

Julia C. Lathrop Intermediate 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.

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Julia C. Lathrop Intermediate School
Street	1111 South Broadway St.
City, State, Zip	Santa Ana, CA 92707-1205
Phone Number	(714) 567-3300
Principal	Cesar Flores
Email Address	cesar.flores@sausd.us
School Website	https://www.sausd.us/lathrop
Grade Span	6-8
County-District-School (CDS) Code	30-66670-6058978

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Julia C. Lathrop Intermediate School (Lathrop Intermediate School) is located at the corner of South Broadway and West McFadden Ave in the city of Santa Ana. It serves approximately 650 students in grades 6-8. Lathrop Intermediate School students participate in a six period day. All students have one period of Mathematics, English Language Arts (ELA), Science, Social Science, and Physical Education. English Language Learners who are newcomers to the United States (two years or less) take one period of English Language Development using the iLit-ELL Program as their core ELA curriculum. In addition, all Lathrop Intermediate School students have one period of an elective. The elective program consists of STEM, Robotics, e-sports, Digital Media, Art, AVID, Band, Orchestra, Math Support, and Language Arts Support (including Achieve3000, and iLit-

2024-25 School Description and Mission Statement

45). Additionally, everyday, Lathrop Intermediate School students participate in a College Preparation "Seminar" period lasting 16 minutes, which emphasizes study skills, character building, and high school, college, and career planning to support continued academic success. Students are assigned to the same College Prep teacher for the three years they attend Lathrop Intermediate School. Outside of the normal school day, Lathrop Intermediate School offers additional support for students through extended hours of access to Lathrop's Learning Center, after-school tutoring, Saturday and Intersession Intervention Programs, the WIN program, Extra Support Provided Now program, and the Engage 360° After-School Program.

Lathrop Intermediate School is now in its ninth year implementing the STEM Program; the continued goal is to support the Project Lead the Way Program, which allows students to take courses such as Robotics, e-sports, and video production to prepare them for participation in the STEM and CTE programs, not only at Lathrop, but in preparation for high school STEM and CTE Pathways. Parental involvement and parent education is focused on the development of awareness and understanding of the educational processes. All parent activities are designed to establish transparent and credible processes for community and stakeholder involvement. School Site Council (SSC), the English Learners Advisory Committee (ELAC), the Principal's Advisory Council, and the Community Schools Council provide parents information that supports and emphasizes parent decision-making at the site and district level. Lathrop Intermediate School is well-represented at the DAC/DELAC, LCAP District meetings, and the annual district-wide parent conference such as CABE.

School Mission:
Lathrop Intermediate School is dedicated to educational excellence. Through a rigorous and standards-based curriculum, students are able to construct the academic and 21st Century Skills necessary for success in high school, college, and career.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	156
Grade 7	254
Grade 8	263
Total Enrollment	673

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	0.3
Asian	1
Filipino	0.1
Hispanic or Latino	97
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.1
White	1
English Learners	49.3
Foster Youth	1
Homeless	28.2
Migrant	0.7
Socioeconomically Disadvantaged	93
Students with Disabilities	19.9

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.50	87.80	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	3.83	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown/Incomplete/NA	2.90	8.35	177.80	9.16	18854.30	6.86
Total Teaching Positions	34.70	100.00	1942.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.70	80.73	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	1.49	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	6.38	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	3.53	23.50	1.15	11953.10	4.28
Unknown/Incomplete/NA	3.40	7.82	127.30	6.20	15831.90	5.67
Total Teaching Positions	44.20	100.00	2053.50	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.70	84.18	1813.40	87.79	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.60	0.61	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	1.88	42.10	2.04	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.95	29.90	1.45	11746.90	4.23
Unknown/Incomplete/NA	5.00	11.96	167.50	8.11	14303.80	5.15
Total Teaching Positions	42.40	100.00	2065.70	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
Permits and Waivers	0.00	0.00	0
Misassignments	1.30	2.80	0.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.30	2.80	0.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	0.00	0.50	0.8
Total Out-of-Field Teachers	0.00	1.50	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.60	4.6	1.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. On September 24, 2024, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 24/25-3593, which certifies as required by Education Code §60119 that for the 2024-2025 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year and month in which the data were collected	September 24, 2024
--	--------------------

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2017	CPM, <i>Core Connections</i>	6-8
Language Arts		
2017	Pearson, <i>ILit ELL</i>	6-8
2018	McGraw Hill, <i>StudySync</i>	6-8
Science(s)		
2023	Twig Education, <i>Twig Science</i>	6-8
Social Science		
2020	McGraw Hill, <i>World History and Geography: Ancient Civilizations</i>	6
2020	McGraw Hill, <i>World History and Geography: Medieval & Early Modern Times</i>	7
2020	First Choice Educational Publishing, <i>E Pluribus Unum</i>	8

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

6/25/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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
English Language Arts/Literacy (grades 3-8 and 11)	21	19	32	32	46	47
Mathematics (grades 3-8 and 11)	10	11	20	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

2024 School Accountability Report Card

Page 9 of 23

Julia C. Lathrop Intermediate School

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
All Students	691	659	95.37	4.63	18.97
Female	312	292	93.59	6.41	18.49
Male	379	367	96.83	3.17	19.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	673	641	95.25	4.75	18.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	315	291	92.38	7.62	3.44
Foster Youth	--	--	--	--	--
Homeless	195	185	94.87	5.13	10.27
Military	15	15	100.00	0.00	20.00
Socioeconomically Disadvantaged	669	640	95.67	4.33	18.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	137	133	97.08	2.92	9.77

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	691	682	98.70	1.30	10.75
Female	312	305	97.76	2.24	8.22
Male	379	377	99.47	0.53	12.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	673	664	98.66	1.34	10.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	315	313	99.37	0.63	0.96
Foster Youth	--	--	--	--	--
Homeless	195	191	97.95	2.05	5.76
Military	15	15	100.00	0.00	13.33
Socioeconomically Disadvantaged	669	660	98.65	1.35	10.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	137	133	97.08	2.92	5.30

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	7.95	6.02	16.00	16.62	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
All Students	265	260	98.11	1.89	7.31
Female	117	114	97.44	2.56	5.26
Male	148	146	98.65	1.35	8.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	257	252	98.05	1.95	6.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	115	114	99.13	0.87	0.00
Foster Youth	0	0	0	0	0
Homeless	83	82	98.80	1.20	4.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	252	98.05	1.95	7.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	43	95.56	4.44	11.63

2023-24 Career Technical Education Programs

--

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	116
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 7	96.5	96.5	96.5	96.5	96.5

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

Parents are encouraged to get involved in Lathrop Intermediate School's learning community by volunteering their time, attending school events and sharing in the decision-making process. The school welcomes assistance in the classroom, Lathrop Wellness Center, and Learning Center. Parents are always invited to help chaperone field trips, dances, and any other school events.

Lathrop Intermediate School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These may include:

- Program Verification
- Back to School Night/Open House
- Coffee with the Principal and Counselors
- Monthly parent meetings
- School Choice Fair
- Classroom visits
- Parent Teacher Conferences
- Student performances
- Music/choir and/or theater performances

2024-25 Opportunities for Parental Involvement

- Science fairs
- Sporting events
- Volunteer opportunities
- Parent education training and/or workshops
- Promotion activities
- Student recognition assemblies
- Parent training and workshops
- Parent computer literacy classes
- Parent leadership academy
- Aeries Parent Portal Access workshops
- Parent meetings
- LCAP meetings

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

- School Site Council
- English Learners Advisory Committee

Parents seeking more information about becoming an active member in the school community may contact the Principal or Family Community Liaison at (714) 567-3300.

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

- ParentSquare and AXIOM
- School website
- Flyers
- Letters
- School Marquee/Banners
- Social Media (Facebook, Instagram, Twitter)

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	730	719	153	21.3
Female	337	331	74	22.4
Male	393	388	79	20.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	709	699	147	21.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	371	364	76	20.9
Foster Youth	--	--	--	--
Homeless	215	212	51	24.1
Socioeconomically Disadvantaged	705	698	146	20.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	147	147	46	31.3

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
11.12	10.93	7.81	3.55	4.33	3.92	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	0.03	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.81	0.00
Female	8.31	0.00
Male	7.38	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	7.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	9.70	0.00
Foster Youth	0.00	0.00
Homeless	10.23	0.00
Socioeconomically Disadvantaged	8.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.88	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

Safety Plan Approval Date: Feb 5 2024

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District

2024-25 School Safety Plan

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

D. Other SARC Information Information Required in the SARC

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

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
6	9	145	16	5

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
6	13	89	18	4

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
6	12	70	18	3

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	52	2	5
Mathematics	12	50	1	
Science	13	30	10	2
Social Science	14	27	12	1

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	42	5	
Mathematics	13	42	2	1
Science	17	18	12	2
Social Science	17	19	10	3

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	31	8	
Mathematics	15	32	4	1
Science	17	14	15	1
Social Science	18	13	15	1

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	224.33

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	\$14,978.27	\$6,004.82	\$8,973.45	\$110,854.09
District	N/A	N/A	\$10,207.71	\$108,141
Percent Difference - School Site and District	N/A	N/A	-12.9	2.5
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-18.2	15.8

Fiscal Year 2023-24 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- Administrator Induction Mentor Program

Fiscal Year 2023-24 Types of Services Funded

- After School Education and Safety (ASES)
- After School Education and Safety (ASES) Rate Increase: ESSER III State Reserve Summer Learning Prog
- A-G Access/Success Grant
- American Rescue Plan-Homeless Children and Youth II
- Arts, Music, and Instructional Materials Discretionary Block Grant
- CA National Board Certified Teacher Incentive Program
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CalSHAPE Ventilation
- Carl D Perkins Section 131 Career and Technical Education
- Child Dev: Universal Prekindergarten Planning & Implementation Grant
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Elementary and Secondary School Emergency Relief Fund III
- Employee Wellness
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- ESSA: Title II CLSD Grant
- Ethnic Studies Block Grant
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities (ELO) Grant ESSER II State Reserve
- Expanded Learning Opportunities (ELO) Grant GEER II
- Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs
- Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Learning Loss
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Implementation Grant
- Indian Education
- Irvine Mathematics Project - UCI
- ITQ Improving Tchr Qlty UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Kitchen Infrastructure and Training Funds – Infrastructure Upgrade Funds
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- On-Behalf Pension Contributions
- Ongoing and Major Maintenance Account
- Orange County Community Foundation Grant
- PLTW (Project Lead the Way, Inc.)
- SA Public Schools Foundation (SAPSF) Check
- Special Ed: ARP IDEA Part B
- Special Education
- State Mental Health-Related Services
- Supplementary Prgs-Specialized Secondary
- Technology Replacement/Repairs
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program

Fiscal Year 2023-24 Types of Services Funded

- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality
- Tobacco Grant Program (Dept of Justice)
- Two-Way Digital ITFS Licensee Revenue

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
Beginning Teacher Salary	\$68,853	\$56,573
Mid-Range Teacher Salary	\$103,014	\$87,186
Highest Teacher Salary	\$133,412	\$119,665
Average Principal Salary (Elementary)	\$163,296	\$148,486
Average Principal Salary (Middle)	\$173,280	\$154,835
Average Principal Salary (High)	\$194,976	\$170,008
Superintendent Salary	\$381,500	\$338,699
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California Common Core State Standards (CCSS). Areas of focus for staff development are selected based upon student achievement data, LCAP goals, teacher input, CCSS, and professional development surveys. In addition to district-wide opportunities, after-school workshops, conference attendance and pull-out training sessions have been implemented at the school site, in conjunction with in-class coaching, teacher-principal meetings, and student data report analysis to support ongoing professional development at the school site.

All staff development activities provided by Santa Ana Unified School District are focused on increasing student learning and proficiency. Staff development topics have been selected by a combination of student achievement data, as well as a teacher needs inventory. Topics include: MAP data analysis, Aeries data analysis, GATE and AVID instruction methods, Positive Behavior Interventions Support, utilizing technology to extend learning (teacher website, Canvas, Google Classroom), DBQ (Document-Based Question) training for Social Science teachers, Project-Based Learning (PBL), Breakout Boxes, classroom management, writing instruction, reading interventions, and effective teaching strategies.

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

- Technology in the classrooms with Learning Innovation with Technology Department
- AVID Training (Advancement Via Individual Determination)
- GATE Training (Gifted And Talented Education)
- Special Education
- Data Analysis and Using Data to Drive Instruction

Professional Development

- PBIS Training

Math teachers are implementing the seventh year of SAUSD’s adopted math curriculum, College Preparatory Math (CPM). To help support the implementation of the curriculum, math teachers will receive five days of pullout training, during which they will become familiar with the pedagogy and main pillars, collaborate on the structures in the classroom necessary for upcoming lessons, look at current student data and trends, and support each other in the shifts in classroom instruction. To help support the implementation of the curriculum, ELA teachers will receive one pullout training per month, during which they will become familiar with the pedagogy and main pillars, collaborate on the structures in the classroom necessary for upcoming lessons, look at current student data and trends, and support each other in the shifts in classroom instruction. To help support the implementation of the curriculum, Social studies and Science teachers will receive one day a month of pullout training, during which they will become familiar with the pedagogy and main pillars, collaborate on the structures in the classroom necessary for upcoming lessons, look at current student data and trends, and support each other in the shifts in classroom instruction. ELA teachers will also focus on the implementation of best instructional strategies to focus on the identified key standards and design indicators to measure mastery in the selected standards. Teachers will vertically align lessons so they can support the district priorities. Teachers implementing iLit-ELL and Achieve3000, as part of English language arts support classes, receive training and support to effectively deliver the specific curriculum. Elective Programs: AVID Coordinators and administrator(s) receive training during the AVID conference and will provide AVID strategies to the staff; school-wide implementation of AVID strategies are presented and reinforced in core classes. Implementation of the Design and Modeling class and the Robotics class are in place to support the STEM program, as well as eSports and the Spydr Lab. STEM teachers and administrator(s) have received training and implementation strategies through the PLTW conference.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on www.sausdtips.org. To support tenured teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives. Counselors participate in professional development in order to keep up to date in areas such as Capturing Kids Hearts, Crisis Management, Restorative Practices, High School Readiness and College-Going Culture.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	36	8