

Jack London Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Jack London Elementary School
Street	2707 Francisco Avenue
City, State, Zip	Santa Rosa
Phone Number	(707) 522-3030
Principal	Olga Venegas
Email Address	ovenegas@pousd.org
Website	jacklondon.pousd.org
County-District-School (CDS) Code	49-70870-0101253

Entity	Contact Information
District Name	Piner-Olivet Union School District
Phone Number	(707) 522-3000
Superintendent	Carmen Diaz-French
Email Address	cdiaz-french@pousd.org
Website	www.pousd.org

School Description and Mission Statement (School Year 2019-20)

It is the mission of Jack London Elementary School to be a caring community of students, educators, and families dedicated to the common goal of providing all students with the knowledge and abilities necessary to succeed academically, socially, and emotionally now and for the rest of their lives.

Jack London Elementary School, Piner-Olivet District's fourth school, opened in September 2003. It is located on the edge of a residential neighborhood with rural areas surrounding it. Currently, there are approximately 100 new homes under construction. The school has 280 students in kindergarten through sixth grade. A YMCA childcare program is housed in one of the classrooms and offers an after school program on the campus. The campus is also home to Piner-Olivet Charter School which is a school for seventh and eighth graders with 200 students in eight additional classrooms.

Our K-3 classrooms are capped at 24 students each. Grades 4-6 have an average of 28 students per class. Instructional assistants offer reading and mathematics support to all students in each classroom based on the needs of our students, with an emphasis on supporting primary grade students with a strong foundation of basic skills. Students have regular access to 1:1 digital devices in grades 2-6. Kindergarten and first grade have access to 2:1 devices in the classroom and may access other digital tools in the library as needed.

There are eleven general education credentialed classroom teachers, which includes two job-sharing assignments and a special education mild/severe credentialed teacher. There are instructional assistants in general education classrooms, a resource specialist, and Title I and Title III ELL assistants for a total of eight support staff in special programs. These program assistants also serve as yard duty supervisors. We have full-time PE and library technicians who provide instruction, support, and facilitate activities during lunch and recess. Some of our support staff are shared with the on-site middle school: the resource specialist, school counselor, licensed vocational nurse, lead custodian, and the health technician who dispenses medications, record updates, and notifies staff of student medical information. Music is offered with a credentialed music teacher two days per week.

Special programs include the Special Day Class (SDC), Resource Specialist Program, English Language Development (ELD), Speech, and Language, and Adaptive Physical Education. Students in the Resource Specialist Program (RSP) are seen in the pull-out program as well as through collaboration with general education teachers supporting students in classrooms. Our SDC classroom is a self-contained classroom with opportunities for mainstreaming throughout the day. Program Assistants work with classroom teachers in general education classrooms to support Language Arts instruction and provide both small group and individualized intervention support.

The school facility includes twenty-two general education classrooms (fourteen used by our elementary school and eight by the charter school); an RSP classroom; small instructional rooms for reading, speech, and counseling; an SDC classroom; and a classroom for Professional Development. There is a Creative Media building that has a library, creative lab, project room, staff room, and staff workroom. Each class is scheduled to visit the library at least once a week. The facility also includes a full gymnasium with a kitchen attached to heat prepared meals.

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

Grade Level	Number of Students
Kindergarten	36
Grade 1	33
Grade 2	47
Grade 3	44
Grade 4	47
Grade 5	33
Grade 6	39
Total Enrollment	279

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.7
Asian	6.8
Filipino	0.7
Hispanic or Latino	46.6
Native Hawaiian or Pacific Islander	0.4
White	34.8
Two or More Races	5
Socioeconomically Disadvantaged	44.1
English Learners	23.7
Students with Disabilities	7.9
Foster Youth	1.8
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	14		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

The curriculum is standards-based and was selected from the state adopted materials through a district curriculum committee, which best matched the needs of our students.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading California Houghton Mifflin Copyright 2003	Yes	0%
Mathematics	Bridges in Mathematics The Math Learning Center Copyright 2005 Carnegie Carnegie Learning Copyright 2017	Yes	0%
Science	California Science Macmillan/McGraw-Hill Copyright 2008	Yes	0%
History-Social Science	History-Social Science California Houghton Mifflin Copyright 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Jack London Elementary school was constructed in 2003 and has been regularly maintained. The playground was relined and remarked during Spring 2010. Solar arrays were installed on the campus during the summer of 2011 to help offset energy costs. The parking lot was re-stripped in the fall of 2012. New lighting has been installed throughout the school for energy efficiency. The facility was inspected by the Chief Business Official and the Supervisor of Maintenance and Grounds in February 2017. There is a complete facility inspection and assessment currently in process and will be completed in 2019.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2/11/2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The District will be replacing oldest HVAC units in the summer of 2017 via the California Clean Energy Act.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	All lighting has been replaced and upgraded with energy-efficient LED lighting during 2016-2017 via the California Clean Energy Act.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good Fair	Note: the "Fair" rating pertains to roofs (gutters) only. The district will be replacing all the gutters on the "J"-wing during the summer of 2017.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	43	38	44	50	50
Mathematics (grades 3-8 and 11)	23	28	22	27	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	159	96.95	3.05	42.77
Male	72	70	97.22	2.78	34.29
Female	92	89	96.74	3.26	49.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	77	96.25	3.75	41.56
Native Hawaiian or Pacific Islander					
White	55	53	96.36	3.64	41.51

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	81	79	97.53	2.47	35.44
English Learners	49	49	100.00	0.00	28.57
Students with Disabilities	24	21	87.50	12.50	19.05
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	159	96.95	3.05	27.67
Male	72	70	97.22	2.78	24.29
Female	92	89	96.74	3.26	30.34
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	77	96.25	3.75	25.97
Native Hawaiian or Pacific Islander					
White	55	53	96.36	3.64	28.30
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	81	79	97.53	2.47	22.78
English Learners	49	49	100.00	0.00	18.37
Students with Disabilities	24	21	87.50	12.50	9.52
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.9	29.0	19.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents volunteer in classrooms, the library, on field trips, serve on the School Site Council and are members of our English Learner Advisory Committee. Jack London Families, the parent and teacher organization, is an active group that meets monthly and is involved in fundraising to sponsor school and family activities throughout the year. Some of the sponsored events are ice cream socials, Monster Mash Bash, Winter Wonderland Program, movie nights, crab feeds, books sales, and End of Year BBQ. The School Site Council meets monthly. The English Language Advisory Council meets five times a year and provides input to the School Site Council. Parents may also become involved with the Piner-Olivet Educational Foundation, which is a district-wide group that fundraises for school programs like the library/media center, music programs, and field trips.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.4	3.4	2.0	3.8	3.1	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Jack London has a Comprehensive School Safety Plan in place in coordination with Piner-Olivet Charter School that is reviewed and updated annually. The plan includes elements that address general procedures and emergency situations. It assures the safety of students and staff in case of any natural or man-made emergency situation. It includes a communication plan with the district office and other district schools. The school has regular drills to practice and plan for safety. Jack London has an intercom system that allows the office to contact individual classrooms or the entire school in case of an emergency. In addition to providing for the student's physical safety, the staff uses Toolbox, Restorative Practices, Positive Behavior Intervention Systems (PBIS), and other BEST Practices to help the school develop a climate that encourages children to be contributing members of our community and feel safe with their peers and adults on campus.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		2		15	2			23		2	
1	24		2		22		2		24		1	
2	24		2		21	1	1		24		2	
3	18	2			24		2		22		2	
4	21	1	1		18	1	1		30		1	
5	23	1	2		21	1	1		26		1	
6	27		2		30		2		21	1	2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.6

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,230	\$4,457	\$8,773	\$80,636
District	N/A	N/A	\$8,773	\$73,375.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	0.0	9.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	15.6	3.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Jack London Elementary School, the District's fourth school, opened in September 2003. It is located on the edge of a residential neighborhood with rural areas surrounding it. The school currently has 280 students in kindergarten through sixth grade. A YMCA childcare program is housed in a modular on campus and the Boys and Girls Club is housed in a classroom on campus. The campus also houses a charter school for seventh and eighth graders with 200 students in eight additional classrooms provided by the charter school.

All primary classes, grades kindergarten through 3rd grade are capped at 24. Our intermediate classes, grades 4th through 6th, have an average of 28 students per class. Instructional assistants offer instructional support to all students in each classroom based on the needs of our students.

The staff includes a number of positions that are shared with other schools. Our resource specialist program teacher and lead custodian are shared with the charter school. There is a part-time nurse and a part-time health technician who dispenses medications, updates records, and notifies staff of student medical information. Our speech specialist works two days per week, and the health technician services students for half the school day. The school also has full time afternoon custodian and part time evening custodian. A counselor is also shared with the adjacent charter school that serves seventh and eighth graders.

There are eleven regular classrooms teachers. Seven classified staff members serve in combination as instructional assistants in regular classrooms, the resource specialist program, SDC classroom, and the Title I and Title III program as well as yard duty and food services.

Special programs include Special Day Class, Resource Specialist Program, ELD, Speech and Language Program, Physical Education. Students in the SDC classroom are in a self-contained classroom with mainstream opportunities and the Resource Specialist Program are seen in pull-out programs as well as through collaboration with the regular education teacher in the classroom.

The school facility includes twenty-two regular classrooms (fourteen used by our elementary school and eight by the charter school); an RSP classroom; small instructional rooms for reading, speech, and counseling; one SDC classroom, and one other instructional classrooms. There is a Media Services building which has a library, computer lab, project room, staff room and staff workroom. Each class is scheduled to visit the library once a week. Classes are also scheduled to visit a STEAM Lab throughout the year for 4 weeks. The facility also includes a full gymnasium with kitchen attached to heat prepared meals.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,233	\$49,378

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$70,091	\$77,190
Highest Teacher Salary	\$98,825	\$96,607
Average Principal Salary (Elementary)	\$107,219	\$122,074
Average Principal Salary (Middle)	\$103,623	\$126,560
Average Principal Salary (High)	\$72,076	\$126,920
Superintendent Salary	\$164,504	\$189,346
Percent of Budget for Teacher Salaries	30%	36%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Currently, the primary focus for professional development at Jack London Elementary School centers around Common Core English Language Arts and Math standards, and 21st-century teaching, learning, and assessment. The other area of school-wide focus has to do with developing a safe and positive school climate. All teachers and classified personnel have participated in Toolbox professional development and we are beginning a focus on Restorative Justice Practices. Professional development is delivered after school on early release days, during non-student workdays, during dedicated days during summer, and by full and half-day release days. Much professional development takes place in grade-level team meetings. Teachers are supported by site and district administrators, district coaches, consultants, and District Director of Innovative Learning. Jack London teachers attend grade span and/or grade level meetings to assess and analyze student data and collaborate to plan instruction and intervention as well as determine needs for staff development.

Professional Development

The district provides training based on identified goals for district staff which include:

- Training to support adopted instructional materials
- Training to provide teachers with the certification and skills necessary to work with English

Language Learners

- Teachers participate in regular district and grade level meetings
- New teachers participate in the Induction Program through North Coast School of Education
- All staff regularly take courses in First Aid and CPR
- Professional Learning Community (PLC) Training
- Response to Intervention (RTI) Training and Multiple Tiered System of Support (MTSS)
- All teachers are participating in Bridges Mathematics Curriculum training (K-5) and/or Carnegie

Training (6)

- Toolbox and Restorative Practice Training
- All teachers participate in Momentum in Learning, a writing coaching and professional development program
- All teachers participate in Fountas and Pinell guided reading professional development
- Other professional development opportunities are considered on an individual basis or related to the school and district mission and goals