b>Exterior:</b> Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			

## Tasa General de Instalación

Ejemplar	Bueno	Adecuado	Malo
X			

## B. Resultados Estudiantiles

### Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

#### Evaluaciones a Nivel Estatal

(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

#### Preparación Universitaria y Vocacional

El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.

## Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
<b>Artes Lingüísticas del Inglés/Lectoe escritura</b> (3°-8° y 11° grado)	25	28	39	40	46	47
<b>Matemáticas</b> (3°-8° y 11° grado)	17	22	21	22	34	35

## Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
<b>Todos los Alumnos</b>	243	241	99.18	0.82	27.80
<b>Femeninas</b>	110	109	99.09	0.91	30.28
<b>Masculinos</b>	133	132	99.25	0.75	25.76
<b>Nativos Americanos o Nativos de Alaska</b>	0	0	0	0	0
<b>Asiáticos</b>	--	--	--	--	--

<b>Afroamericano</b>	--	--	--	--	--
<b>Filipinos</b>	--	--	--	--	--
<b>Hispanos o Latinos</b>	222	220	99.10	0.90	28.18
<b>Nativos de Hawái o Isleños del Pacífico</b>	--	--	--	--	--
<b>Dos o Más Orígenes Étnicos</b>	--	--	--	--	--
<b>Blancos</b>	--	--	--	--	--
<b>Estudiantes del Inglés</b>	96	95	98.96	1.04	16.84
<b>Jóvenes de Crianza Temporal</b>	--	--	--	--	--
<b>Indigentes</b>	18	18	100.00	0.00	22.22
<b>Militares</b>	0	0	0	0	0
<b>De Escasos Recursos Económicos</b>	234	232	99.15	0.85	27.59
<b>Alumnos Recibiendo Servicios de Educación Migrante</b>	0	0	0	0	0
<b>Alumnos con Discapacidades</b>	47	46	97.87	2.13	6.52

## Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

<b>CAASPP Grupo Estudiantil</b>	<b>CAASPP Inscripción Total</b>	<b>CAASPP Cantidad Realizando Prueba</b>	<b>CAASPP Porcentaje Realizando Prueba</b>	<b>CAASPP Porcentaje No Realizando Prueba</b>	<b>CAASPP Porcentaje Cumpliendo o Superando</b>
<b>Todos los Alumnos</b>	243	242	99.59	0.41	21.90

<b>Femeninas</b>	110	110	100.00	0.00	17.27
<b>Masculinos</b>	133	132	99.25	0.75	25.76
<b>Nativos Americanos o Nativos de Alaska</b>	0	0	0	0	0
<b>Asiáticos</b>	--	--	--	--	--
<b>Afroamericanos</b>	--	--	--	--	--
<b>Filipinos</b>	--	--	--	--	--
<b>Hispanos o Latinos</b>	222	221	99.55	0.45	22.17
<b>Nativos de Hawái o Isleños del Pacífico</b>	--	--	--	--	--
<b>Dos o Más Orígenes Étnicos</b>	--	--	--	--	--
<b>Blancos</b>	--	--	--	--	--
<b>Estudiantes del Inglés</b>	96	96	100.00	0.00	14.58
<b>Jóvenes de Crianza Temporal</b>	--	--	--	--	--
<b>Indigentes</b>	18	18	100.00	0.00	0.00
<b>Militares</b>	0	0	0	0	0
<b>De Escasos Recursos Económicos</b>	234	233	99.57	0.43	22.32
<b>Alumnos Recibiendo Servicios de Educación Migrante</b>	0	0	0	0	0
<b>Alumnos con Discapacidades</b>	47	46	97.87	2.13	6.52

## Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Ciencia (5° y 8° grado y escuela preparatoria)	23.53	9.09	17.61	17.78	30.29	30.73

## Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
<b>Todos los Alumnos</b>	77	77	100.00	0.00	9.09
<b>Femeninas</b>	37	37	100.00	0.00	10.81
<b>Masculinos</b>	40	40	100.00	0.00	7.50
<b>Nativos Americanos o Nativos de Alaska</b>	0	0	0	0	0
<b>Asiáticos</b>	0	0	0	0	0
<b>Afroamericano</b>	0	0	0	0	0
<b>Filipinos</b>	0	0	0	0	0
<b>Hispanos o Latinos</b>	73	73	100.00	0.00	8.22
<b>Nativos de Hawái o Isleños del Pacífico</b>	--	--	--	--	--
<b>Dos o Más Orígenes Étnicos</b>	--	--	--	--	--
<b>Blancos</b>	--	--	--	--	--
<b>Estudiantes del Inglés</b>	38	38	100.00	0.00	2.63
<b>Jóvenes de Crianza Temporal</b>	--	--	--	--	--
<b>Indigentes</b>	--	--	--	--	--
<b>Militares</b>	0	0	0	0	0
<b>De Escasos Recursos Económicos</b>	75	75	100.00	0.00	9.33
<b>Alumnos Recibiendo Servicios de Educación Migrante</b>	0	0	0	0	0
<b>Alumnos con Discapacidades</b>	13	13	100.00	0.00	0.00



## B. Resultados Estudiantiles

### Prioridad Estatal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

#### Resultados de la Prueba de Condición Física de California para 2023-24

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) requiere solo resultados de participación para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger la privacidad estudiantil

Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torso y Flexibilidad	Componente 4: Fuerza del Torso y Resistencia	Componente 5: Flexibilidad
5° Grado	100%	100%	100%	100%	100%

## C. Participación

### Prioridad Estatal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

#### Oportunidades para Participación Parental del 2024-25

Se motiva a los padres de Mokler para que sean parte de la educación de sus hijos a través del voluntariado, asistiendo a eventos para familias y padres, y participando en comités escolares. Los padres y las familias también pueden reunirse con los miembros del personal para mejorar las experiencias de aprendizaje de sus hijos. Cada año, la escuela encuesta a los padres sobre la eficacia de los programas escolares y utiliza sus respuestas para mejorarlos. La reunión anual de padres del Título I, así como los talleres para padres, brindan información y detalles sobre nuestros programas escolares.

Los padres pueden participar activamente en la escuela si asisten a las asambleas del Consejo de Sitio Escolar (SSC, por sus siglas en inglés) o del Comité Asesor para el Idioma Inglés (ELAC, por sus siglas en inglés). El SSC y el ELAC son grupos asesores de padres que ayudan al director y al personal a elaborar, supervisar y analizar el "Single Plan for Student Achievement" (Plan Único para el Logro Estudiantil). Además, la escuela ofrece talleres de educación para padres enfocados en el aprendizaje socioemocional y los estudios académicos que se llevan a cabo a lo largo del año. Se invita a los padres y miembros de la familia a compartir sus conocimientos y experiencias, facilitando reuniones y talleres para padres de forma conjunta para apoyar a otros padres.

## Ausentismo Crónico por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
Todos los Alumnos	549	537	157	29.2
Femeninas	276	266	72	27.1
Masculinos	272	270	84	31.1
Nativos Americanos o Nativos de Alaska	--	--	--	--
Asiáticos	--	--	--	--
Afroamericanos	--	--	--	--
Filipinos	18	17	5	29.4
Hispanos o Latinos	--	--	--	--
Nativos de Hawái o Isleños del Pacífico	495	484	138	28.5
Dos o Más Orígenes Étnicos	16	16	6	37.5
Blancos	--	--	--	--
Estudiantes del Inglés	--	--	--	--
Jóvenes de Crianza Temporal	191	188	45	23.9
Indigentes	--	--	--	--
De Escasos Recursos Económicos	34	34	13	38.2
Alumnos Recibiendo Servicios de Educación Migrante	521	513	149	29.0
Alumnos con Discapacidades	--	--	--	--

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

### C. Participación

#### Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

## Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

Tem a	Escuela 2021-22	Escuela 2022-23	Escuela 2023-24	Distrito 2021-22	Distrito 2022-23	Distrito 2023-24	Estado 2021-22	Estado 2022-23	Estado 2023-24
Susp ensi ones	0.69	0.84	0.73	1.86	3.39	2.92	3.17	3.6	3.28
Expu lsion es	0	0	0	0.04	0.04	0	0.07	0.08	0.07

## Suspensiones y Expulsiones por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	0.73	0.00
Femeninas	0.00	0.00
Masculinos	1.47	0.00
No Binarios	0.00	0.00
Nativos Americanos o Nativos de Alaska	0.00	0.00
Asiáticos	0.00	0.00
Afroamericanos	0.00	0.00
Filipinos	0.00	0.00
Hispanos o Latinos	0.61	0.00
Nativos de Hawái o Isleños del Pacífico	0.00	0.00
Dos o Más Orígenes Étnicos	0.00	0.00
Blancos	0.00	0.00
Estudiantes del Inglés	0.52	0.00
Jóvenes de Crianza Temporal	0.00	0.00
Indigentes	0.00	0.00
De Escasos Recursos Económicos	0.58	0.00
Alumnos Recibiendo Servicios de Educación Migrante	0.00	0.00
Alumnos con Discapacidades	1.83	0.00

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

## Plan de Seguridad Escolar para 2024-25

El School Safety Plan (Plan de Seguridad Escolar) garantiza que los alumnos aprendan en un entorno donde se sientan seguros y cómodos. Se realizan simulacros mensuales (terremoto/incendio/cierre) para que los alumnos estén preparados en caso de una emergencia. Los procedimientos de ingreso y egreso están incluidos en el School Safety Plan (Plan de Seguridad Escolar) y se analizan con todos los miembros del personal de Mokler para garantizar la seguridad del sitio. Los edificios escolares en buenas condiciones brindan a los alumnos la sensación de estar en un lugar donde se preocupan por ellos y

## Plan de Seguridad Escolar para 2024-25

donde se los motiva activamente para que aprendan. Las áreas adicionales de enfoque en el Plan de Seguridad incluyen el estado actual de los delitos escolares cometidos en el plantel, los procedimientos de abuso infantil, las disposiciones del código de vestimenta obligatorio del distrito y las políticas de conformidad con la Sección 48915 que abordan las conductas de los alumnos que podrían derivar en una suspensión escolar, expulsión o expulsión obligatoria.

El personal auxiliar escolar está disponible para ayudar a los alumnos que experimentan problemas emocionales o físicos que podrían impedir su aprendizaje todos los días. Nuestro equipo de asesoramiento lleva a cabo talleres en el salón de clase sobre diversos temas relacionados con el respeto propio y el respeto por los demás, así como diversos aspectos del aprendizaje socioemocional.

El Consejo de Sitio Escolar analiza el School Safety Plan (Plan de Seguridad Escolar) anualmente para su aprobación. También, es accesible para las reuniones de padres y previa solicitud.

### D. Otra Información del SARC Información Requerida en el SARC

La información en esta sección es requerida ser parte del SARC pero no es incluida en las prioridades estatales para LCFF.

### Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2020-21. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	20	4	1	
1° Grado	20	3	1	
2° Grado	17	4		
3° Grado	24		3	
4° Grado	22		4	
5° Grado	24		4	
Otro	13	2		

## Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	23		5	
1° Grado	26		3	
2° Grado	21	1	3	
3° Grado	22	1	2	
4° Grado	26		3	
5° Grado	24		4	
Otro	13	2		

## Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2023-24

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2023-24. La columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	18	3		
1° Grado	22	1	4	
2° Grado	21	2	2	
3° Grado	21	2	2	
4° Grado	23		3	
5° Grado	18	1	3	
Otro	14	2		

## Tasa de Alumnos por Orientador Académico para 2023-24

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	519

## Personal de Servicios de Apoyo Estudiantil para 2023-24

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	1
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	0.5
Trabajador/a Social	1
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	1.5
Especialista de Recursos (no docente)	
Otro	

## Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2022-23

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2022-23. Celdas con valores "N/A" no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
Sitio Escolar	10,683.86	737.08	9,946.78	97,130.78
Distrito	N/A	N/A	14,399.09	126,813.75
Porcentaje de Diferencia – Sitio Escolar y Distrito	N/A	N/A	-36.6	-26.5
Estado	N/A	N/A	\$10,771	\$97,756
Porcentaje de Diferencia – Sitio Escolar y Estado	N/A	N/A	-8.0	-0.6

## Tipo de Servicios Financiados para Año Fiscal 2023-24

El distrito recibe fondos adicionales para una serie de servicios y programas especiales. Entre los servicios especiales que se ofrecen, se encuentran los siguientes:

Título I - se trata de un programa federal diseñado para garantizar que todos los niños tengan una oportunidad justa, igualitaria y relevante de obtener una educación de alta calidad y alcanzar, como mínimo, nivel de competencia en las exigentes normas académicas estatales de rendimiento académico y en las evaluaciones académicas del estado.

Título II - se trata de un programa federal diseñado para garantizar la calidad profesional de los maestros y directores.

Título III - se trata de un programa federal diseñado para garantizar que los alumnos clasificados como Estudiantes de Inglés tengan el acceso a una educación de alta calidad.

Título IV - se trata de un programa federal diseñado para garantizar que los alumnos tengan acceso a una educación completa; y también diseñado para mejorar las condiciones escolares para el aprendizaje de los alumnos; y para mejorar el uso de la tecnologías como herramienta para mejorar el rendimiento académico y los conocimientos digitales de todos los alumnos.

Fórmula de Financiamiento y Control Local (LCFF, por sus siglas en inglés) - se trata de una fórmula de financiación estatal que está diseñada para ayudar a todos los alumnos a tener éxito y proporciona financiación adicional para los alumnos con más dificultades.

## Sueldos Docentes y Administrativos para 2022-23

Esta tabla exhibe los sueldos Docentes y Administrativos para 2022-23. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en <http://www.cde.ca.gov/ds/fd/cs/>.

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
<b>Sueldo de Maestro Principiante</b>	\$67,485	\$59,551
<b>Sueldo de Maestro en el Nivel Intermedio</b>	\$97,077	\$93,855
<b>Sueldo de Maestro en el Nivel Superior</b>	\$127,968	\$120,219
<b>Sueldo Promedio de Director (Primaria)</b>	\$168,593	\$151,525
<b>Sueldo Promedio de Director (Secundaria)</b>	\$172,610	\$158,215
<b>Sueldo Promedio de Director (Preparatoria)</b>	\$187,581	\$171,087
<b>Sueldo del Superintendente</b>	\$334,586	\$300,043
<b>Porcentaje del Presupuesto para Sueldo de Maestros</b>	30.21	31
<b>Porcentaje del Presupuesto para Sueldos Administrativos</b>	4.22	4.91

## Formación Profesional

El aprendizaje profesional continuo está integrado en la jornada escolar y se ofrece fuera del horario laboral. Se motiva a todo el personal para que asista a estas sesiones, ya que se relacionan con las obligaciones profesionales y el crecimiento continuo. La tabla a continuación refleja los días completos dedicados al aprendizaje profesional en todo el distrito para todo el personal clasificado y certificado.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2022-23	2023-24	2024-25
<b>Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento</b>	0	0	2

## Input Section 2: 2024-25 School Contact Information

School Name	Major Lynn Mokler School
Street	8571 East Flower Street
City, State, Zip	Paramount CA 90723-4378
Phone Number	(562) 602-8044
Principal	Mrs. Holly Hennessy
Email Address	hhennessy@paramount.k12.ca.us
School Website	<a href="https://mokler.pusdschools.net/">https://mokler.pusdschools.net/</a>
County-District-School (CDS) Code	19648736021463

## Input Section 4: 2024-25 School Overview

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

The focus of Major Lynn Mokler School for the 2024-2025 school year is to increase academic success of all students, with a focus on college and career readiness and high-quality teaching and learning. Literacy in English Language Arts (ELA), Mathematics as well as English Language Development (ELD) and Special Education are crucial for student achievement and are the emphasis of our academic program. The mission of the Mokler School community is to provide a quality education that is delivered in a challenging, positive and safe environment. Our school community promotes collaboration, cultural diversity, and high achievement. We spotlight the concept of building a community of lifelong learners. All students are provided equal access to curriculum and have equal opportunities to learn inside and outside the classroom. Teachers and support staff continue to participate in professional development to improve instructional practices and implement strategies to support students social and emotional well-being. Teachers collaborate to monitor student progress and assess individual student needs. Students are provided with differentiated instruction in the classroom and interventions in ELA, Mathematics and Social Emotional skills throughout the school year.

Our student population is multi-ethnic with students from many socio-economic and cultural backgrounds. The Hispanic population is the predominate culture at our school. There is a strong sense of community and parent involvement, as reflected through attendance at Back-to-School-Night, Parent Conferences in the fall, Open House, parent workshops, Coffees with the Principal, and non-curricular activities. All parents are encouraged to attend workshops and informational meetings with school personnel. Students participate in a variety of visual and performing arts lessons during the school day, and all students are provided the opportunity to participate in afterschool enrichment programs in a variety of areas.

At Mokler, each staff member is committed to improving student achievement. Teachers use the most current research-based instructional materials to provide inquiry-based lessons. Our teachers have bi-weekly grade level collaboration meetings, which allow for time to plan and review assessment data. Schoolwide, we are implementing the Common Core State Standards in English Language Arts and Math and have identified areas of improvement in curriculum and instruction across grade levels. For students in need of additional support, our MTSS Intervention programs provide support for both academic and behavior through a tiered approach.



## Input Section 5: 2024-25 Opportunities for Parental Involvement

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

Mokler parents are encouraged to be a part of their student's education through volunteering, attending family and parent events, and participating in school committees. Parents and families are also welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational programs. The annual Title I parent meeting, as well as Parent Workshops provide information and details about our school programs.

Parents may be actively involved in the school by attending the School Site Council Meetings (SSC) or the English Language Advisory Committee (ELAC) meetings. The SSC and ELAC are parent advisory groups that assist the principal and staff with putting together, monitoring and reviewing the Single Plan for Student Achievement. In addition, the school provides Parent Education workshops focused on social-emotional learning and academics that are held throughout the year. Parents and family members are invited to share their knowledge and expertise by co-facilitating parent meetings and workshops to support other parents.

## Input Section 6: 2024-25 School Safety Plan

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

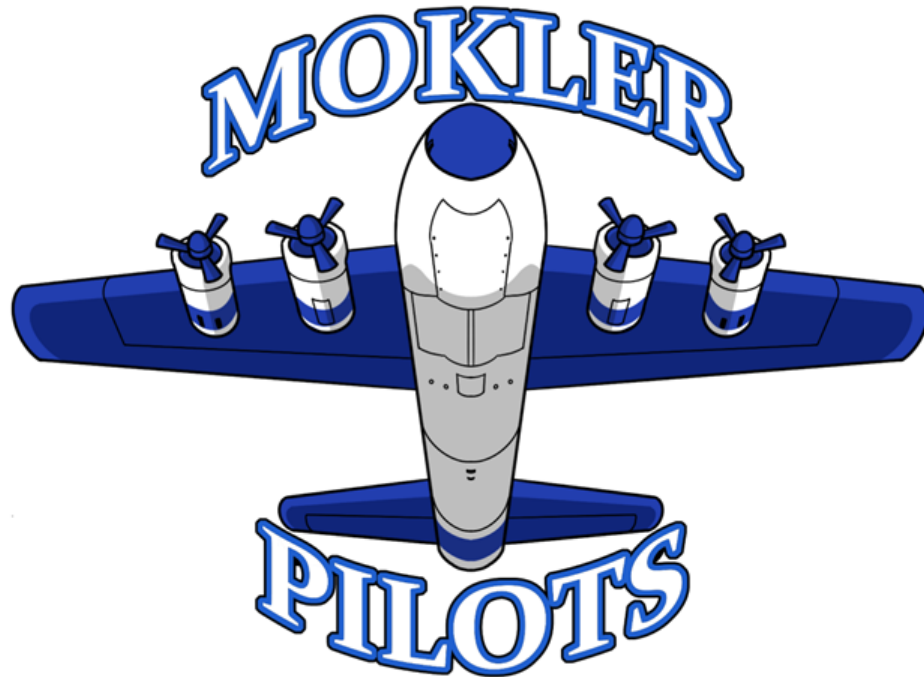
**Note:**

**This section should include information about the school's Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field).**

The School Safety Plan ensures that students learn in an environment where they are secure and comfortable. Monthly drills (earthquake/fire/lockdown) are held so students will be prepared in case of an emergency. Ingress and egress procedures are included in the school safety plan and reviewed with all members of the Mokler Staff to ensure the site's safety. School buildings, that are well maintained, give students a sense that they are in a place that cares about them and actively encourages them to learn. Additional areas of focus in the Safety Plan include the current status of school crime committed on campus, child abuse procedures, provisions of the district mandated dress code, and policies pursuant to Section 48915 addressing student behaviors that might lead to suspension, expulsion, or mandatory expulsion.

School support staff is available to assist students who experience emotional or physical problems that could impede their learning every day. Our counseling team conducts classroom workshops on various topics involving self-respect and the respect of others, as well as various aspects of social-emotional learning.

The School Safety Plan is reviewed yearly by the School Site Council for approval. It is also accessible for parent meetings and upon request.



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Major Lynn Mokler School	19648736021463		

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Major Lynn Mokler School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 3
- Plan Description ..... 5
- Educational Partner Involvement ..... 5
- Resource Inequities ..... 6
- Comprehensive Needs Assessment Components ..... 6
  - California School Dashboard (Dashboard) Indicators ..... 6
  - Other Needs ..... 6
- School and Student Performance Data ..... 7
  - Student Enrollment..... 7
  - CAASPP Results..... 9
  - ELPAC Results ..... 14
  - Student Population ..... 18
  - Overall Performance ..... 20
  - Academic Performance ..... 21
  - Academic Engagement ..... 27
  - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures..... 32
  - Goal 1 ..... 32
  - Goal 2..... 36
  - Goal 3..... 39
  - Goal 4..... 43
  - Goal 5..... 45
- Budget Summary ..... 49
  - Budget Summary ..... 49
  - Other Federal, State, and Local Funds ..... 49
- Budgeted Funds and Expenditures in this Plan ..... 50
  - Funds Budgeted to the School by Funding Source..... 50
  - Expenditures by Funding Source ..... 50
  - Expenditures by Budget Reference ..... 50
  - Expenditures by Budget Reference and Funding Source ..... 50
  - Expenditures by Goal..... 50
- School Site Council Membership ..... 51
- Recommendations and Assurances ..... 52
- Instructions..... 53
- Appendix A: Plan Requirements ..... 60

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....63  
Appendix C: Select State and Federal Programs .....66

# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Major Lynn Mokler School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

In order to address the needs of all students on campus, and to design challenging academic curriculum in the areas of reading, math and science that will promote moving students towards grade level proficiency and post-graduation eligibility for college and career paths; students in kindergarten through 5th grade were assessed using the I-Ready program, FRS and SIPPS. This program includes a Growth Monitoring feature that enables teachers to evaluate students monthly throughout the year. Using the results of these programs, along with 2023-2024 end of the year testing, ELPAC and CAASPP results for 3rd - 5th grade, grade level teachers will develop daily lessons that address the current needs of their students, help remediate in the areas of need and challenge the students who are at or above grade level. The intervention teachers will work with all grade levels to provide Tier 2 intervention for those students needing additional help and the Academic Coach will be part of collaborations and lesson planning for all grade levels. Differentiation for EL Learners and Special Education students will be added and implemented into all lesson plans. Checking for understanding and progress monitoring will be completed to provide teachers with up-to-date data continuously throughout the year and guide the development of new instruction. Attendance for all students will be analyzed and strategies to increase attendance for all students including those in special education will be developed and implemented throughout the upcoming school year.

## Educational Partner Involvement

How, when, and with whom did Major Lynn Mokler School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

During the 23-24 school year, and the beginning of the 24-25 school year, the School Site Council developed and formulated the SPSA for the 24-25 school year. This was done when the committee met on March 20, 2024, and May 22, 2024, to review the plan and look at revisions and needs for the upcoming year (24-25), and then once again on October 15, 2024, to finalize the additions and revisions in the 2024-2025 plan. In addition, during the Mokler Site Leadership Team meetings in March and April 2024 and the ELAC meetings in March and May 2024 the plan was discussed. This was in addition to the School Site Council meetings.

During the 24-25 school year:

#### School Site Council- October 15, 2024

The School Site Council 24-25 met to review the school plan, collect information that was gathered in both the 23-24 Site Leadership Meetings, and ELAC meetings, as well as 24-25 ILT Site Meeting and ELAC Meeting. They discussed additions, finalized revisions and looked at all areas they wanted to include in this year's SPSA. The information was gathered into a shared document and used as they worked to create the new school plan.

#### School Site Council Meeting-

The SSC Committee met to do a final review of the 2024-2025 SPSA draft created. They finalized their decisions and approved the final draft on November 13, 2024.

#### ELAC (October 10, 2024) and ILT Site Meeting (October 16, 2024)

To begin these meetings, the principal presented a PowerPoint that gave an overview of the programs and resources that are now available on-site. The PowerPoint also outlined the assessments given and when students were assessed. During these meetings parents broke out into small groups and worked with support staff to discuss both the current programs and what they felt was needed to enhance our school programs in the areas of ELA, Math, Parent Engagement, Culture and Special Needs. Those conversations were recorded in a PowerPoint and given to the School Site Council to help them move forward as they worked to develop the 2024-2025 school plan.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Mokler is not eligible for ATSI or CSI

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

At this time the California Dashboard is only reflecting the data from 22-23. I will update this area when the 23-24 data is available.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

At this time the California Dashboard is only reflecting the data from 22-23. I will update the area when the 23-24 data is available.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SIPPS and iReady scores data collected in August -September of 2024 show that only \_\_\_\_\_% of current students are reading at grade level and \_\_\_\_\_% of students are reading two-grade level below their current grade level. This leading to a need to bring in additional intervention and resources that help to improve student achievement and decrease the number of students reading below grade level. In addition, iReady scores in math show that students are also struggling to achieve in grade level mathematics, especially in the area of geometry, fractions and decimals. This data identifies the need for intervention in Mathematics and an increased focus on math, as a whole.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Major Lynn Mokler School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.18%	0.19%	0	1	1
African American	2.87%	3.13%	3.28%	15	17	17
Asian	1.15%	1.1%	0.58%	6	6	3
Filipino	0.19%	0.37%	0.58%	1	2	3
Hispanic/Latino	92.35%	90.42%	89.98%	483	491	467
Pacific Islander	1.53%	2.03%	3.08%	8	11	16
White	1.15%	1.29%	0.96%	6	7	5
Multiple	0.57%	1.29%	1.35%	3	7	7
<b>Total Enrollment</b>				<b>523</b>	<b>543</b>	<b>519</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	104	116	55
Grade 1	82	83	109
Grade 2	69	89	90
Grade 3	72	68	87
Grade 4	97	83	78
Grade 5	99	104	77
<b>Total Enrollment</b>	<b>523</b>	<b>543</b>	<b>519</b>

#### Conclusions based on this data:

1. Hispanic/Latino population remains the dominant ethnicity enrolled at the school.
2. Enrollment in Kindergarten this year (23-24) decreased from the previous two years.
3. Enrollment for the past three years has decreased significantly in grade 4.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	206	207	180	40.1%	39.4%	34.7%
Fluent English Proficient (FEP)	67	50	47	15.5%	12.8%	9.1%
Reclassified Fluent English Proficient (RFEP)	56	36	32	4.4%	10.7%	6.2%

### Conclusions based on this data:

1. Percentage Wise -Enrollment of English Learners has decreased each year for the last three years shown, moving from 40.1% in 20-21 to 34.7 in the 23-24 school year.
2. There has been a decrease in EL students being Fluent English Proficient (FEP) from 20-21 at 15.5% to 9.1%% in 23-24 school year.
3. There is no data at this time for Reclassified Fluent English Proficient (RFEP) for years 22-23 and 23-24, which does not allow us to thoroughly analyze how many students are being reclassified over the past three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	75	74	86	73	73	85	73	73	85	97.3	98.6	98.8
Grade 4	98	80	80	97	79	79	97	79	79	99.0	98.8	98.8
Grade 5	102	103	77	101	101	77	101	101	77	99.0	98.1	100
Grade 11												
All Grades	275	257	243	271	253	241	271	253	241	98.5	98.4	99.2

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2361.	2368.	2368.	9.59	6.85	7.06	13.70	16.44	22.35	27.40	21.92	22.35	49.32	54.79	48.24
Grade 4	2410.	2387.	2406.	9.28	6.33	13.92	14.43	12.66	17.72	24.74	18.99	20.25	51.55	62.03	48.10
Grade 5	2468.	2454.	2436.	12.87	12.87	10.39	25.74	16.83	11.69	17.82	25.74	29.87	43.56	44.55	48.05
Grade 11															
All Grades	N/A	N/A	N/A	10.70	9.09	10.37	18.45	15.42	17.43	22.88	22.53	24.07	47.97	52.96	48.13

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

<b>Grade 3</b>	5.48	5.48	4.71	56.16	58.90	62.35	38.36	35.62	32.94
<b>Grade 4</b>	12.37	6.33	10.13	55.67	50.63	58.23	31.96	43.04	31.65
<b>Grade 5</b>	9.90	6.93	6.49	67.33	63.37	54.55	22.77	29.70	38.96
<b>Grade 11</b>									
<b>All Grades</b>	9.59	6.32	7.05	60.15	58.10	58.51	30.26	35.57	34.44

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	6.85	5.48	3.53	42.47	52.05	48.24	50.68	42.47	48.24
<b>Grade 4</b>	5.15	1.27	2.53	49.48	43.04	51.90	45.36	55.70	45.57
<b>Grade 5</b>	11.88	12.87	6.49	53.47	51.49	57.14	34.65	35.64	36.36
<b>Grade 11</b>									
<b>All Grades</b>	8.12	7.11	4.15	49.08	49.01	52.28	42.80	43.87	43.57

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	5.48	12.33	5.88	75.34	76.71	71.76	19.18	10.96	22.35
<b>Grade 4</b>	5.15	2.53	6.33	76.29	72.15	60.76	18.56	25.32	32.91
<b>Grade 5</b>	10.89	9.90	6.49	73.27	65.35	74.03	15.84	24.75	19.48
<b>Grade 11</b>									
<b>All Grades</b>	7.38	8.30	6.22	74.91	70.75	68.88	17.71	20.95	24.90

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.22	4.11	4.71	64.38	64.38	64.71	27.40	31.51	30.59
Grade 4	7.22	11.39	10.13	61.86	51.90	59.49	30.93	36.71	30.38
Grade 5	8.91	10.89	7.79	61.39	56.44	58.44	29.70	32.67	33.77
Grade 11									
All Grades	8.12	9.09	7.47	62.36	57.31	61.00	29.52	33.60	31.54

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Looking at overall reading scores, in grades 3 and 5, they show scores for students achieving above grade level are decreasing yearly, however 4th grade is starting to increase again, going from 6.13% back up to 10.33 %.
2. In the area of research and inquiry, all grades 3-5 increased their proficiency for scoring at or near grade level for 23-24 school year.
3. Looking at the overall achievement of all students in grades 3rd through 5th, scores in the 23-24 school year, show that student's scores have increased overall in all grade levels from the 22-23 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	75	74	86	75	73	85	75	73	85	100.0	98.6	98.8
Grade 4	98	80	80	97	79	80	97	79	80	99.0	98.8	100
Grade 5	102	103	77	100	100	77	100	100	77	98.0	97.1	100
All Grades	275	257	243	272	252	242	272	252	242	98.9	98.1	99.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2377.	2375.	2389.	5.33	2.74	11.76	22.67	17.81	17.65	26.67	30.14	25.88	45.33	49.32	44.71
Grade 4	2410.	2397.	2417.	6.19	0.00	6.25	15.46	15.19	16.25	29.90	30.38	32.50	48.45	54.43	45.00
Grade 5	2430.	2438.	2427.	5.00	7.00	5.19	13.00	10.00	7.79	19.00	24.00	27.27	63.00	59.00	59.74
All Grades	N/A	N/A	N/A	5.51	3.57	7.85	16.54	13.89	14.05	25.00	27.78	28.51	52.94	54.76	49.59

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	8.00	5.48	10.59	44.00	47.95	49.41	48.00	46.58	40.00
<b>Grade 4</b>	11.34	6.33	13.75	36.08	31.65	37.50	52.58	62.03	48.75
<b>Grade 5</b>	4.00	8.00	3.90	37.00	44.00	38.96	59.00	48.00	57.14
<b>All Grades</b>	7.72	6.75	9.50	38.60	41.27	42.15	53.68	51.98	48.35

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	8.00	8.22	11.76	40.00	39.73	50.59	52.00	52.05	37.65
<b>Grade 4</b>	3.09	1.27	6.25	46.39	48.10	52.50	50.52	50.63	41.25
<b>Grade 5</b>	6.00	6.00	2.60	47.00	41.00	42.86	47.00	53.00	54.55
<b>All Grades</b>	5.51	5.16	7.02	44.85	42.86	48.76	49.63	51.98	44.21

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	5.33	8.22	14.12	64.00	63.01	51.76	30.67	28.77	34.12
<b>Grade 4</b>	8.25	1.27	3.75	52.58	54.43	60.00	39.18	44.30	36.25
<b>Grade 5</b>	7.00	5.00	2.60	44.00	56.00	54.55	49.00	39.00	42.86
<b>All Grades</b>	6.99	4.76	7.02	52.57	57.54	55.37	40.44	37.70	37.60

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Looking at the overall achievement of all students in grades 3rd through 5th, less than 20% of student scores, although still low, are increasing overall from the 22-23 school year.
2. It is nice to see that participation has gotten to 100% in both 4th and 5th grade, and 3rd grade is almost there at 98.8%
3. In Problem Solving & Modeling/Data Analysis scores have increased in all grades, most significantly in 3rd grade where scores have increased over 10%.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1415.7	1373.7	1401.6	1424.8	1379.0	1413.3	1394.3	1361.1	1374.0	35	36	19
<b>1</b>	1455.8	1433.2	1405.8	1472.4	1437.0	1418.0	1438.7	1429.0	1392.9	37	29	33
<b>2</b>	1469.9	1469.5	1469.0	1474.6	1468.4	1466.6	1464.7	1470.1	1470.9	28	36	31
<b>3</b>	1467.7	1471.7	1478.1	1466.9	1467.9	1476.5	1468.0	1474.9	1479.2	39	26	32
<b>4</b>	1502.7	1482.3	1494.3	1497.5	1480.2	1492.7	1507.4	1483.8	1495.5	35	38	26
<b>5</b>	1510.4	1507.6	1516.5	1501.0	1495.8	1518.5	1519.3	1519.0	1514.0	29	33	38
<b>All Grades</b>										203	198	179

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	5.71	2.78	5.26	34.29	25.00	21.05	45.71	33.33	52.63	14.29	38.89	21.05	35	36	19
<b>1</b>	5.41	0.00	9.09	40.54	27.59	15.15	45.95	48.28	42.42	8.11	24.14	33.33	37	29	33
<b>2</b>	7.14	2.78	6.45	42.86	55.56	51.61	39.29	30.56	25.81	10.71	11.11	16.13	28	36	31
<b>3</b>	5.13	11.54	6.25	10.26	26.92	37.50	56.41	30.77	34.38	28.21	30.77	21.88	39	26	32
<b>4</b>	8.57	2.63	7.69	45.71	31.58	42.31	28.57	42.11	26.92	17.14	23.68	23.08	35	38	26
<b>5</b>	6.90	15.15	13.16	31.03	33.33	47.37	55.17	36.36	28.95	6.90	15.15	10.53	29	33	38
<b>All Grades</b>	6.40	5.56	8.38	33.50	33.84	36.87	45.32	36.87	34.08	14.78	23.74	20.67	203	198	179

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	11.43	5.56	0.00	28.57	22.22	31.58	48.57	27.78	42.11	11.43	44.44	26.32	35	36	19
<b>1</b>	29.73	6.90	18.18	37.84	34.48	24.24	27.03	37.93	30.30	5.41	20.69	27.27	37	29	33
<b>2</b>	25.00	8.33	22.58	46.43	55.56	35.48	17.86	27.78	29.03	10.71	8.33	12.90	28	36	31
<b>3</b>	5.13	23.08	28.13	46.15	26.92	31.25	35.90	30.77	25.00	12.82	19.23	15.63	39	26	32
<b>4</b>	20.00	26.32	26.92	51.43	39.47	42.31	17.14	15.79	11.54	11.43	18.42	19.23	35	38	26
<b>5</b>	17.24	21.21	31.58	65.52	48.48	50.00	6.90	12.12	13.16	10.34	18.18	5.26	29	33	38
<b>All Grades</b>	17.73	15.15	22.91	45.32	38.38	36.31	26.60	24.75	24.02	10.34	21.72	16.76	203	198	179

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	2.86	2.78	5.26	31.43	16.67	10.53	45.71	41.67	52.63	20.00	38.89	31.58	35	36	19
<b>1</b>	5.41	3.45	6.06	27.03	27.59	9.09	40.54	37.93	36.36	27.03	31.03	48.48	37	29	33
<b>2</b>	3.57	0.00	9.68	28.57	44.44	41.94	39.29	38.89	29.03	28.57	16.67	19.35	28	36	31
<b>3</b>	2.56	3.85	6.25	7.69	15.38	18.75	48.72	42.31	34.38	41.03	38.46	40.63	39	26	32
<b>4</b>	5.71	2.63	3.85	25.71	15.79	30.77	40.00	34.21	23.08	28.57	47.37	42.31	35	38	26
<b>5</b>	3.45	12.12	2.63	17.24	18.18	21.05	55.17	45.45	47.37	24.14	24.24	28.95	29	33	38
<b>All Grades</b>	3.94	4.04	5.59	22.66	23.23	22.35	44.83	39.90	36.87	28.57	32.83	35.20	203	198	179

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	17.14	13.89	5.26	62.86	52.78	73.68	20.00	33.33	21.05	35	36	19
<b>1</b>	35.14	37.93	9.09	64.86	51.72	66.67	0.00	10.34	24.24	37	29	33
<b>2</b>	28.57	30.56	22.58	64.29	61.11	67.74	7.14	8.33	9.68	28	36	31
<b>3</b>	33.33	7.69	25.00	53.85	73.08	62.50	12.82	19.23	12.50	39	26	32
<b>4</b>	51.43	26.32	30.77	40.00	57.89	57.69	8.57	15.79	11.54	35	38	26
<b>5</b>	17.24	18.18	13.16	75.86	72.73	76.32	6.90	9.09	10.53	29	33	38
<b>All Grades</b>	31.03	22.73	17.88	59.61	61.11	67.60	9.36	16.16	14.53	203	198	179

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	5.71	5.56	15.79	71.43	41.67	47.37	22.86	52.78	36.84	35	36	19
<b>1</b>	16.22	6.90	15.63	72.97	51.72	59.38	10.81	41.38	25.00	37	29	32
<b>2</b>	25.00	11.11	19.35	64.29	77.78	64.52	10.71	11.11	16.13	28	36	31
<b>3</b>	7.69	26.92	15.63	66.67	42.31	62.50	25.64	30.77	21.88	39	26	32
<b>4</b>	20.00	28.95	32.00	62.86	47.37	48.00	17.14	23.68	20.00	35	38	25
<b>5</b>	37.93	48.48	60.53	48.28	30.30	31.58	13.79	21.21	7.89	29	33	38
<b>All Grades</b>	17.73	21.21	28.25	65.02	48.99	51.98	17.24	29.80	19.77	203	198	177

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	2.86	5.56	0.00	82.86	58.33	68.42	14.29	36.11	31.58	35	36	19
<b>1</b>	16.22	13.79	12.12	45.95	48.28	39.39	37.84	37.93	48.48	37	29	33
<b>2</b>	7.14	16.67	3.23	67.86	66.67	74.19	25.00	16.67	22.58	28	36	31
<b>3</b>	0.00	3.85	6.25	25.64	46.15	40.63	74.36	50.00	53.13	39	26	32
<b>4</b>	2.86	0.00	4.17	62.86	39.47	50.00	34.29	60.53	45.83	35	38	24
<b>5</b>	3.45	9.09	2.63	55.17	57.58	60.53	41.38	33.33	36.84	29	33	38
<b>All Grades</b>	5.42	8.08	5.08	55.67	53.03	54.80	38.92	38.89	40.11	203	198	177

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	25.71	22.22	21.05	45.71	38.89	42.11	28.57	38.89	36.84	35	36	19
<b>1</b>	8.11	0.00	6.06	75.68	82.76	48.48	16.22	17.24	45.45	37	29	33
<b>2</b>	7.14	11.11	22.58	64.29	72.22	61.29	28.57	16.67	16.13	28	36	31
<b>3</b>	5.13	3.85	0.00	71.79	73.08	81.25	23.08	23.08	18.75	39	26	32
<b>4</b>	17.14	15.79	7.69	60.00	50.00	69.23	22.86	34.21	23.08	35	38	26
<b>5</b>	20.69	15.15	10.53	72.41	63.64	84.21	6.90	21.21	5.26	29	33	38
<b>All Grades</b>	13.79	12.12	10.61	65.02	62.12	66.48	21.18	25.76	22.91	203	198	179

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Overall student scores have improved across all grades except for 1st grade, compared to the 2022-2023 school year.
2. The overall percentage of students at Level 4 remains low. However, all grades except 5th grade show an increase in students achieving this level in the 2023-24 school year compared to 2022-23.
3. The number of students who are scoring Level 1 in Overall Language is beginning to decrease for the first time in three years in 3rd, 4th and 5th grade.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
519	95.2%	34.7%	0.8%
Total Number of Students enrolled in Major Lynn Mokler School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	180	34.7%
Foster Youth	4	0.8%
Homeless	18	3.5%
Socioeconomically Disadvantaged	494	95.2%
Students with Disabilities	92	17.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3.3%
American Indian	1	0.2%
Asian	3	0.6%
Filipino	3	0.6%
Hispanic	467	90%
Two or More Races	7	1.3%
Pacific Islander	16	3.1%
White	5	1%

### Conclusions based on this data:

1. The majority of students enrolled at Mokler would be considered Socially Disadvantaged - 91.3% This has slightly decreased from last year.

2. The majority of students enrolled at Mokler identify as Hispanic - 90.4%
3. ELD and provisions for EL Learners are very important as 38.1% of students are identified as English Learners.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. The Suspension Rate at Mokler remains low. We are happy to maintain green in this area.
2. Students' academic performance is low in both ELA and Math.
3. English Learner Academic Progress is very low. There is a high need for growth in this area.

# School and Student Performance Data

## Academic Performance English Language Arts

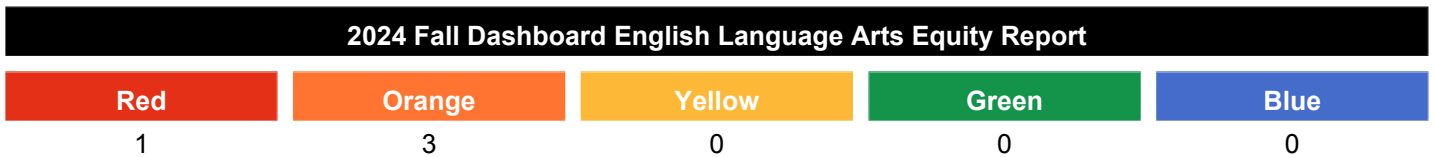
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>63.8 points below standard</p> <p>Maintained -1.4 points</p> <p>229 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>69.1 points below standard</p> <p>Maintained 2.4 points</p> <p>113 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>113.1 points below standard</p> <p>16 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>63.6 points below standard</p> <p>Maintained -0.7 points</p> <p>220 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>153.4 points below standard</p> <p>Declined 29.3 points</p> <p>46 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>61.3 points below standard</p> <p>Maintained 2.3 points</p> <p>208 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>

**Conclusions based on this data:**

1. In 2023, the majority of students at Mokler in grades 3 - 5 scored below grade level in state testing as evidenced by the dashboard rating of orange for "all students."
2. White, Pacific Islander, Asian, American Indian, Filipino and African American sub-categories do not have enough students enrolled at Mokler to record a percentage in academics.
3. In the 2023 school year, students with disabilities slightly increased their proficiency in English Language Arts, gaining 4.9% in their scores moving toward the grade level standard.

# School and Student Performance Data

## Academic Performance Mathematics

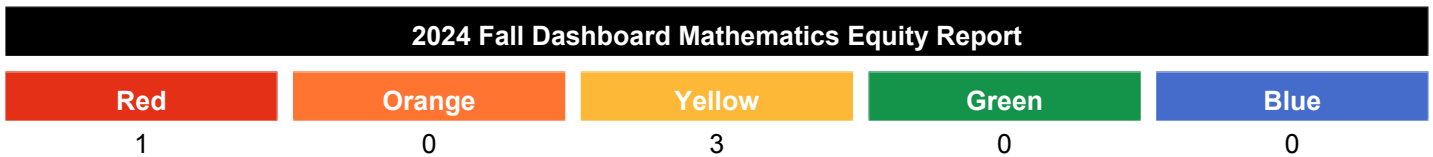
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>69 points below standard</p> <p>Increased 10.1 points</p> <p>231 Students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>71.2 points below standard</p> <p>Increased 8.9 points</p> <p>115 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>111.9 points below standard</p> <p>17 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>69.8 points below standard</p> <p>Increased 10.3 points</p> <p>222 Students</p>



<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>148.7 points below standard</p> <p>Declined 13.1 points</p> <p>46 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>69.6 points below standard</p> <p>Increased 9 points</p> <p>210 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>

**Conclusions based on this data:**

1. The only group of students recognized by ethnicity on the Dashboard for Mokler are students of Hispanic origin.
2. All students performed low academically in Math, as recognized by the orange rating for all students.
3. Students who reclassified in 2023 significantly increased their scores in mathematics, increasing by 17.2 points and only 20.4 points below standard.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 42.5% making progress. Number Students: 153 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 13.7%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 43.8%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 42.5%

### Conclusions based on this data:

- 33.5% of English Learners made progress towards English Language Proficiency and 52 students moved up at least one level during testing in 2023.
- 34 English Learners decreased one level and 69 maintained their ELPI Level.
- EL Overall academic performance remains very low, as shown by the arrow pointing to the red on the dashboard.

# School and Student Performance Data

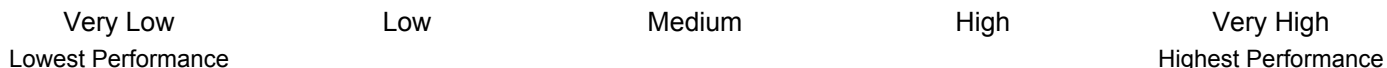
## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. N/A for Mokler
2. N/A for Mokler
3. N/A for Mokler

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Yellow 29.2% Chronically Absent Declined 15.8 537 Students	<b>English Learners</b>  Yellow 23.9% Chronically Absent Declined 17.3 188 Students	<b>Long-Term English Learners</b>  No Performance Color 0 Students
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Homeless</b>  No Performance Color 38.2% Chronically Absent Declined 27.3 34 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 29% Chronically Absent Declined 16.4 513 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>33.7% Chronically Absent</p> <p>Declined 22.7</p> <p>104 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>29.4% Chronically Absent</p> <p>Declined 13.4</p> <p>17 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>28.5% Chronically Absent</p> <p>Declined 15.4</p> <p>484 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>37.5% Chronically Absent</p> <p>Declined 39.4</p> <p>16 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>

**Conclusions based on this data:**

1. Chronic Absenteeism declined significantly in 2023 going from 51% 2022 to 42.9% in 2023 for all students.
2. All subgroups recognized for absenteeism declined in 2023.
3. Only Hispanic students are recognized for race/ethnicity in chronic absenteeism on the California Dashboard.

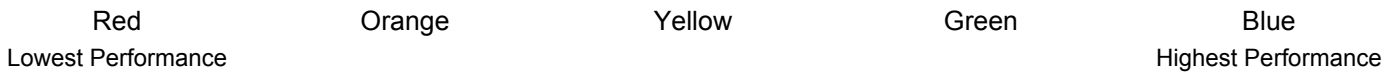
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. N/A for Mokler
2. N/A for Mokler
3. N/A for Mokler

# School and Student Performance Data

## Conditions & Climate Suspension Rate

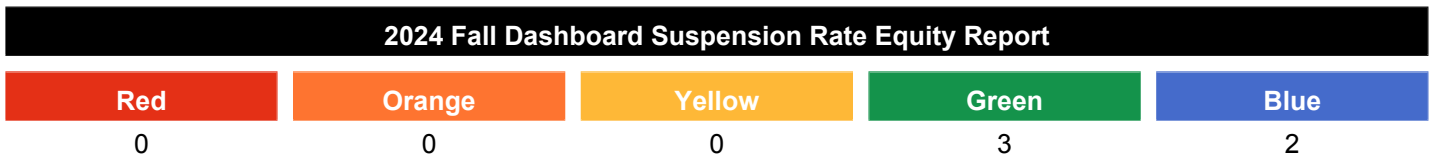
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>0.7% suspended at least one day</p> <p>Maintained -0.1%</p> <p>549 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 0.4%</p> <p>191 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>34 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>0.6% suspended at least one day</p> <p>Declined 0.3%</p> <p>521 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>1.8% suspended at least one day</p> <p>Declined 1.5%</p> <p>109 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4%</p> <p>18 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>0.6% suspended at least one day</p> <p>Maintained 0%</p> <p>495 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>

**Conclusions based on this data:**

1. Student with Disabilities represent a slightly higher percentage of students who have been suspended.
2. Suspensions for African American Students and English Learners has decreased from 2022.
3. Overall suspensions at Mokler remain very low and average less than >1% of the student enrollment



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To become fluent readers, students must first master foundational skills. I-Ready scores reveal that over 70% of students are performing below grade level, with significant deficits in phonemic awareness, comprehension, and reading. Additionally, SBA data for ELA in grades 3-5 indicates that, while scores have improved in grades 3 and 4, they decline by grade 5. To reach grade-level proficiency in District Benchmarks, I-Ready assessments, and state testing, students need targeted academic support in foundational skills, comprehension, and reading. In addition, Math scores remain low. Our school needs to re-evaluate our math instruction in light of the low proficiency levels observed in the I-Ready testing from August 2024 and the SBAC Math testing for the 2023-2024 school year. We should focus on strengthening our use of instructional math routines, enhancing the consistency and implementation of inquiry-based lessons, and building foundational math fluency to boost overall academic performance. Both of these areas should also focus in on differentiating the information and creating lessons that take into account our EL Learners and students with Special needs.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 28% School Year 2023-2024	Students will increase their knowledge and understanding of CAASPP ELA and increase scores by 3%.
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 22% School Year 2023-2024	Students will increase their knowledge and understanding of CAASPP Math and increase scores by 3%.
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 9% School Year 2023-2024	Students will increase their knowledge and understanding of CAASPP Science and increase their scores by 3%.
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	33.5% making progress Red Status CA School Dashboard Fall 2023	Students will continue to increase their understanding of ELPI and increase their scores on the ELPAC by 4%
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 37% Diagnostic 3 School Year 2023-2024	Students will continue to work to meet typical growth in reading and increase their scores by 3%
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 43% Diagnostic 3 School Year 2023-2024	Students will continue to work to meet typical growth in math and increase their scores by 3%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
1.1	Academic coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collab teams.	District Funded
1.4	Language Assessment Assistant (LAA's) perform a variety of duties involved in the receipt, compilation, preparation, verification, distribution, collection and processing of testing materials for State-mandated language assessment tests; administer, score and monitor students during language assessment tests.	ELD Students	ELPAC Assessment <ul style="list-style-type: none"> <li>• SIPPS</li> <li>• DELD instructional time</li> <li>• IELD instruction</li> </ul>	District Funded
1.5	Students will have opportunities to deepen their knowledge and gain hands-on experience in ELA, Math, Science, and Social Studies through assemblies, guest speakers, and workshops.	All Students	Agendas, Flyers and Workshop Content  Student work samples before and after  Administrative Observation	District Funded
1.6	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded
1.7	On-line programs and technology that enhance the curriculum.	All Students	Pre and Post-test assignments, classroom activities associated with the technology	2500 Title I Part A: Allocation
1.8	Professional Development and workshops for teachers and support staff that enhance their knowledge and skills in the varied areas of	All Students	Lesson Plans, classroom observations and	10,000 Title I Part A: Allocation

	curriculum (ELA, Math, Science, Social Studies)		student engagement during instruction.	
<b>1.9</b>	Elementary PE Teachers provide physical education to students based on their grade level standards	All Students	Class activities and student participation per the school/grade level schedule for PE	District Funded
<b>1.10</b>	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade level schedule for music	District Funded
<b>1.11</b>	PLTW Teachers supporting STEM education with elementary students	All Students	STEM and Science activities both inside and outside the classroom.	District Funded
<b>1.12</b>	Supplemental materials and resources that enhance and compliment the district aligned curriculum.	All Students	Student Work Samples  Student Testing and Results	20,000 Title I Part A: Allocation
<b>1.13</b>	Field trips and off-campus, hands-on experiences enrich and reinforce the curriculum across a wide range of subjects.	All Students	Field Trip Flyers and experience  Student Work Samples and Projects  Staff Feedback	10,000 Title I Part A: Allocation
<b>1.22</b>	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
<b>1.23</b>	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated)  Use of technology by students during classroom lessons  Annual data reports used by school administration and teachers	District Funded
<b>1.24</b>	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits	District Funded

			Teacher and student use of technology during daily instruction	District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students	District Funded
			Classroom use	
			Tracking of student replacement	District Funded

# Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The activities and strategies described in the SPSA 23-24 were implemented as described in the plan and helped to increase scores in State Testing for 3rd and 4th grade and ELPAC scores for all grade level except 1st grade.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference between the described strategies and implemented strategies during the 23-24 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year the only major difference will be a more specific and prominent focus on data analysis on a continuous basis for ELA and math.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To address the learning loss experienced by students during the recent COVID-19 pandemic, this goal is essential, as it focuses on enhancing educators' skills, knowledge, and practices—ultimately benefiting student outcomes. Comprehensive professional development equips teachers with the latest research, teaching strategies, and tools to adapt to students' evolving needs. When educators engage in continuous learning and growth, they contribute to a more effective and adaptive school environment. Furthermore, by fostering a culture of ongoing professional development, the school promotes meaningful, sustained improvements in teaching quality, student engagement, and academic achievement. This goal underscores the belief that supporting teachers is critical to achieving systemic, school-wide progress.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ILT	Develop measurement tool and use results for set outcomes- this year we will process and evaluate our baseline data.	The ILT at Mokler will work as a cohesive team to support the school in elevating academic achievement, leading to improved test scores in district-aligned assessments and state testing during the 2024-2025 school year.
ILT Coaching Activities	Develop measurement tool and use results for set outcomes- this year we will process and evaluate our baseline data.	The ILT will collaborate with the district to understand and present information from the district level. They will then bring this information back to the school site to effectively train the certificated staff.
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes- this year we will process and evaluate our baseline data.	The district will collaborate with the school site to create opportunities that enhance learning and foster a unified approach, driving effective, lasting change.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures

<p><b>2.1</b></p>	<p>AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.</p>	<p>All Students</p>	<p>Identify Participants by January 1, 2025</p> <p>Current School Site AVID Plans</p> <p>Pre-Conference meeting by the end of May 2025</p> <p>AVID 2025-2026 Site Plan development at the conference</p>	<p>District Funded</p>
<p><b>2.6</b></p>	<p>Use the Instructional Leadership Team (ILT) and develop strategies to enhance "academic conversations" and their impact on learning. This includes identifying supplementary resources, programs, learning walks, and collaboration opportunities for teachers. The goal is to improve teaching practices, foster collaboration, and ultimately promote greater academic success for students.</p>	<p>All Students</p>	<p>ILT and Administrative Observation</p> <p>Student Work Samples</p> <p>Student Test Results</p>	<p>24987 Title I Part A: Allocation</p>
<p><b>2.7</b></p>	<p>The Instructional Leadership Team (ILT), consisting of grade-level leads, will collaborate with their respective grade-level teams to provide coaching and support around new instructional strategies and district initiatives. The focus will be on enhancing student achievement in both ELA and Math, while also ensuring that the curriculum is accessible to all students, including those in Special Education and English Language Learners (ELL) programs. This may include allocating additional time for professional development sessions, offering individual and small group coaching to target specific needs, providing curriculum resources that align with district goals and instructional priorities or arranging for substitute teachers so staff can visit classrooms and observe best practices in action.</p>	<p>All Students</p>	<p>LT and Administrative Observation</p> <p>Student Work Samples</p> <p>Student Test Results</p>	<p>15,000 Title I Part A: Allocation</p>
<p><b>2.8</b></p>	<p>Teaching staff may attend educational workshops, conferences, and seminars that contribute to their professional growth. These opportunities will enhance subject area knowledge specific to their grade level, as well as explore new, innovative teaching techniques and strategies. Participation in such events is intended to foster continuous learning, promote best practices, and support the</p>	<p>All Students</p>	<p>Teacher Lesson Plans and Instruction</p> <p>Administrative and Staff Observations</p> <p>Student Work</p> <p>Student Test Results</p>	<p>5,000 Title I Part A: Allocation</p>

development of effective, engaging teaching methods that benefit both educators and students.			
---	--	--	--

# Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The articulated goal is new, and we will build our baseline data this year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A at this time

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A at this time



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As part of the comprehensive needs assessment, all staff collaborated to develop strategies for addressing students' social-emotional needs through district-adopted programs, Safe & Civil frameworks, and available personnel. It was identified that a stronger focus on improving social interactions, student-to-student relationships, understanding social norms and a renewed College and Career focus, is a critical need. Additionally, parents expressed a desire for more school-wide activities and family engagement opportunities to support their students' growth and well-being and daily attendance

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator (CA School Dashboard)	0.8% Green status CA School Dashboard Fall 2023	Maintain the current "green" status of CA school dashboard for the 24-25 school year
Cumulative attendance (PUSD Dashboard)	92.0% EOY 2023-2024	Improvement of the EOY attendance by 3% for the 24-25 school year.
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	45% Yellow status CA School Dashboard Fall 2023	Improvement of the Chronic Absenteeism in grades TK-5th grade by 3% for 24-25 school year.
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	5th: 64%	Improvement on the California Healthy kids survey for 5th grades in caring by 5% for the 24-25 school year
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	5th: 67%	Improvement on the California Healthy kids survey for 5th grades in feeling safe by 5% for the 24-25 school year
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	5th: 63%	Improvement on the California Healthy kids survey for 5th grades in connectedness by 5% for the 24-25 school year

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school,	All Students	Conduct regular observations of CSAs	District Funded



	<p>after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.</p>		<p>by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	
3.2	<p>BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel</p>	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	<p>District Funded</p> <p>District Funded</p>

	on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.			
<b>3.3</b>	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
<b>3.14</b>	Incentives and accolades for positive behavior and attendance that can include a variety of rewards such as awards, resources, supplemental materials, or tangible items that symbolize making good choices and demonstrating improvement. Additionally, these incentives may extend to extracurricular activities or assemblies with a social-emotional focus, where students who have shown growth and progress are recognized and celebrated.	All Students	Counselor and Social Worker Data  Administrative Observation  Lists showing students being celebrated for improvement and good behavior  Award and Incentive Assemblies and Activities	District Funded
<b>3.22</b>	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
<b>3.23</b>	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded

3.24	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.25	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 23-24 year the implementation of the strategies and activities showed an improvement in attendance from the previous school year and showed the referrals for student discipline continued to remain low.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the and budget allocated for this articulated goal than originally indicated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A more intense focus on chronic absenteeism will be implemented during the upcoming year, with the hope of decreasing chronic absenteeism in the 24-25 school year, even more than the previous year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Title One Parent Survey for 2023-2024 and feedback from parent meetings at the start of the 2024-2025 school year indicate that while parents appreciate the opportunities and training offered by the school, many are not attending. We need to explore ways to motivate and encourage our parents and families to take a more active role in their child's education and become more involved in school activities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	98% School Year 2023-2024	Maintain 98% approval rating and the feeling that all families are welcomed on campus in the 24-25 school year
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	72% School Year 2023-2024	Increase Parent Use of Parent Portal (Parent Square) by 7% for the 24-25 school year
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	99% average (4 or 5) as of June 12, 2024	Maintain the 99% approval rating that families feel school events are relevant and engaging for the 24-25 school year
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	95% School Year 2023-2024	Surveys in the 24-25 school year will show an increase of 2% for the question "this school actively seeks input from parents before making important decisions."
Families report attending events (Title I/LCAP Parent Survey)	174 parents - Open House 169 parents - Back to School Night 36 parents -Parent Education Classes	Increase the parent participation overall for the 24-25 school year by 7%.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans	District Funded

			Fall and Spring Site visit with site coordinator and administrator  AVID Site Coordinator Meetings	
4.5	Offer monthly parent education classes tailored to address key school-wide needs, including academic support, attendance improvement, technology use, mental health awareness, Special Education, and English Language Development. Promote these events widely through multiple channels, such as school newsletters, social media, text messages, website updates, and flyers sent home, to ensure maximum parent engagement and participation.	All Students	Rosters and Agendas from Parent Events  Observation of the Event Itself  Feedback from Parents after the Event	1,000 Title I Part A: Parent Involvement
4.6	Organize family nights and events that actively involve parents in their child's learning experience, fostering a stronger connection between home and school.	All Students	Event Flyers  Parent Participation Rate  Observation of the Event Itself  Feedback from Parents after the Event	1513 Title I Part A: Parent Involvement

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Parents who attended the workshops and meetings reported that the sessions were highly beneficial, particularly in addressing the areas of greatest need for their children. They also found the workshops valuable for supporting their students' social and emotional well-being.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation or budget expenditures than originally articulated in the goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be an increased focus on working with families and the community to increase participation at events.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 5

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student surveys and Parent communication show a need for college and career education awareness, this year with more focus on career than in the past couple of years. The AVID program is currently being implemented in 2nd- 5th grade. As we progress towards school-wide implementation, AVID training needs to be implemented across all grade levels.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 28% School Year 2023-2024 English Learners: 17% African American: 20% Hispanic: 28% SPED: 7% Foster Youth: 0% SED: 28% LTEL: N/A	Increase scores for CAASPP ELA by 3% in grades 3-5 for the 24-25 school year
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 22% School Year 2023-2024 English Learners: 15% African American: 20% Hispanic: 22% SPED: 7% Foster Youth: 0% SED: 23% LTEL: N/A	Increase scores for CAASPP Math by 3% in grades 3-5 for the 24-25 school year
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 9% School Year 2023-2024 English Learners: 3% African American: N/A Hispanic: 8% SPED: 0% Foster Youth: 0% SED: 9% LTEL: N/A	Increase scores for CAASPP Science by 3% in 5th grade for the 24-25 school year
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	33.5% making progress Red Status Decreased at Least 1 ELPI Level: 21.9%	Increase the English Learner Proficiency Indicator (ELPI) by 5% for the 24-25 school year

	Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 44.5% Maintained ELPI Level 4: N/A Progressed at Least 1 ELPI Level: 33.5% CA School Dashboard Fall 2023	
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 49% Diagnostic 3 School Year 2023-2024 English Learners: 47% African American: 43% Hispanic: 50% SPED: 32%	Increase the Reading percent for typical growth in Reading by 5% in the 24-25 school y year
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 43% Diagnostic 3 School Year 2023-2024 English Learners: 46% African American: 21% Hispanic: 43% SPED: 31%	Increase the Reading percent for typical growth in Math by 4% in the 24-25 school y year

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students	Elementary Master Schedule Performances and activities throughout the year Collaboration agenda	District Funded
5.2	AVID Recruitment: 5th grade teachers and Elementary AVID Coordinators meet with 6-8 AVID Coordinators to review the recruitment process and timeline. This process includes application, nomination, interviews, and selection of AVID students for the following year.	All Students	Recruitment timeline and process  Review of Criteria and Applications  MS Master Schedule: AVID Sections	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment	All Students	Student Grades (Secondary by	District Funded



	<p>opportunities tailored to the needs of diverse learners, including:</p> <p>1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency.</p> <p>2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences.</p> <p>3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps.</p> <p>4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking.</p> <p>5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.</p>		<p>Quarter, Elementary by Trimester)</p> <p>K-8 i-Ready assessment data</p> <p>ELPAC</p>	District Funded
5.5	Assistant Principals support the principal to meet District goals, attain school plan objectives through supportive management of the school's educational programs, and assist in the coordination of all state and federal categorical/special programs provided at the school site.	All Students	<p>Student achievement data (such as the California Dashboard and i-Ready)</p> <p>Student SEL data (such as attendance, behavior, and counseling supports)</p> <p>Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)</p>	District Funded
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This goal is one that is new for the Mokler School Site.



Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A for the 23-24 school year

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A for the 23-24 school year

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$90,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$87,487.00
Title I Part A: Parent Involvement	\$2,513.00

Subtotal of additional federal funds included for this school: \$90,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$90,000.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	2,513	0.00
Title I Part A: Allocation	92,734	5,247.00

## Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	87,487.00
Title I Part A: Parent Involvement	2,513.00

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	87,487.00
	Title I Part A: Parent Involvement	2,513.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,500.00
Goal 2	44,987.00
Goal 4	2,513.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- .N/A Secondary Students

Name of Members	Role
Holly Hennessy	Principal
Natalia Montoya	Classroom Teacher
Jennifer Cucchi	Classroom Teacher
Roxanne Brown-King	Classroom Teacher
Felicia Burch	Other School Staff
Nayeli Luis	Parent or Community Member
Wendy Castillo-Lopez	Parent or Community Member
Elena Bravo	Parent or Community Member
Maricela Sepulveda	Parent or Community Member
Armando Isaac	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Other: ILT Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 18, 2023.

Attested:



Principal, Mrs. Holly Hennessy on November 13, 2024



SSC Chairperson, Ms. Roxanne Brown-King on November 13, 2024

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.



**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.



Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023